

DIGNITY PUBLICATION SERIES ON TORTURE AND ORGANISED VIOLENCE  
EVALUATION AND IMPACT STUDY

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# PLACE-BASED LEADERSHIP DEVELOPMENT FOR INTERSECTORAL URBAN VIOLENCE PREVENTION

THE CASES OF NAKURU AND NAIVASHA, KENYA

Laura Knight  
Valentina Lugli  
Kath Cahalin  
Dan Moloney





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## ACKNOWLEDGEMENTS

Firstly, we would like to thank Denmark's Ministry of Foreign Affairs, which made this Evaluation and Impact Study and the publication possible through its financial support to DIGNITY. The study was commissioned by DIGNITY. It aims to provide a first-hand account of the emerging individual and collective impact in Nakuru County, Kenya achieved by merging the Place-Based Leadership Development (P-BLD) Programme with Intersectoral Urban Violence Prevention (IUVP).

Secondly, the research team would like to thank all the participants and their collaborators for agreeing to be interviewed for the purpose of this study. We recognise that the study builds on the prior studies made possible by the data gathered from the pre- and post-session questionnaires completed by P-BLD for IUVP participants (since the first pilot workshops took place in Nakuru and Naivasha in October and December 2016).

Thirdly, we would like to acknowledge the ongoing support and leadership role of the dedicated team at Midrift Human Rights Network, a true 'backbone' organisation without which the programme, let alone this study, would not have been possible. Finally, we recognise the support and the achievements of all the local agencies and their leaders, as well as our own organisations who have recognised the importance and real-world impact of this ongoing programme of work.

The research team was led by Dr Laura Knight (Director of the Institute for Public Safety, Crime and Justice, University of Northampton, UK). Dr Knight undertook interviews with P-BLD Programme participants. Dr Rob Worrall (Leadership and Management Specialist, Institute of Public Administration, National University of Ireland, Dublin, Ireland) and Leonard Githae (Deputy Executive Director, Midrift Human Rights Network) interviewed collaborators (who worked closely with P-BLD participants) and contributed to the background and context sections. However, the analysis and write-up of the findings was entirely the work of Dr Knight assisted by Research Assistants Valentina Lugli, Kath Cahalin and Dan Moloney. Moses Chavene (Programme Officer, Midrift Human Rights Network) also provided quality assurance, ensuring the terms and wording used reflected the specificity of the local context.

**Finn Kjaerulf**

Intersectoral Urban Violence Prevention  
DIGNITY, October 2019

## List of abbreviations

CIPEV	Commission of Inquiry into the Post-Election Violence
CPA	County Policing Authority
CPF	Community Policing Forum
CSO	civil society organisation
HRBA	human rights-based approach
HSA	human security approach
IGP	Inspector General of Police
IUVP	Intersectoral Urban Violence Prevention
NPS	National Police Service
P-BLD	Place-Based Leadership Development
PEV	post-election violence
PHA	public health approach
SDG	Sustainable Development Goal
SEM	social-ecological model
SGBV	sexual and gender-based violence



# EXECUTIVE SUMMARY

## 1. INTRODUCTION

DIGNITY conducts Intersectoral Urban Violence Prevention (IUVP) interventions with partner organisations in Central America and East Africa to support work towards achieving UN Sustainable Development Goals (5, 11 and 16). Since 2016, the Place-Based Leadership Development (P-BLD) programme has been merged with the IUVP programme to differing degrees across several municipalities. P-BLD is the overall term for activities that aim to support the development of collective leadership capabilities within a given locality.<sup>1</sup> The evidence-based P-BLD Framework helps local leaders to build their individual and collective leadership capability to work more effectively together at the sectoral, intersectoral and wider territorial levels.<sup>2</sup>

This study addresses the delivery of the 10-module P-BLD for the IUVP programme delivered in both Nakuru and Naivasha Municipalities, Kenya (2017–2019).

This evaluation of impact seeks specifically to explore the role of P-BLD in contributing to violence prevention, human rights and security work across agencies.

The research objectives were to explore: perceptions of changes in individuals' ways of thinking, leadership styles and perspectives of leadership; impact on building confidence in leadership skills; impact on working relationships with colleagues across policing, health, local government, criminal justice, the private sector and civil society, both involved in the programme and not; and its overall impact on the development of violence prevention work in municipalities.

A case study approach was adopted,<sup>3</sup> which explores the perceptions and lived experience of participants in a three-year pilot of P-BLD for the IUVP programme within two geographically distinct localities. 39 qualitative semi-structured interviews were undertaken with leaders (n=13) participating in the leadership programme, and with their direct colleagues and 'collaborators' (n=26) working in their institutions, other sectors and more widely.

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- 1 Worrall, R. (2014). 'Illuminating the way: Towards an emergent theory of place-based leadership development', Doctoral Symposium, British Academy of Management, University of Ulster, Belfast, UK, 8 September.
  - 2 Worrall, R. (2015). *Illuminating the Way: An Emergent Theory of Place-Based Leadership Development*, Doctoral Thesis, Anglia Ruskin University, Cambridge, UK. <https://arro.anglia.ac.uk/700620/>
  - 3 Yin, R.K. (2014). *Case Study Research Design and Methods* (5th ed.). Thousand Oaks, CA: Sage.

## 2. KEY FINDINGS

The P-BLD programme was extremely well received by leaders in Nakuru and Naivasha, demonstrating high levels of engagement with the learning, materials, activities and ongoing practical application of the learning.

The programme was found to have a significant impact on mindsets and perceptions about leadership, and more broadly about responsibility, involvement and participation in community and society. The greatest impact for many was the realisation of their own rights, value, potential and contribution to improving safety, security and wellbeing in their local communities.

The development of a network of direct contacts and positive working relationships across policing, health, local government, criminal justice, the private sector and civil society was also found to be fundamental in empowering and facilitating local initiatives and change.

The findings point to five key areas of impact in Nakuru and Naivasha:

- public involvement with government agencies, law enforcement, health services and civil society has increased in scale and improved in quality;
- improved trust and communication between agencies and sectors;
- improved response from the police to reports of violence, particularly gender-based violence;
- improved development of cases of victimisation going through the court process;
- improved awareness and sense of connection to county and national government.

The findings are explained in two main sections in the report: Section 3.1, 'Transformation of self: mindset and behaviour', which draws on findings related to specific changes identified in the participants of the P-BLD programme, and how internal and interpersonal change has impacted on their work related to violence reduction; and Section 3.2, 'Transformations of place: between and within agencies', which explores findings related to external changes in ways of working, including intrasectoral, intersectoral and agency collaboration and delivery.

## a. Transformation of self: Mindset and behaviour

Five key themes emerged related to change at the individual level:

- a deeper understanding of the root causes of violence;
- realising their own sense of authority and power;
- clarity of their personal ambitions;
- sensitivity to others' views of the world and their contexts;
- improved decision-making and efficacy.

Numerous examples were provided to evidence these changes, including: providing education and creating awareness of social issues and of rights; engaging with senior leaders more effectively; and making changes to ways of working to support wider violence reduction and peacebuilding efforts.

Themes emerged in the main changes that collaborators described when talking about the behaviour of the leaders they work with, including using tailored approaches to communication; improved patience; bringing people together and reducing conflict; giving voice to others; and empowering others in their teams and in their communities to take action.

## b. Transformations of place: Between and within agencies

The changes at the individual level described above have led to changes in the ways agencies and sectors are working together and have impacted on their efficacy in delivering their services and their relationships with communities.

Three key themes emerged, demonstrating that P-BLD led to:

- the bridging of gaps in communication and relationships with communities;
- intersectoral working and resource mobilisation;
- having a wider impact across place.

Examples of intersectoral working that were facilitated by P-BLD and have impacted on communities and violence reduction include: the police and the hospitals working together to support victims of violence; local business investments in buildings and infrastructure for police and child protection; agencies joining up to deliver skills development and training; the hospitals and the courts working more closely together; magistrates communicating more effectively with police officers; the police, the Children's Department, the judiciary and local support services working together to support child protection initiatives; and joint community engagement and forums.

The main report presents eight case studies which bring to life the types of issues that have been addressed by this cohort of leaders and the role of P-BLD in their initiatives to address them.

### 3. RECOMMENDATIONS

The next steps for Nakuru and Naivasha, IUVP and P-BLD, will be to consider how to grow the scale and reach of this work, and how to implement ongoing data and information capture mechanisms, both to evidence change and to create a continuous learning and development culture. The main report includes several recommendations for expanding local impact for Nakuru and Naivasha, and this executive summary shares only the strategic recommendations identified for the wider IUVP programme:

- work with agencies to further develop regular and reliable data capture (including activities, outputs and outcomes) to support the capture of evidence of impact and opportunities for learning, and to support the development of adaptive, learning cultures which are sensitive to the specificities of local contexts and issues;
- work with agencies to agree a set of common indicators, using information and data from a variety of sources, and put in place opportunities for cross-sector and agency reflection, challenge, learning and positive accountability;
- facilitate sustainability and legacy of the progress made in Nakuru and Naivasha through further development, design and delivery of P-BLD Facilitator Workshops, working with experienced participants from the P-BLD programme and young emerging leaders. This could be supported by a mentoring programme whereby the more experienced P-BLD participants mentor the emerging leaders with support from Midrift Hurinet;
- facilitate a communication network of like-minded leaders across Kenya to encourage ongoing discussion about the successes and progress made in Nakuru and Naivasha, and the issues and challenges that others face in making change;
- create partnerships or ‘twinning’ of Nakuru and Naivasha with similar municipalities in Kenya and/or further afield, to generate a wide network for sharing learning, development and ideas for progression, using the P-BLD framework. Support this through further development of South–South collaborations and development of backbone organisations (e.g. HURA, Mbale, Uganda; CIPREVICA, Cuilapa, Guatemala; and Danlí, Honduras: places where DIGNITY supports partner organisations and IUVP programmes). Extending the role of Midrift Hurinet to work in other places in Kenya (e.g. Baringo and Kisumu) could support this growth and development;
- Developing a ‘place-based collective impact’ framework could facilitate the bringing together of collective impact evaluation measures with an approach that allows for the programme to be dynamic and flexible to the context and specificities of the locality. This could be useful in supporting growth and adoption of P-BLD under IUVP in other areas and contexts across Africa and further afield.

# 1. INTRODUCTION

DIGNITY conducts Intersectoral Urban Violence Prevention (IUVP) interventions with partner organisations in Central America (Guatemala and Honduras) and East Africa (Kenya and Uganda) towards Sustainable Development Goal (SDG) 11: Inclusive, Safe, Resilient and Sustainable Cities; SDG 16: Peaceful Societies, Access to Justice, Effective, Accountable and Inclusive Institutions, Reduction of Violence; and SDG 5: Gender Equality, Empowerment of Women and Girls. The key approaches used in the IUVP programme are set out in Appendix I.



The IUVP programme now covers five municipalities in four countries, and the end beneficiaries total 400,000 people (total population in the targeted municipal territories). Since 2016, the Place-Based Leadership Development (P-BLD) programme has been merged with the IUVP programme (in Kenya 2016–2019, in Uganda since February 2018 and in Guatemala since May 2018).<sup>4,5</sup> Extending P-BLD to the full IUVP programme is foreseen. The Honduras P-BLD pilot has, however, been postponed due to practicalities.

4 Worrall, R. & Kjaerulf, F. (2018). 'Crossing borders? Comparative analysis of applying a place-based leadership development framework for building leadership coalition building for intersectoral urban violence prevention in Kenya and Uganda', IRSPM Conference, University of Edinburgh, Edinburgh, UK, 11–13 April.

5 Worrall, R. & Kjaerulf, F. (2018). 'South–South: Comparative analysis of applying a place-based leadership development framework for building leadership coalitions for intersectoral urban violence prevention in Kenya, Uganda and Guatemala', Irish Academy of Management Conference, Cork University Business School, UCC, Cork, Ireland, 3–5 September.

Continuous focus on embedded intervention research in the IUVP programme enables DIGNITY to adapt and adjust the programme as new knowledge is harvested, thereby reducing and eventually eliminating actions that do not lead to impact and social change. Research-based evidence<sup>6,7</sup> suggests that the merging of P-BLD and IUVP has the potential to create significant positive impact in enabling trust building, a stronger sense of common purpose and collective empowerment between intersectoral leaders.

In Kenya, DIGNITY had been working with the local partner organisation Midrift Human Rights Network (Midrift Hurinet) in Nakuru County, and specifically in the municipalities of Nakuru and Naivasha. The current three-year IUVP Programme (2017–2019) in these two places follows the successful 18-month pilot IUVP programme which took place in 2015–2016. The focus of the programme has been to create coalitions of intersectoral leaders as agents of change,<sup>8</sup> while also working on creating citizen agency for change.<sup>9</sup> IUVP's interest is centred on reducing 'risk of violence': reducing at risk groups' vulnerability by strengthening their agency for resilience and for preventing violence before it occurs. The implementation of a pilot three-year P-BLD for the IUVP programme has been one of the main support mechanisms to enable leaders to work more effectively together on preventing urban violence. It is important to note that one of the foundational principles is that no additional financial resources come with the programme; rather it offers new knowledge, which supports dialogue between actors from different sectors and agencies. This enables current resources to be used in innovative ways, enabling resource redistribution and service redesign, targeted at new approaches to maximise collective impact for urban violence prevention.

This evaluation report provides an assessment of the impact of the P-BLD programme and seeks to identify the outcomes at individual, intersectoral and territorial levels (across Nakuru and Naivasha Municipalities and the wider Nakuru County).

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- 6 Worrall, R. & Kjaerulf, F. (2018). 'Building collaborative capability between law enforcement and civil society leaders to prevent urban violence', *International Journal of Public Health*, Special Issue: Violence, Justice, and Health: Implications for a Multisectoral Collaboration, Vol. 63, Issue 8, 969–976. DOI: <https://doi.org/10.1007/s00038-018-1153-z>
  - 7 Worrall, R. and Kjaerulf, F. (2019). 'Transforming minds, people and places: Leadership coalition building as catalyst for intersectoral collaboratives in urban violence prevention', *Aggression and Violent Behavior*, Vol. 47, 282–292. <https://academic.oup.com/jpubhealth/article/31/2/199/1540854>
  - 8 Koh, H.K. and Jacobson, M. (2009). 'Fostering public health leadership', *Journal of Public Health*, Vol. 31, Issue 2, 199–201. DOI: <https://doi.org/10.1093/pubmed/fdp032>
  - 9 Bason, C. (2018). *Leading Public Sector Innovation: Co-creating for a Better Society* (2nd ed.). Bristol: Policy Press.

## 1.1 Background and programme description

### Local context

While endemic violence levels (10 or more deaths per 100,000) have not been reached in Kenya, the homicide rate increased sharply from 3.5 in 2007 to 6.5 in 2013.<sup>10</sup> During and after the 2007 election, Nakuru and Naivasha, the two municipalities in this study, were among the violent political 'hotspots' that accounted for a significant number of the 1,133 Kenyans reported killed and thousands more injured.<sup>11</sup> Moreover, Nakuru has been singled out as the fastest growing town in East Africa and there is a move to soon grant it city status so that it would become the fourth largest city in Kenya.

The Commission of Inquiry into the Post-Election Violence (CIPEV) report indicated that of the 1,133 deaths due to post-election violence (PEV), 213 occurred in Nakuru. Of the 3,561 injuries documented during the PEV, for the most part as a result of sharp pointed objects, 1,341 occurred in Nakuru. Following the PEV, the momentum for constitutional reforms and reform of the police force was reignited. Kenya enacted a new Constitution in August 2010, and talks over a police reform process led to the National Police Service (NPS) Act, 2011 and the amendment in 2014; the National Police Service Commission (NPSC) Act, 2011; and the Independent Policing Oversight Authority (IPOA) Act, 2011. These three acts set in motion the process of realising a professional and accountable National Police Service. The NPS Act also provides for the need to have citizen participation in Community Policing through establishing the County Policing Authority (CPA), Community Policing Committees (CPCs) and Community Policing Forums (CPFs). Trust between the police and the citizens is low, and this continues to hamper their effective cooperation in violence prevention. The CPA and CPCs are key to sustainable citizen–police collaboration in violence prevention; however, the CPA has not yet been put in place by the County Government of Nakuru. The CPC, which brings together citizens nominated by the community to work together with the Ward Commander of the police, is taking shape and it requires strengthening to enable it to fulfil its mandate.

Nakuru and Naivasha continue to experience a culture of violence that is exacerbated by deep-rooted ethnic-based competition for access and control over state opportunities and natural resources, including land. There is high mobility of people who migrate from rural areas in search for employment; many remain unemployed and live in informal settlements that are at

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10 United Nations Office on Drugs and Crime (UNDOC) (2016). International statistics database. [https://www.unodc.org/documents/gsh/pdfs/Chapter\\_1.pdf](https://www.unodc.org/documents/gsh/pdfs/Chapter_1.pdf)

11 United Nations Commissioner for Human Rights (OHCHR) (2008). Report from OHCHR fact-finding mission to Kenya, 6–28 February. <http://www.ohchr.org/Documents/Press/OHCHRKenya-report.pdf>

considerable risk of spiralling out of control in the urban municipalities, which are also host to organised 'gangs'. High unemployment and growing poverty levels aggravate the situation as many economically disenfranchised youths turn to violence and are easily mobilised into political violence. While there is a political culture that exacerbates violence in order to achieve political power, no politicians in Kenya have been convicted for such mobilisation, which suggests that there is a culture of impunity in relation to political violence.

Nakuru and Naivasha municipalities were selected as the two areas for a pilot IUVP programme in June 2015 (Nakuru) and October 2016 (Naivasha) following an in-depth scoping process. The scoping included knowledge generation (research) and intervention (development activities) and meetings with potential partners. There was also a comprehensive contextual study on violence dynamics which was carried out in 2018<sup>12</sup> and included a number of findings and recommendations (see Appendix III).

The sectors and agencies mobilised for and involved in IUVP are civil society organisations (CSOs) including faith-based organisations (FBOs); the criminal justice sector (including law enforcement, the police, corrections, the prison service and rehabilitation, probation service); CPCs; the County Government (Executive and Legislative); education; Ministry of Health; the private sector; and the media.

### **Place-Based Leadership Development (P-BLD) for Intersectoral Urban Violence Prevention (IUVP) Programme**

P-BLD is the overall term for activities that aim to support the development of collective leadership capabilities within a given locality.<sup>13</sup> The evidence-based P-BLD framework helps local leaders to build their individual and collective leadership capability to work more effectively together at the sectoral, intersectoral and wider territorial levels.<sup>14</sup> As P-BLD shares a number of commonalities with IUVP (see Table 1 and Figure 1), it was considered that developing a P-BLD programme to support intersectoral leaders working together to reduce urban violence could lead to more effective collaboration and lay the foundations for achieving collective impact.<sup>15</sup>

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- 12 Wairuri, K., Ruteree, M. & Chemlali, A. (2018). *Urban Violence in Nakuru County, Kenya* Dignity Publication Series on Torture and Organized Violence No. 16, Copenhagen: Dignity/Centre for Human Rights and Policy Studies (CHRIPS).
  - 13 Worrall, R. (2014). 'Illuminating the way: Towards an emergent theory of place-based leadership development', Doctoral Symposium, British Academy of Management, University of Ulster, Belfast, UK, 8 September.
  - 14 Worrall, R. (2015). *Illuminating the Way: An Emergent Theory of Place-Based Leadership Development*, Doctoral Thesis, Anglia Ruskin University, Cambridge, UK. [https://arro.anglia.ac.uk/700620/6/Worrall\\_2015.pdf](https://arro.anglia.ac.uk/700620/6/Worrall_2015.pdf)
  - 15 Kania, J. & Kramer, M. (2011). 'Collective impact', *Stanford Social Innovation Review* (SSIR), Winter, 36–41.



**Table 1: P-BLD and IUVP as mutually reinforcing practice<sup>16</sup>**

Factor	P-BLD	IUVP
<b>Intersectoral/ professional/ agency</b>	Based on sectors and professions working together	Requires sectors and agencies to work together (building on existing human, cultural, socio-economic structures, resources, information and knowledge)
<b>Territoriality</b>	Focus on relations within, across and to a specific locality (emotional, psychological and geographical)	'Place-based' approach is key, focus on municipality-level collaboration
<b>Interrelational</b>	Works in relationship with self, between self and other, organisation and wider place	Requires bringing together of historically opposed actors and sectors with deep levels of mistrust
<b>Interconnectivity</b>	Surfaces and works with interlinked tensions, contradictions and paradoxes	Working towards prevention of all forms of violence and their relationships (interlinked)
<b>Transformative</b>	Enables individual and collective transformative learning and development (enables collective impact)	Requires mindset change in terms of attitudes, values and (what is) acceptable behaviour (to achieve collective impact)

**Figure 1: Multi-layered P-BLD and IUVP<sup>17</sup>**



16 Adapted from Worrall, R. and Kjaerulf, F. (2019). 'Transforming minds, people and places: Leadership coalition building as a catalyst for intersectoral collaboratives in urban violence prevention', *Aggression and Violent Behavior*, Vol. 47, 282–292. DOI: <https://doi.org/10.1016/j.avb.2019.02.012>

17 Taken from: Worrall, R. & Kjaerulf, F. (2019). 'Transforming minds, people and places: Leadership coalition building as catalyst for intersectoral collaboratives in urban violence prevention', *Aggression and Violent Behavior*, Vol. 47, 282–292. DOI: <https://doi.org/10.1016/j.avb.2019.02.012>

The P-BLD for IUVP programme consists of a series of interlinked, interactive modules, where leader and leadership capabilities are developed through a personal and joint interrelational journey of lived experience. It is designed to enable leaders to grapple with real-world issues while developing themselves as individuals at an intrapersonal level, and to improve the way they work with others at an interpersonal level. P-BLD acknowledges that an individual is shaped by personal experiences, and this determines how one sees the world. It offers leaders an opportunity to undertake leader development and critical reflection from the outset. The modules are set within the context of the evolving and dynamic picture of the challenges faced by the local partner organisation (LPO) in enabling dialogue and facilitating activities geared towards addressing issues linked to urban violence.

The programme is delivered in blocks of two one-day interlinked modules (modules 1–8: see Table 2), firstly in Nakuru and then in Naivasha. For the final modules, 9–10, the Nakuru and Naivasha cohorts were brought together for the first time in one place to learn, work and collaborate over three days. Each block has core components. The sessions are deliberately focused on providing tools and mechanisms to promote reflective practice and self-development, which is an important way of reducing the gap between formal theory and professional practice reality. It starts with activities designed to encourage participants to think about their **mindset** and their openness to learning, listening to other perspectives and considering issues from the standpoint of a participant from a different sector, for example. The subsequent activities are designed around participants exploring their level of self-awareness and undertaking self-assessments to develop their leadership **skillset**, such as applying emotional intelligence or conflict management. There was an underlying drive to enable and encourage participants to become adaptive,<sup>18</sup> and open to exploring new ways of seeing the world and trying out creative, dynamic and unfamiliar, experimental and uncomfortable activities which facilitated individual and collective learning. In particular, participants are encouraged to explore their own and others' assumptions by asking questions of each other. This is seen as crucial for teaching and adult education practice and by extension for effective leadership and management development. It is particularly relevant when leaders are faced with volatile, uncertain and complex contexts such as violence prevention.<sup>19</sup>

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18 Heifetz, R., Linsky, M. & Grashow, A. (2009). *The Practice of Adaptive Leadership: Tools & Techniques for Changing Your Organization and the World*. Boston, MA: Harvard Business School Publishing.

19 Nandlam, S.S. & Bindlish, P.K. (2017). *Managing VUCA through Integrative Self-Management: How to Cope with Volatility, Uncertainty, Complexity and Ambiguity in Organizational Behavior*. Cham, Switzerland: Springer.

The remainder of the two-day block focuses on facilitating collaboration in intersectoral collaboratives to address a major urban violence prevention challenge such as the normalisation of sexual and other forms of violence against women and children. The current state of play on the issue across the place would be presented by the local partner organisation (Midrift Hurinet) in collaboration with other partners. Drawing on the lived experience of how the issue is experienced and viewed by participants, intersectoral groups are guided through a collaborative methodology from the evolving P-BLD **toolset** such as appreciative inquiry or design thinking. The actions and recommendations presented by each of the groups in plenary form an integral part of the final slide pack circulated to all the participants. The proposed actions need to be carried out at zero additional costs: in other words, through the redistribution of existing resources, enabling service redesign. The groups are tasked with taking forward their actions and reporting back on their successes and failures at the start of the next module. Pre- and post-module questionnaires are used consistently through each module of the programme, contributing to building an evidence base of what works and to enabling systematic and ongoing evaluation.<sup>20,21,22,23</sup>

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- 20 Tran, N., Langlois, E.V., Reveiz, L., Varallyay, L., Elias, V., Mancusi, A. & Ghaffar, A. (2017). 'Embedding research to improve program implementation in Latin America and the Caribbean', *Pan American Journal of Public Health*, Vol. 41, No. 75, 1–5.
- 21 Worrall, R. & Kjaerulf, F. (2018). 'Building collaborative capability between law enforcement and civil society leaders to prevent urban violence', *International Journal of Public Health*, Special Issue: Violence, Justice, and Health: Implications for a Multisectoral Collaboration, Vol. 63, Issue 8, 969–976. DOI: <https://doi.org/10.1007/s00038-018-1153-z>
- 22 Worrall, R. & Kjaerulf, F. (2018). 'Crossing borders? Comparative analysis of applying a place-based leadership development framework for building leadership coalition building for intersectoral urban violence prevention in Kenya and Uganda', IRSPM Conference, University of Edinburgh, Edinburgh, UK, 11–13 April.
- 23 Worrall, R. & Kjaerulf, F. (2018). 'South–South: Comparative analysis of applying a place-based leadership development framework for building leadership coalitions for intersectoral urban violence prevention in Kenya, Uganda and Guatemala', Irish Academy of Management Conference, Cork University Business School, UCC, Cork, Ireland, 3–5 September.

**Table 2: Overview of P-BLD for IUVP programme**

Module	Place and time	Title
<b>1 &amp; 2</b> (two days)	Nakuru: 27–28 March 2017	M1: Personal and Professional Identity Development & Place
	Naivasha: 29–30 March 2017	M2: Leaders, Leadership and Values
<b>3 &amp; 4</b> (two days)	Nakuru: 4–5 December 2017	M3: Collective Inquiry: Shifting the narrative from supporting violence to enacting tolerance Part I
	Naivasha: 7–8 December 2017	M4: Collective Inquiry: Shifting the narrative from supporting violence to enacting tolerance Part II
<b>5 &amp; 6</b> (two days)	Nakuru: 26–27 February 2018	M5: Leading Change: Challenging the norms of sexual and other forms of violence against women, girls and boys Part I
	Naivasha: 1–2 March 2018	M6: Leading Change: Challenging the norms of sexual and other forms of violence against women, girls and boys Part II
<b>7 &amp; 8</b> (two days)	Nakuru: 5–6 November 2018	M7: Leading Your Sector and System: Becoming champions of social transformation Part I
	Naivasha: 7–8 November 2018	M8: Leading Your Sector and System: Becoming champions of social transformation Part II
<b>9 &amp; 10</b> (three days)	Nakuru: 3–5 September 2019	M9 & M10: Shaping the Future: Intra and inter-place-based collaboratives for Intersectoral Urban Violence Prevention

### Purpose of evaluation

This study seeks to build on our analysis of the pre- and post-session questionnaires to gain a deeper understanding of the breadth of the impact of P-BLD in contributing to intersectoral urban violence prevention work. Moreover, DIGNITY was particularly interested, within the context of IUVP, to understand:

- i) the extent to which the P-BLD programme has developed participants' individual and collective leadership capability to lead more effectively across Nakuru and Naivasha;
- ii) the extent of wider evidence of the impact that P-BLD has had on participants' abilities to enable effective collaboration at the organisational, sectoral and intersectoral levels as well as across the wider municipalities of Nakuru and Naivasha.

To address these aims, our case study approach allows for the qualitative exploration of perceptions and experiences of those involved in the programme, gathering their perspectives of its impact personally and for their intersectoral collaborators within the context of IUVP.

Thus, the study aims to explore participants' experiences of leadership and management development, the leadership demands (within their current role) of leading across place within the municipalities of Nakuru and Naivasha, and their perspectives on the impact of the P-BLD programme on the development of individual and collective leadership capability. This research seeks specifically to explore the role of Place-Based Leadership Development in contributing to violence prevention work across agencies.

The research objectives are to explore:

- the perceived impact of the programme, collecting data regarding its delivery;
- perceptions of changes in individuals' ways of thinking, approaches to leadership styles and perspectives on how leadership is enacted;
- the impact of the development programme on building confidence in leadership skills;
- the impact on working relationships with colleagues across policing, health, local government, criminal justice, the private sector and civil society, both involved in the programme and not;
- its overall impact on the development of violence prevention work in municipalities.

### **Project team**

Dr Laura Knight (Director of the Institute for Public Safety, Crime and Justice, University of Northampton, UK) undertook interviews with P-BLD participants. As the only researcher interviewing P-BLD participants and the lead researcher for data analysis, it was considered that Dr Knight's involvement would remove any bias or researcher influence during interview and analysis.

Research assistants Valentina Lugli, Kath Cahalin and Dan Moloney assisted Dr Knight in the analysis and write-up of the findings. Dr Knight interviewed P-BLD participants.

Dr Rob Worrall (Leadership and Management Specialist, Institute of Public Administration, National University of Ireland, Dublin, Ireland), who has worked extensively with the P-BLD participants, interviewed collaborators.

Leonard Githae (Deputy Executive Director, Midrift Human Rights Network) also interviewed collaborators.

Moses Chavene (Programme Officer, Midrift Human Rights Network) provided quality assurance, ensuring our terms and wording reflected the specificity of the local context.

## 2. METHODOLOGY

### 2.1 Approach

A case study approach was adopted,<sup>24</sup> which explores the perceptions and lived experience of participants in a three-year pilot of Place-Based Leadership Development (P-BLD) for the Intersectoral Urban Violence Prevention (IUVP) programme within two geographically distinct localities. 39 qualitative semi-structured interviews were undertaken with leaders (n=13) participating in the leadership programme, and with their direct colleagues and 'collaborators' (n=26) working in their institutions, other sectors and more widely.

This evaluation sought to explore participants' experiences of participating in the P-BLD for IUVP programme and the role of this leadership development in contributing to intersectoral urban violence prevention work. It draws out participants' perspectives on the extent to which participation has developed their individual and collective leadership capability to lead more effectively across place within Nakuru and Naivasha. The wider impact of P-BLD for IUVP is also explored through participant descriptions of skills, abilities and examples of enabling effective collaboration at the organisational, sectoral and intersectoral levels, as well as across the wider municipalities of Nakuru and Naivasha.

The case study approach was used as it allows for qualitative exploration of perceptions and experiences, drawing out their narratives of its impact personally and for their intersectoral collaborators in the context of IUVP.

### 2.2 Sample

Participation in the evaluation was voluntary, and suitable candidates were selected and invited to participate based on pragmatic and sensible criteria.

The P-BLD sample were selected on the basis that they had attended at least 75% of the P-BLD sessions and to ensure that the overall cohort included at least one participant from each sector involved in the programme. The entire cohort of P-BLD participants is 50, and six sectors are represented in the study (civil society organisations, criminal justice sector, education, health, local government and the private sector). To involve at least one from each sector, invitations to participate were distributed across the six sectors, and this meant that only two individuals could be invited in some cases (e.g. private sector), or up to eight could be invited (e.g. criminal justice). In situations where more than one could be invited, the

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24 Yin, R.K. (2014). *Case Study Research Design and Methods* (5th ed.). Thousand Oaks, CA: Sage.

individual was chosen at random. Where they chose not to participate or failed to arrange an interview in the dedicated fieldwork period, a second random selection was made, until the cohort was complete. The intended sample size for P-BLD participants was 12, but in practice 13 were interviewed.

For the 'collaborators', convenience sampling was used, sending invitations to participate to all those individuals identified by the P-BLD cohort and those involved in leading violence prevention programmes. The criteria ensured that selected participants had worked or collaborated directly with P-BLD participants and should have engaged with those individuals significantly over at least three years. The sample was 26 individuals, representing two colleagues/collaborators for each P-BLD participant.

In total therefore, 39 participants were interviewed for this evaluation and the average interview length was 45 minutes. Participants were fully informed, receiving detailed invitation letters, participant information sheets and signed consent forms prior to research interviews taking place.

## 2.3 Data collection

For practical reasons such as people's availability, the field work was carried out in Nakuru and Naivasha between 5 and 9 August 2019.

## 2.4 Data analysis

The semi-structured interviews were digitally recorded and transcribed to provide 39 transcripts for analysis (see Appendix IV). Some corrections of the transcripts were required, and were provided by Midrift with its knowledge of local names and places and the challenges of different dialects. Thematic analysis was undertaken to draw meaning from the data, in the form of codes, categories and overarching themes. The thematic analysis involved six steps: 'familiarisation' through reading and re-reading transcripts; 'code generation' through descriptions of short passages of text in the columns of the transcripts; 'theme identification' by reading over the descriptions and identifying themes, patterns and similarities in both language and meaning; 'review' of themes and codes; 'labelling themes'; and 'report writing'.<sup>25</sup> The approach taken for this study, while allowing for intuition and an emergent process of data analysis, interpretation and presentation, also allowed for a clear audit trail through the different stages of the research process. Three researchers, led by Dr Knight, participated in transcript analysis, providing greater reliability and robustness of theme identification and reduction of researcher bias.

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25 Braun, V. & Clarke, V. (2006). 'Using thematic analysis in psychology', *Qualitative Research in Psychology*, Vol. 3, No. 2, 77–101. DOI: <https://doi.org/10.1191/1478088706qp063oa>

The interviews were grouped by locality (Nakuru and Naivasha) and also by P-BLD participants and collaborators, to allow for similarities and differences in themes and language to appear. The findings presented very little difference between those in Nakuru and Naivasha, and therefore this separation was not included in the findings for this report. The analysis was also informed by data from the pre- and post-session questionnaires completed by 33 P-BLD programme participants from Modules 9 & 10 which took place in early September 2019, after the fieldwork for this study had been completed.

Through analysis of the transcripts, several stories emerged as in-depth examples of the core themes identified in the study. These stories and events have been provided as eight short case studies, to present the perceptions and experiences of impact of the P-BLD programme. By extracting these short case studies within the larger case study evaluation, both intra-case dialogue and inter-case dialogue between emergent themes are facilitated.<sup>26</sup>

In addition, the draft report was shared with a representative sample (n=15) of P-BLD interview participants, who took part in a local validation workshop organized by Midrift Hurinet. The workshop sought to ensure that the narrative of each case study reflected experience on the ground and to further develop local and strategic recommendations going forward.

## 2.5 Ethics

The research proposal and documentation were subject to the Ethics Review process of the University of Northampton. All research participants were sent an invitation letter, which set out the purpose of the study and explained what the data would be used for, prior to their participation. Before interviews took place, participants were asked to sign two copies of the consent form, counter-signed by the interviewer. Participants retained one copy for their records, and in case they wanted to withdraw from the research.

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26 Ridder, H.-G., Hoon, C. & McCandless Baluch, A. (2014). 'Entering a dialogue: Positioning case study findings towards theory', *British Journal of Management*, Vol. 25, No. 2, 373–387.



### 3. FINDINGS

The findings from data analysis demonstrate the breadth and depth of perceptions and experiences related to involvement both in the P-BLD programme specifically and more broadly in human rights, security, public health and violence prevention work in Kenya. Strategic perspectives of Kenyan cultures, life situations, economics, politics and social structures were balanced with tactical, in-depth stories and examples of individuals and families that have experienced traumatic violence and have experienced profoundly improved interactions with agencies in recent months and years. Most of the narratives focused specifically on the P-BLD programme and notions of change before and after engagement in this development over the past three years. However, some of the perceptions and experiences of change have been influenced by wider structural change, including constitutional rights, legislation and policy, local governance and the economy. Local infrastructure and the role of Midrift in bringing together people, organisations and civil society in recent years under the Intersectoral Urban Violence Reduction programme were identified as key factors in many of the positive changes that are beginning to be seen.

The findings presented below are therefore divided into two main sections. 'Transformation of self: Mindset and behaviour' draws on findings related to specific changes identified in the participants of the P-BLD programme, and how internal and interpersonal change has impacted on their work related to violence reduction. 'Transformation of place: Between and within agencies' explores findings related to external changes in ways of working, including intra- and inter-sectoral and agency collaboration and delivery.

Following these main findings sections, eight case studies are shared to bring to life the types of issues that have been addressed by this cohort of leaders and the role of P-BLD in their work and initiatives to address them. The factors identified by participants as important to the delivery and impact of the P-BLD programme are explored, followed by a summary of the impact of the programme. This summary provides the main areas of impact, the high-level evidence identified and corroborated by leaders and their collaborators, and areas for further data collection to build an ongoing benefits realisation model related to P-BLD.

### 3.1 Transformation of self: Mindset and behaviour

This section explores themes that emerged in the findings related to change in the leaders that participated in P-BLD. Each section describes a sense of 'before and after' the programme, and the outcomes of these changes are explored in examples of changed perceptions and behaviour.

Five key themes emerged related to change at the individual level:

- a deeper understanding of the root causes of violence;
- realising their own sense of authority and power;
- clarity of their personal ambitions;
- sensitivity to others' views of the world and their contexts;
- improved decision-making and efficacy.

#### Deeper understanding of the root causes of conflict and violence

Evident for all P-BLD participants, several aspects of the programme promoted a deep consideration of what violence is, what constitutes violence and the types of factors that lead to conflict and violence for both perpetrators and victims. Changes in mindset were identified, shifting from accepting aspects of 'culturally normal behaviour' to clarifying their own beliefs and values about right and wrong. Almost all participants found this to be hugely impactful, realising that behaviour can be highly prevalent in society, and feel very normal to experience or witness, but it can also be challenged and changed. Reflecting public health approaches, the leaders developed understanding about the interrelated individual, societal, cultural and environmental factors that lead to conflict and violence. This also reflects the different levels of interrelational tensions that the P-BLD framework enables participants to explore.

*It has really changed because there are those things that we used to normalise especially in Africa and in Kenya, for example, battering of a wife it was normal but afterwards I've realised we have normalised. There is something like circumcision for the girls, we thought it is a normal thing but afterwards I realised it is not normal. (P-BLD participant)*

*And I was telling her one thing with this programme is that it has become an eye-opener to so many things. Urban violence is, you know, where you feel that your rights have been violated, but, you thought 'things have always been done that way' so who am I to say no? But with the programme, it became an eye-opener that I do not have to do things the way they are done when I know it is wrong. And I can read, I have even, the Constitution and other kinds of law, which protects you but people are not doing it. (P-BLD participant)*

This deeper understanding of human behaviour, cultural norms and personal values facilitated considerations of root causes of social behaviour and social problems, stimulating critical thinking about the life situations of both perpetrators and victims. They described this as ‘changing the narrative’ from history, culture and traditions, to ‘breaking the cycle’ and helping to shift people’s thinking about human rights, security and peace.

*I think women have really been oppressed. And they could not be identified or brought on board to build narrative even with men, where there is a problem to look for solutions. So, with these modules or the training, will be showing how you bring everybody on board. It doesn't matter what does that person have, how small it is ... it will not be complete if the big and the small are not brought together. (P-BLD participant)*

These changes in thinking about violence, society and norms were corroborated and recognised by the collaborators working with the leaders. In particular, collaborators tended to reference that before P-BLD, the leader often held on to simple stories about problems related to human rights and conflict, putting in place straightforward solutions that they could control. This meant at times the leaders might come across as narrow-minded or slightly arrogant about their approach and solutions.

After P-BLD, collaborators described significant changes in attitudes and sensitivity to the complex range of factors involved in human conflict and developed new beliefs about reducing violence and peacebuilding activities. Several examples were given about understanding and engaging with young people differently, recognising the challenges they might be facing in their lives.

**[Leader]** *don't like to be defeated ... you know. He's someone who's always – he make sure that everything he's about forthright and very, very rebellious. But nowadays I just realised that [he] was transformed, because ... he just manages himself, went to [his friend he had a dispute with], talked to him and advised him no, we should not work this way. And at last, they fight the common ground whereby they can agree how to bring peace together. (P-BLD participant)*

P-BLD encouraged critical thinking about how to engage with victims and perpetrators of violence to achieve different outcomes, and how to create sustainable prevention of conflict particularly where victims and perpetrators know each other, for example domestic violence and community disputes. This generated support and testing for the use of mediation as a tool to reduce the escalation of incidents, to manage risks associated with victims, children and sex workers for example, and to use the opportunity to build relationships with communities. Thus mediation processes were used to educate people about

violating people's rights, what is unacceptable and illegal behaviour and ways to prevent conflict moving forward.

*When there is an inter-commotion, because in a society where we're living there must be a problem sometimes. He came there and try to talk to both parties to find the common ground whereby they can solve their problems amicably, without any violence. (Collaborator)*

*Because when we receive people there at the prison, normally they are very violent, but within just one week, when she has just sat down with them, you can see people changing, you can sit down with somebody and discuss because of her leadership skills. She knows how to handle different categories of prisoners. (Collaborator)*

*She's a good listener ... She follows the case up to the end. Yeah. And if it's about the case, she has to give a report and make sure it's well documented... And she makes sure at the end of the day, they have gotten a solution or maybe this person, he or she is comfortable. (Collaborator)*

### **Realising authority, influence and power**

Having experienced a shift in mindset, leaders on the P-BLD programme described realising their own role and own potential in the complex web of issues related to resolving violence and building peace. For many, they were performing their duties in their various roles across agencies and sectors, but were not necessarily going 'over and above' and often accepted the current ways of doing things – despite lack of progress or impact on preventing or resolving community issues.

One of the major themes in the findings, described through a number of examples, was the way that the P-BLD programme gave the leaders the mandate, the authority and the 'go ahead' to try new ways of tackling issues and problems. For many leaders there was a moment during the programme when they realised their right to have a voice, to challenge the status quo and to take the space for trying new ways of working. This was found to be incredibly liberating, and many described an overwhelming impact on both their personal and professional lives, feeling their own value in society.

*There is a time we were talking about the gender-based violence and the way we can rehabilitate or we can change the mindset of the society because of normalisation of the sexual offences, or violence, how can change the mentality of the society. I realised I have the capacity, I have the client with me so it is very easy to apply whatever I have been taught. (P-BLD participant)*

*It has taught me, from being in the office to on the ground. From being inactive to being active and applying whatever I have, the knowledge that I have, I use it. Leadership by example. (P-BLD participant)*

*[P-BLD] has made us change our narrative from being marginalised, to people who can now understand and realise, and stand on their own. (P-BLD participant)*

The collaborators identified a rise in confidence levels of the leaders they were working with, and improvements in leadership style overall, but particularly in relation to confidence to challenge others, to challenge the normal ways of doing things and to influence stakeholders' thinking too. Reflecting the human security approach, this programme facilitated leaders and their collaborators to deliver education, awareness and training across human rights, personal safety and security, skills development, economic stability and mediation approaches to conflict resolution.

Many examples were provided to evidence these changes, including:

- educating people and communities with confidence and authority;
- creating awareness of social issues and of rights;
- engaging with senior leaders differently and more effectively;
- making changes to ways of working to support wider violence reduction and peacebuilding efforts, including:
  - a local media company – for example, an editorial policy was developed to minimise negative impacts of reporting on community divides and conflict, seeking to reduce rather than escalate issues of prejudice and tribe boundaries;
  - the police created gender-based violence specialist police officer roles, and gave these roles to women, to help to improve the confidence of women and children reporting domestic and sexual violence.

*We taught them and did a lot of meetings with them and tell them that, 'In fact this is not the way to live. This is not the way to go. Take this right moment and be your brother's keeper.' It changed drastically. Those who steal government funds we put them on notice and in fact we put them on walls, on WhatsApp's walls so that they can read also and know that they're doing a wrong thing to the public. (P-BLD participant)*

*It has [helped] in a very big way, one aspect with myself personally. Initially, I thought that I can never say too much to my senior boss and even if I felt that it is not the right thing the way we are doing things I couldn't say no. So this training to me helped me. (P-BLD participant)*

This is also reflected in the feedback from the final post-session questionnaire completed by participants at the end of Module 10.

*Being able to realise it's important to have a mindset shift. To be open minded, practising it my mindset has changed since I now understand that a leader should be a team player and this does not make them powerless.*

**(P-BLD participant)**

*I have changed in that, have new skills at hand, achieved an open mindset and improved listening become more in listening and talking less being elected in the various committee.* **(P-BLD participant)**

*First I have changed my mindset towards violence and working to expand it towards developing solutions by creating the awareness to stakeholders, building trust to the community on the service provided to have listening skills, have a good communication skills to be a facilitation tool and good learning.* **(P-BLD participant)**

### **Clarity of ambition**

It was evident across all the leaders engaged with P-BLD that the programme had created a lot of self-reflection and consideration of their beliefs, values and drivers in both their personal lives and their professional lives. Many of the participants described the impact of this programme being far beyond issues of violence reduction, and much more about 'becoming a better person', which in turn made them more effective and happier.

Feeling greater ownership over their professional contribution, through the renewed sense of power and influence described above, also led to greater clarity about what they wanted to achieve. All participants talked about wanting to improve the lives of people in Nakuru and Naivasha, and more broadly in Kenya. This renewed sense of ambition appeared to provide energy, enthusiasm, motivation and increased resilience to tackle the issues, blocks and barriers to progress.

*I came to realise me and the police, we are one. I have to walk with him hand to hand and I have to tell the police, 'When you go here you see good thing, when you pass here you see bad thing.' I realised I'm doing better to help my community. Seeing that and today I'm doing that because I need my community to change.* **(P-BLD participant)**

*I am not doing because I have to do it, I'm doing it because it's my interest. First of all, I came to realise I have to have interest in myself.* **(P-BLD participant)**

The collaborators also identified an increase in passion and motivation in the leaders, and an improvement in their abilities to deal with stressful situations. Collaborators provided many descriptions of the leaders being focused on their goals and seeking to bring others in to help achieve them. While many referenced a 'before and after' change in the ambition and motivation levels of the leaders they work with, several collaborators described the hard-working and dedicated nature of the leaders in general – suggesting that in many cases these leaders were already ambitious and energetic people. This is helpful information for P-BLD to consider, to review the levels of impact at a personal level for those with higher and lower motivation for their role and for change.

*At first, before she started the programme, she just was going to let those things just be, but since she started the programme, she's involved in the programme. She has changed a lot, even during holiday, she's visiting the prisoners, how she's handling their issues, she has even brought so many programmes there. (Collaborator)*

*He was very combative but now he is patient and he's kind too. In the past he used to work with us from a professional outlook ... But lately I have not seen that being pronounced, I don't see him, I don't see the education in him, I see the support that I need and the way he's willing to give it. (Collaborator)*

### **Sensitivity to individuals and contexts**

The practical, interactive and action-focused nature of P-BLD was highlighted by participants as the most impactful aspect of the development programme. By engaging with leaders from other sectors, agencies and businesses through the programme over a three-year period, and developing collaborative ways of working together, participants were pushed into seeing things from the perspectives of other people in different situations. Participants would bring specific issues and cases to the people in the P-BLD network, which provided opportunity for questions, challenges and dialogue, for example about why the police responded to incidents in certain ways, why healthcare was not provided in some cases or the impact of the actions of a local politician in the community.

Many of the participants described this interactive model for training in leadership as hugely impactful on their development, as it provided a safe space to discuss and to understand the actions and behaviours of others.

*Initially, we were just on the side of the people in prison, now I'm able to tell them 'look the police must do this, follow an order [etc.]' – something like that and they also appreciate you, the police appreciate that you're able to sometimes take their side of the story to the people and the people kind of also understand that you're able to talk to both the ends, in a way that you are like in the middle between the two groups. (P-BLD participant)*

*He used to treat the people in ways that were not so good, even to the government. But this time now even he is reasoning with the government. And he is able now to contain himself. That means this place-based, the leadership thing, has changed him completely. And I can tell you, he's a good leader. He can influence, he can do all those things. But now he can do them differently without a lot of commotion. (Collaborator)*

*I learnt how to use the five common senses when you're dealing with different people. You have to listen to that person, you have to look at that person, and you have to have that feeling what this person is going through so that you can be able to change that person to be a better person. (P-BLD participant)*

Themes emerged in the main changes that collaborators described when talking about the behaviour of the leaders they work with, including:

- using different, tailored approaches to communication with individuals, relevant to the outcome they desire;
- improved patience;
- being much more effective at bringing people together who may be in dispute or conflict;
- generally improved social skills;
- giving voice to others and empowering others in their teams and in their communities to take action;
- accepting differences between people;
- being better at dealing with uncomfortable situations and conflict.

*I saw from his skills, he's able to separate the expectations of every organisation. If you're wanting security they will be able to mobilise people towards your cost. If you want ... to discuss policy, he would be able to mobilise people to understand that as he want to address policy. His communication channels were well organised, because firstly he helped me with networks like you need to do a proposal, you need to do a draft ... I just used to get agitated and angry. (Collaborator)*

*Because the changes which I'm seeing in him now at least is that he understands the problem of the people who is surrounding him. The relationship between him and the people who is around him, he understands better. (Collaborator)*



### Improved decision-making

Through developing a deeper understanding of people, mindsets and the strengths of engaging with other people and communities and across sectors, the leaders found themselves becoming more effective in their roles. In particular, participants and their collaborators highlighted improvements in decision-making as a key outcome from the development of the self through this programme. Improved decision-making was linked to improvement in the quality and quantity of questions being asked by the leaders, to better understand the situations, people and problems that require addressing. Several participants found themselves seeking robust evidence and facts before taking decisions and sharing more information with other agencies and sectors to support wider decision-making. This resulted in the leaders approaching situations differently, working more collaboratively with others to gather the necessary information, to bring together resources to tackle problems and to commit to follow-through on actions and projects.

*I kind of learnt a lot about place-based leadership where you are, the kind of influence that you can [have] in an area and also to delegate to form teams that can be able to take care. So to trust your team, to get a lot of views and to make sure that you incorporate as many people as possible, so that it is easier on you and everybody feels that they have a say. (P-BLD participant)*

*He will keep telling you until the day you [complete task] so he doesn't give up easily, and also he doesn't give you the room to give up, he doesn't give you the room to wallow in poverty, he doesn't so, those are some of his strengths. (Collaborator)*

## 3.2 Transformations of place: Between and within agencies

The changes at the individual level described in the previous section have led to changes in the ways agencies and sectors are working together and has impacted on their efficacy in delivering their services and their relationships with communities.

Three key themes emerged, demonstrating that P-BLD led to:

- the bridging of gaps in communication and relationships with communities;
- intersectoral working and mobilising resources;
- having a greater impact.

### **Bridging gaps in communication and relationships with communities**

One of the most significant areas of impact of P-BLD was on the development of the leaders' mindsets and perceptions about the issues and problems they are seeking to resolve in relation to violence and building peaceful communities. The shifts in mindset that were experienced encouraged a realisation that not much can be achieved in isolation and that creative problem-solving requires a diverse set of people that know and understand the issues at hand. This led leaders to become significantly more interested in the views, experiences and ideas of their local community members, the people – victims, perpetrators, inmates, patients, colleagues, other sectors and agencies – that they work with.

### **Increasing community engagement with policing and authorities**

This shift in approach to designing projects and achieving goals led to a significant uplift in engagement with local communities. This appeared to be most prevalent for the police, where the impact of the new constitution and the National Police Service Act, 2011 and amendments in 2014 have renewed focus on the professionalisation and accountability of policing to the public. It was evident across interviews that policing in Nakuru and Naivasha has changed over the past few years, and the P-BLD programme has supported an acceleration of improvements in police–community relationships in these areas. This appears to have largely been achieved through implementation of new roles and ways of working in policing – namely the introduction of gender-based violence specialist police officers, the gender-based violence 'desk' and unit and the use of mediation for domestic violence and community disputes.

In addition to these changes in policing itself, the Community Policing Committees (CPCs) have increased in size over the past three years to 84 members; they now have 'clusters' that engage volunteers deep into communities and have six cluster chairs that report back to the county level, including a dedicated gender-based violence 'cluster'. These developments in policing and in the CPC can be linked to P-BLD through the role of the leaders in this programme, whereby their level of personal impact and efficacy increased and they were able to use the P-BLD learning and network to develop support for these changes. These developments have facilitated a significant increase in the reach of policing into communities, developing communication and relationships with many who may previously have been disengaged or mistrustful of the police.

*Every village has a cluster chair, every village they report to the main chair of the committee that I chair so that we can understand and realise what is really happening down there. (P-BLD participant)*

*Nowadays as police force, we are allowed to go mingle with members of the public. We can hold that get-together with members of the public. We can hold the end of year party. We invite members of the public if they come, we share with together. So I'll say that there are changes. (Collaborator)*

In addition to these developments in police–community relationships, many examples were provided of increases in community engagement with healthcare, for example women accessing medical care after sexual assault. The P-BLD programme also engaged participants from local media, which has increased the amount of information available to the public about violence, domestic and sexual violence, rights and so on that is related specifically to the communities in Nakuru. The media are engaged at this level in generating awareness and dialogue about rights, normalised patterns of violence and rights to security.

*It has really assisted us and that's what you see. In urban areas people live in very pathetic situations, so when you go there dress yourself smartly go to talk to those people who are in fact suffering will they understand you? No, but they understand that person who will already dwell with them there. (P-BLD participant)*

*Initiating that conversation where it was non-existent, I believe that is part of what we are supposed to do in terms of telling people that, okay, this needs to stop. We need to start here. And then leaving people how to discuss, how do we get to where we want to get? (P-BLD participant)*

Many of the collaborators identified increased reporting of incidents and information to the police, engagement with health services following victimisation and greater awareness of the role of the national government and county government in Nakuru and Naivasha.

### **Increased public accountability**

Collaborators described the recent investments in policing and gender-based violence initiatives as examples of ways that communities can feel a connection to the work of county and national government. The role of the leaders in engaging with issues at this strategic level was identified by many collaborators, and they highlighted that leaders were often educating communities about their rights and about the work of sectors and agencies. Through these actions, leaders are having an impact on public engagement with policing, courts, prisons, healthcare, media, NGOs and more broadly with county and national government.

*Once the people are informed, it becomes obliged, it's an obligation for this officer to kind of do what is required of him or her. So and by doing that, now we have seen a more enhanced cooperation between citizens and police. (P-BLD participant)*

*You see last general election we didn't have many cases of violence, we didn't have many people detect the election was fraudulent, especially the nominations, but the people were able to contain their emotions, they were able to use their legitimate channels to solve the dispute. (Collaborator)*

*Every year, she makes a celebration with the police and the other people and she brings them together. So that if you see a police you know he is not a enemy but he is a friend. (Collaborator)*

The specific examples that were shared relating to public education, awareness and engagement related to human rights, violence reduction and peacebuilding included:

- actively encouraging and supporting people to report crime and related information to the police;
- the growth of the CPCs through recruiting and training more volunteers across various communities;
- actively supporting victims and communities to capture robust and reliable evidence of victimisation, in particular domestic and sexual violence, to facilitate more effective court processes and outcomes;
- the development of public forums for dialogue and debate about violence, normalisation of certain types of violence, rights to safety and security and the work of the police and other agencies;
- dedicated local media coverage of issues and discussions related specifically to gender-based violence, helping to educate and raise awareness of the issues and work underway to reduce violence;
- the increased use of mediation as a tool to de-escalate conflict and violence in community disputes and domestic violence in particular, providing an opportunity for education and shifting of perceptions and behaviour (before taking a law enforcement approach if problems continue) and allowing for police officers to develop positive relationships with communities.

*Before, for example, when they used to go, report to the police, because definitely they know the issue of corruption and then you know, nothing will happen ... But, now the police have been sensitive on human rights. They have been sensitised on a communal interrelationship and so people now feel free to go and report. (Collaborator)*

### **Intersectoral working and resource mobilisation**

P-BLD was designed to bring people together across sectors and agencies, to encourage intersectoral working to address violence reduction and related societal factors. This was recognised and appreciated by all of the leaders

involved in the programme, and described as hugely impactful in helping them to undertake their roles in their various professions. For many this was the first opportunity they had to have open conversations about their roles, their ways of working and the reasons behind some of their practices and processes, and to gain an in-depth understanding about other agencies. At a very practical level, many leaders appreciated having contacts across policing, prisons, hospitals, probation and so on that they could make direct calls to and ask basic questions. This development of a network of relationships across sectors and agencies has become strong and established over the three years of the programme.

Undertaking P-BLD with a focus on urban violence prevention gave leaders the space to discuss a shared goal and their different perspectives, experiences, contributions and ambitions for this shared agenda. Recognising the similarities in motivations for violence reduction and in the types of barriers and issues that they all come across solidified relationships and facilitated open communication.

*The police would not call us now they do, they would not want our opinion now they seek our opinion like initially they would just come to violence but, nowadays we tell them no before you come we have sorted it this way and then when you come, come and talk to the people. So, they see that there is more openness in communication. (P-BLD participant)*

*That multi-sector approach towards solving one problem, which is violence, has opened doors for other fields, linkages with other professional bodies, because I guess people just interact, and then they say I know this, this is done this way in our field, and all that. (P-BLD participant)*

*Overall, I think one of the biggest impact is the ability to bring people from different sectors to work together to a common cause. That was non-existent before. (P-BLD participant)*

This open communication has led to many examples of joint problem-solving and working in partnership, both through structured activities facilitated by P-BLD and more broadly with issues and cases arising. Several leaders described that working together, particularly to engage and communicate with communities, had enabled them to work more efficiently and to reduce duplication of effort. One specific example involved the police seeking to engage women to educate about the new gender-based violence desk, while the CPC were bringing women together to train them in personal security. They were able to work together to run sessions jointly, and presented a united front to the community members, supporting their agenda to improve perceptions of policing.

**[Leader]** *came in and she arranged for a meeting involving the members of the judiciary, the Children's Department, County Government of Nakuru. And from there they came up with a drop-in centre. (Collaborator)*

*She's a big help to us I'll say that, you know what, getting a link with non-government organisations. And then you have some government departments so, you'd try to explain to them as the police we need you to assist us with this. But with her, she knows that these people are supposed to do this. So, she goes in a calm way and talks to them, then they come, we joined hands and if it is a case or if it is a crisis, we still work together. (Collaborator)*

Intersectoral working and being able to mobilise support and resources from across agencies was highlighted by leaders and collaborators as the most impactful outcome of P-BLD for Nakuru and Naivasha, and was the main exemplar that they wanted to share with other areas in Kenya.

Examples of intersectoral working that were facilitated by P-BLD and have impacted on communities and violence reduction include:

- the police and the hospitals worked together to agree changes to the process for accessing healthcare after a sexual assault, meaning that victims can now receive medical treatment without having the healthcare form P3 signed by a police officer prior to treatment – increasing the number of women and girls accessing healthcare related to sexual assaults, and building trust with healthcare professionals that supports positive perceptions of the police;
- effective networking and building of relationships has led to local businesses investing in the renovation/building of units and stations for the police (see case studies below);
- agencies joining up to deliver skills development and training to colleagues and community members to spread education and awareness regarding violence reduction, peacebuilding, mediation and security for women;
- the hospitals and the courts are working more closely together, and now have faster communication channels, when orders are given for samples of DNA. These samples have to be collected by specified doctors and this often causes delays for victims, magistrates and police investigations;
- magistrates are communicating more frequently and speedily with police officers and healthcare professionals when they send victims or perpetrators to the hospital for mental health assessments. These are sometimes delayed due to lack of officers to transport them or healthcare professionals to assess them, and new direct channels of communication between agencies have sped up this process;
- the police, the Children's Department, the judiciary and local support services worked together to create 'drop-in sessions' at the Gender and Child Protection Unit, to place children with the appropriate support or into schools as quickly as possible after they experience violence, abuse or trauma;

- joint community engagement and forums run by the police, the CPC and their clusters, journalists and media, prisons and probation services and healthcare.

*They've connected us from the police, health workers and judicial officers, from probation officers, lawyers, we are now working together and this has impacted our society in a positive way. (Collaborator)*

*What they initiated is what they're training us now to go through to become leaders, to educate others. We become educators when we leave the programme centre. (P-BLD participant)*

*The more people are assisted, the more they come to report and the more we go to the ground to talk to these people the more they become free to come and report. (Collaborator)*

### **Having a greater impact, through creating safe spaces for people to explore, collaborate and innovate**

The changes identified through the personal development described in the previous section, alongside a wider network of contacts and greater intersectoral working, were described as fundamental to enabling these leaders to have a greater impact on their place, community and agenda. Feeling empowered and confident, having the interpersonal and communication skills to negotiate and influence, and being part of a group of people seeking to reduce violence have enabled leaders to achieve more. They recognised that rather than having to develop solutions to problems in isolation, their focus was to create a safe space for a range of people to come together to develop a deeper understanding of the problem and to jointly develop solutions. This relieves leaders of feeling the pressure to resolve issues alone, leading to higher levels of energy, confidence and resilience to issues and barriers to progress.

All the leaders described feeling that they were more effective in their roles, and able to have a much greater impact with the same level of effort, because more can be achieved with a wider reach when working with others and empowering others.

*If you can change three, four, five, ten people that is a better society than we found it. (P-BLD participant)*

*I like to have more successors, so these are the ones they go to and they go like agents. When they go to other prisons they can continue being change agents there. (P-BLD participant)*

*That's what place-based leadership told us. If you want to be a leader you must be factual, you have evidence and you have facts. (P-BLD participant)*

### 3.3 Case studies

#### Case Study 1: Facilitating construction of a new police station



*Old Kaptembwo police station*



*Modern Kaptembwo police station*



## Challenge

The adoption of the new constitution and the alignment of the National Police Service Act to the new dispensation warranted a shift in policing from a 'police force' to a 'police service', seeking to minimise issues of corruption, lack of professionalism, poor police–community relationships, public mistrust of policing and low levels of reporting of crime by establishment of community policing. The CPCs created by changes in laws have a significant role in achieving this ambition, including identifying and enacting new ways to support the improvement of policing. In one area the police 'station' was a fenceless small wooden shelter which provided no privacy or facilities, and posed a security threat to the officers and police station users. The likelihood of police officers feeling valued in their work, being treated as professionals and feeling pride in their work was low. The CPC therefore considered ways to create a positive and professional working environment for local police officers.

## Action

The CPC wrote a proposal to the National Government Constituency Development Fund to construct a perimeter wall and a modern police station to replace the wooden dilapidated structure that the police were using as a station. This involved reclaiming the title deed to the land, engaging with the Inspector General of the Police and seeking a 'bill of quantity' to put together a likely budget for a modern building structure. The security of the land and ownership was important to achieve investment through the National Government. In addition, children and gender matters were being handled under a tree. This placed the privacy of the survivors and the gender and children officers at risk. There was a need for a gender and children's office since the construction of the modern police station was taking a long time. The CPC mobilised stakeholders to buy a shipping container as a makeshift office and a safe space for survivors.

## Role of P-BLD

The main role of P-BLD in this action was firstly to stimulate the CPC to realise that they have the mandate, the authority and the motivation to tackle the issue on behalf of the police, and to use their network and influence to mobilise resources to enable it to happen.

*[Rob] trained us so much on that, we dwelt on it in module two, three and four which was very much about how we can mobilise the resources within our areas, and that's what we did. (P-BLD Participant)*

Secondly, the P-BLD facilitator and Midrift Hurinet colleagues supported the development of the proposal to the government, including formulating budget and writing it in such a way that it can be supported and understood by area members of parliament and other state and non-state officials.

## Impact

The new police station was referenced by several participants and collaborators as an important investment in local policing, generating awareness of the government and of the new ways in which policing was seeking to work, and attracting posting of more police officers there. The collaborative approaches of the CPC and its achievements made the police service at national level benchmark on good community policing practices.

*The community now feels a sense of belonging to the government.*

*It has changed drastically. It's a big change ... We have our police station now, it is divisional headquarters ... initially we had 30 officers, 35 [maybe], now we have 164 police officers because there are offices for them to operate. Back then it was no office, it was just a structure, a wooden structure for a police station.*

*By building the new police station, it has reduced the likelihood of officers engaging in collusion with criminals or petty crime. It also reduces their risk of suicide.*

*I've seen our ways of doing things have changed and the members of the public they come there, they appreciate, they say, okay, now this is improved. And we like the way we are doing things as much as there are some more to be done, so far so good. So that when things happen, the public members appreciate [us] to be in closer organisation with them. And that's a good thing. (P-BLD Participant)*

## Case Study 2: P-BLD inspires Nakuru's first gender policy

### Challenge

County government was described by some participants as reactive rather than proactive in relation to issues affecting women's rights, children's rights and the security and safety of women and children. There is high competition for resources in some places in Nakuru County, which means accessing funds can be difficult without the right network of interest and support. Tackling issues of human rights that have a history in cultures, such as polygamy and patriarchy, is particularly challenging in terms of generating support and influence. The P-BLD members and those in County Assembly and local politics recognised the need to give women a voice to address a wide range of issues from access to water, health care, transport to hospitals and care of elderly women to tackling rape and incest.

## Action

The P-BLD participants working in this area brought a number of people and agencies together to discuss the needs of Nakuru County at policy level and to coordinate efforts in this area across sectors. This led to the development of community engagement workshops, forums for women and young people to have a voice, 'safe spaces' for community members to use and workshops internally for government officials to improve their understanding of the issues. Stakeholders were mobilised to take part in public participation during the budget process to advocate for funding for the gender policy. Through creating this space for increasing awareness and dialogue, information and ideas have been brought together to enable the development of a gender policy.

*After she started the training from the first module, we are now having policies. We are now engaging with the community. We are conducting sensitisation workshops. We are doing follow-ups. This never used to happen. (Collaborator)*

## Role of P-BLD

*She [a P-BLD Participant] has been able to influence the issue of budget. She has also been able to influence the issue of policy. We did not have a gender policy since the inception of the county government of Nakuru. And she came, she mobilised the resources, she mobilised stakeholders, and now we are currently formulating a gender policy that will give you direction. (Collaborator)*

Participating in the P-BLD programme facilitated the development of a network of contacts across agencies, built on interpersonal, negotiation and influencing skills and generated momentum behind the issue.

## Impact

Closer working across agencies and between the Chiefs and the ward administrators on issues related to gender have improved relationships between civil society, police, and county and national government. Roles and responsibilities between national and county levels have become clearer, improving communication and trust.

*Before she [a P-BLD Participant] came or when she came immediately the perception was, you know, violence is not for the county government to do to deal with. That is a security matter. We should leave it to the national government. Okay? And so, they usually want to go the blame game. And then the national government will say, for example, the street children who are mugging people, who are involved in violence in towns, and in urban areas, these are people or these are the issues that are to be handled by the county government. So that was the perception before. But after attending the workshop and training, she changed our*

*perception on that and the approach and realise now we need to work together as agencies. And it has been very positive.*

*There's a lot of suspicion and mistrust, especially between the county government and the national government. But for now, both the county government and the national government are working together. And when they work together, we are able now to attract other sectors and other agencies to join us in addressing this issue of urban violence.*

*People are violated without knowing that they're being violated. And so this programme serves as an awareness process for the youth, for the women, for men to know. Even sometimes when the men are violating the women, they think it's just normal, it's normal tradition. But when they come to these forums, then they know, 'I didn't know I was violating my wife's rights or another woman's rights or my son's rights and so on.' And so for me, it's I think it has had an impact though progressively because it's not a short-term one. **(Collaborator)***

### **Case Study 3: Skills development and economic empowerment for women in prison**

#### **Challenge**

Many women involved with the criminal justice system receive short-term sentences and some move through this cycle several times. Lack of employment or income security and low levels of education and skills were identified by participants as factors in this cycle of custodial sentences. For younger women and girls, there is poor reintegration back to society, for example into schools or education programmes, after a custodial sentence. Many women are involved in petty crimes and financial insecurity is often worsened after being in custody for any length of time, which pulls women back into reoffending upon release. There is limited development of support networks and friendships in prison due to varied perceptions over incarceration and tribal backgrounds, and some tribes and families have a culture of shunning women after release from prison, which can lead to homelessness, absence from children's lives and further issues of crime and violence victimisation.

P-BLD participants identified that while women are in custody, it is an opportunity to help them to change their mindsets about their lives and their opportunities, and to challenge their perceptions about tribal boundaries and violence.

*Because what I have found in Nakuru because it is a town with different tribes you find that the level of violence is very high. In most cases you find that once there are tribal clashes it starts in Nakuru. They fight one another. Sometimes you find that they even have boundaries but once we can make it to change different people from different tribes we'll break these boundaries. **(P-BLD Participant)***

## Action

A programme of skills development was put in place for short-term sentences (six months and below), including detergent-making, baking and basic finance management to support personal income and running small businesses. While employability and income generation were the focus of these sessions, they also provided an opportunity for counselling, emotional support and encouraging positive thinking about the future.

In addition, prison officers sought to engage family members of women in prison to maintain their support network in readiness for their release, and to provide emotional support and a home. In gentle ways, such as playing traditional music or having a 'dancing hour' once a week, the prison officers would tackle prejudice and perceptions of difference between tribes, promoting unity and a sense of community for the women.

*Especially those in welfare section and education. I've been able to share [the learning] with them ... in fact I have even trained them about what I've been doing about these prisoners, some even I send them out. I tell them I have a certain problem and this prisoner has told me you come from their [tribe] or home place, can you please go and look for the family for me and they have been doing it.*

*We have songs from different languages. As I have told you we are over 44 tribes so we have all these songs. We'll play them.*

*Once they are released back to the society, I take that initiative to go and tell the society, 'Please welcome this person. Please support this person, she's not a bad person. She has reformed. She has been trained in this and that so she can earn life only what she need it is love, acceptance.' I have seen it working. (P-BLD Participant)*

## Role of P-BLD

P-BLD played an important role in the development of this work in a prison, through giving the prison officer participant and her colleagues the knowledge and skills to do things differently and to extend her mandate beyond the core requirements of the prison officer job. Through engaging with the concept of 'place', recognising that everybody plays a part in every sector, a clarity of ambition and goals emerged to make a difference to women's lives.

*I didn't know that I have something until somebody came and ignited whatever was in me so that I can be able to use it. Before that I never used to do such things. Before that I was there for work, for payment not for impact. I was there for payment and ... I'm supposed to be at work from 8 a.m. to 4 p.m. When my time is over I go back to the house*

*without touching anyone's life. But from that time [P-BLD module] I make sure every day even though I'm not reconciling them to the family [for example] I'll counsel someone for the better. (P-BLD Participant)*

## **Impact**

The women in this prison developed skills and confidence that enabled some of them to become financially more stable on release from prison. Stories included women who were reconciled with their families, who were able to avoid returning to commercial sex work and who felt empowered to rebuild their lives. Beyond specific outcomes for women, the enthusiasm and motivation to help women and to contribute to making Nakuru a better place through supporting inmates beyond their release caught the attention and engagement of other prison officers internally, other prisons in the wider county and partner agencies. Creating awareness of these activities across other agencies has improved perceptions of the potential for prisons to impact society and better engagement across sectors.

*They started their own small-scale businesses that can generate money. So, you find when the inmates come, they know that there's a madam somewhere who can help.*

*I had very low self-esteem but nowadays no. I'm courageous [laughs]. In Africa we have those things that are done by men not ladies, but afterwards [after P-BLD] I don't go with gender ... Even though they are just men I'll face them and tell them whatever you're doing is not good. [My approach] has not changed only to prisoners alone, even to the senior middle level management. I can correct them so long as they're doing something that is not good. I'll tell them whatever you're doing is not good you have to change ... Whatever I've been doing I've not only been doing for prisoners alone, even for the staff, my juniors.*

*To change the structure of the organisation it is very hard but what I've learned, changes come from within and then the others will adapt to your changes. What I'm doing here we're supposed to take it to Naivasha and we're organising for that. We'll take it to Naivasha, to the welfare officers and we'll teach them what to do the programmes that I've been having here ... And once we change Naivasha we'll move to another prison and we'll have a society that is changed. (P-BLD Participant)*

## Case Study 4: Collective inquiry aids in problem solving for public transport businesses

### Challenge

The relationship between public transport vehicle owners and the driver crew members was strained. Members of a militia group were extorting money from public transport drivers in urban areas of Nakuru County, particularly in more violent areas in the bus stages. Some of the militia were former driver crew members, and were involved in violence, robbery and theft. Violent incidents linked to drivers of public transport were described as common, alongside ongoing conflicts and poor relationships with crew members. There was limited police involvement in the issue, which was likely due to poor reporting of these types of incidents and more broadly mistrustful relationships between police and communities.

*We would use violence to drive them away, they would go come with more violence ... and most of them are former workers who left the job. So they go within the route take money without anybody like the police stopping them. (P-BLD Participant)*

### Action taken

One of the managers of this public transport business, after the first few modules of P-BLD, began to explore the factors that might cause or exacerbate the violence and robbery affecting his drivers. Identifying poverty, lack of secure income, poor relationships between communities and lack of consequences of actions as plausible contributors, he set up meetings every two months to bring together the business stakeholders and the crew members to develop ideas for resolving these issues.

He was able to work with the stakeholders of the business to encourage their financial investment in both improving the salary conditions and welfare of their drivers and engaging the militia groups in business deals that provided them with greater financial security and some independence from the operating structure of the company. While this process was described as 'very, very difficult', by putting this new model in place they were able to positively improve the working conditions and security of income of both the crew drivers and the private small businesses, reducing violence and conflict between the two groups significantly. 52 militia group members were given \$400 in capital to start small businesses.

*I told them, we're not going to give them cash. We're going to ask what business do you want to do, how much you need and then we provide capital ... So, we called them and we agreed that we settle with them so that they start small businesses. (P-BLD Participant)*

## Role of P-BLD

This participant identified the first few modules as particularly important for his development and ability to tackle the violence affecting public transport drivers. Understanding the root causes of issues, changing the narrative about what can be achieved and building relationships between people were key to this success.

*There was a very big gap between the lowest people and the way the management perceived them because they are dispensable they come dime a dozen but, from a change in narrative they became now the most important because without them the company does not make any money.*

*Because the moment you're able to solve an issue without violence successfully it adds to your confidence. So, the next challenge you are willing to take it on with increased capacity to be able to solve problems, also confidence levels come up, and increased capacity to be able to impact the people who are around you or in different leadership capacity. It increases the likelihood of a problem being sorted out at in very many areas. (P-BLD Participant)*

## Impact

A significant reduction in violence was identified as a result of this twofold approach to improving working conditions and income security for public and private transport drivers in Nakuru County. In addition to the impact of this on the drivers and their families, the business made further profits and became known to the national government and the County Security Intelligence Committee through its success. There is closer collaboration between the reformed militia members, the public transport vehicle owners, the police and driver crew members.

*We have to negotiate with the stakeholders, it was costing them, but ultimately they have seen a change in that, the moment you treat somebody well they also treat you [well] ... now because you want to work, because the number of days are calculated and then you are paid at the end of the month – now they maintain the vehicles so it was a win-win situation.*

*For both the crew and the stakeholders, there was perception change, norms, values, things that matter to our business that are not quantifiable in cash, but ultimately again the cash increased because the working environment improved for almost everybody.*

*We were called by the County Security Intelligence Committee, because even they could not understand how all of a sudden there was a lot of peace on the south side yeah, which was a very violent area. (P-BLD Participant)*



## Case Study 5: P-BLD lessons spur investment in safe house for vulnerable children and survivors of sexual and gender-based violence



*Child Protection Unit*

### Challenge

*The African culture itself it carries so many things, wife battering, is just normal ... Let's say if a girl is above 14 years she walks into a boy's house they will just say it is normal but she's underage you see ... You'll find like let's say like drinking alcohol, if your wife drinks and you drink you go home and molest your children is just 'hawa ni walevi' (those are just drunkards), that is the Kenyan way of saying things. (P-BLD Participant)*

The prevalence, and often normalisation, of the exploitation and abuse of children and young people was raised by the majority of participants in the P-BLD programme during this evaluation. Changes to the constitution and the new policy regarding violence seek to address this, emphasising the rights of children to live in a safe environment.

## Action

The police in Naivasha used the learning from P-BLD to seek new ways of encouraging people to report domestic violence and child abuse and ways to keep the children safe while the police help to resolve issues. They used P-BLD to develop a proposal for a local business owner to invest in the child protection services, using the focus on 'place' and the importance of businesses engaging positively with local communities as a motivator. They were successful in achieving investment from a local flower farm, which renovated an incomplete child protection unit. Following this renovation, the police were able to dedicate eight police officers to the unit and to support two community policing members to facilitate engagement with villages and slums about these issues. Achieving these outcomes created an even stronger mandate for the work and the police were able to get support from the National Government Children's Department.

*We create two people who the villagers will be reporting to ... in case of a conflict. If the parents are molesting their children let them report to them and then let them come to us now, so that was the alternative way of solving those conflicts in the slum areas ... if you find that kind of a case and they're trying to cover it up, just unearth it, bring it over, let's solve it.*

*We talked to a CEO [Chief Executive Officer] of a [local flower farm] and he agreed to renovate the child protection unit in Naivasha Police Station. He pulled down the roof, he put a better roof in, painted the rooms, plastered them and brought in some beds and mattresses and some blankets ... Now we have gone to the children's department so that they could give us somebody who would be living there with the kids ... (P-BLD Participant)*

## Role of P-BLD

The activity- and outcome-focused nature of the P-BLD modules, and the expectations from the various participants and sectors involved for updates at each module, supported the police in Naivasha to be brave and try something new. They engaged, held meetings with the community in the villages and the slums, sought to understand their issues and problems and used this information and evidence to develop their proposal. This process of dialogue and fact-gathering built their confidence to approach a board of stakeholders and request resources for the completion of the child protection unit building.

*Even the neighbours will not even report that kind of child abuse. Child labour is so prevalent in these slum areas. You know what happens in a slum. We have been trying to look for alternative methods of solving that conflict, not necessarily taking them to court ... Because actually if you take them to court maybe the child, the same child you wanted to protect will now become something else. (P-BLD Participant)*

**Impact**

The Naivasha Police have developed positive working relationships with local partners and businesses, they have increased resources in the area for tackling violence and keeping women and children safe at times of crisis, and the police officers feel empowered and supported by the local community.

*Initially you know there was that conflict of police are our enemies, every time you see a policeman you run away even without having committed any crime ... And we're trying to tell the community we are also mothers, fathers, we are brothers, cousins, sisters you can also tell me your problem. You can also give me your secrets and I'll keep them and I will advise where possible, where I can't I will refer you somebody else who has better knowledge than me. (P-BLD Participant)*

### Case Study 6: Community policing 'clusters' – a security initiative innovation after P-BLD

**Challenge**

*All tribes in this county, that is the 44 tribes in Kenya, they live here [Nakuru Town West to Njoro] ... Because it is the area that people can live cheaply. It is a slum area. When it comes to time of election the politicians incite those people, and you know when they're given hand-outs they can do anything.*

*The government brought the police without even harmonising them with the society ... They brought an act of community policing. It is in the constitution. The police will work with the community. How are they going to work with the community? (P-BLD Participant)*

The move towards improving the relationship between the community and the police is recognised to be a challenging one, particularly in contexts of low living standards, poor government investment and cultural and territorial boundaries created by tribal identities.

**Action**

P-BLD triggered the CPC to explore options for the expansion of their reach into communities. They formed seven 'clusters' of community policing members: six ward-level clusters and one cluster that specifically deals with children and gender matters. These members are all volunteers in local villages, who report issues, challenges and actions back to the main committee.

The CPC now has 84 members in the area, and about 20 are trained and focus on gender-based violence. The clusters meet once a month in their respective wards, then converge in a monthly meeting to generate reports for the CPC monthly meeting with local police officers.

*Because we're told in the place-based development programme that when there's a problem somewhere you don't run away from the problem but you have to face that problem and understand and know what the genesis of this. That's why you see we changed the narrative of instead of doing boardroom meetings, we do it at that area that has been in fact affected. That has made us curb all the problems that has risen there, economic and land problems that was very much. Because you know, we are different tribes ... We are of different tribes so he's [a P-BLD Participant] one who understands what those people want. (Collaborator)*

### **Role of P-BLD**

Recognising the need to create dialogue about policing, safety and security issues deep within communities helped the CPC to undertake their expansion work and engage members of various communities to lead it. Several participants talked about the focus of P-BLD in working with others in the 'place', creating partnerships and shared responsibility for collective outcomes.

*You understanding somebody, you know you must have to study somebody and understand what he wants. Understand the problems of those who are there, down there, the affected and who has been a victim, and the perpetrator. Survivor and the perpetrator in violence, in gender violence and those who are marginalised, those are forgotten. (P-BLD Participant)*

### **Impact**

The CPC clusters feed into and report to CPCs. They create links and space for communities to engage with the police in informal ways, to engage in discussion about their perceptions and experiences of policing and to hold them to account for police actions and feedback. This gives the community a sense of influential power and ownership over policing resources and attention. These cluster groups of volunteers have been trained by the CPC from the lessons learnt from P-BLD modules, and now share that learning with other community members, engage further volunteers and coordinate their own meetings and areas of focus.

Participants described an increase in arrests linked to gender-based violence since the clusters were implemented, through increased reporting of cases, information sharing and improved collection of robust evidence.

*We went there and understand their problem and we started these groups, now they're doing it. They're doing it at the same time reporting cases to the police station ... women in security matters and we gave them a very good training and now they can sustain themselves. They have their own programmes of self-sustainability. Now they don't have time to go and fight over water. (P-BLD Participant)*

## Case Study 7: Build-up of relationships and collaboration for collective impact between community leaders, civil society actors and the police

### Challenge

Stakeholders individually put in place mechanisms for violence prevention but did not collaborate and coordinate their efforts with other sectors. Animosity between communities and the police (previously Kenya Police Force, now the National Police Service) because of years of police brutality, fear, suspicion, impunity, leakage of intelligence information shared, and corruption in the service strained their relationships. This is also the case among other stakeholders including the civil society organisations (CSOs), health institutions, county government, the private sector and faith-based organisations. Hence, collective action in violence prevention among stakeholders was weak.

### Action

Midrift sought to address this challenge through IUVP by separately holding an initial two-day capacity-building forum for the police on IUVP. Similarly, a two-day capacity-building forum for the CSOs on IUVP was held, then the police and the CSOs were brought together for a one-day forum to discuss the issues that hinder effective collaboration and coordination in violence prevention workshops. The areas for capacity building were: policing reforms – linking national and local processes; public health approaches to urban violence prevention; violence observatory; leadership and conflict resolution; and introduction to violence prevention approaches and strategies.

Issues mentioned above were cited as some of the leading concerns of the CSOs about the police. The police also noted that the CSOs and communities behave as though the police have no rights and that many citizens are ignorant of the law and their rights and obligations, thus necessitating more police–community interactions towards minimising fear and suspicion to build confidence. During the joint police–CSO sessions, one participant remarked, *I couldn't imagine that one day the police and CSOs could sit down and joke, eat and work together.*

### Role of P-BLD

The main role of P-BLD was to inculcate the importance of the CSOs, communities and the police leadership roles in cultivating and encouraging security sector public service innovation. Most importantly, it brought out the areas of overlap in the roles of the different actors, described as innovation zones – areas providing many opportunities for inventive behaviour. These zones are especially fertile for innovation because they enabled different perspectives to be brought together, and this can prompt active questioning of established norms and attitudes.

## Impact

The CPCs through the CPFs have brought in actors not normally involved in addressing security sector challenges, such as the CSOs and local businesses. The CPFs now enable informal communication on security issues to be undertaken as well as relationship building between stakeholders from the different realms of place-based leadership. Unlike before, CSO activists and the police are actively involved in security issues: preparing and planning developments as well as committing to delivering the developments through their own strategies, practices and actions.

## Case Study 8: Improved service delivery in local health facilities

### Challenge

Health issues management is partly devolved to counties through the Ministry of Health (MOH) at national level. Counties manage health departments (department of medical services and public health department). The medical service department primarily deals with curative interventions centred on a doctor–patient relationship and drug administration, while the public health department deals with disease prevention strategies at individual, family, household and community levels in a bid to reduce overload of patients to the medical service department. Therefore, the public health department has initiatives such as community outreach programmes on health trends: gender-based violence, criminality, child delinquency and neglect, street children, myths and misconceptions on living healthily, female genital mutilation, drug and substance abuse and disease control.

In every sub-county there is an established sub-county health management team of about 13 to 15 members tasked with overseeing implementation of health management strategies (pharmacy control, laboratories, HIV and AIDS, tuberculosis, health promotion, health data, etc.). Every sub-county has a sub-county referral hospital served by several dispensaries and health centres. The sub-county health management team realised that people are not utilising local health facilities, instead preferring to trek long distances to the sub-county referral hospital, with even cases of pregnant women who would lose their babies on the way to hospital. Many would allude to poor health facility employee–patient relationships and poor service delivery. For the sub-county health management team to manage such situations, they needed place-based leadership skills to enable collective action and impact.

## Action

During one of the senior management meetings with the sub-county health management team, two P-BLD participants, after gaining an understanding of the place and environment they work in from the lessons on mindset shift, stakeholder analysis and the zone of uncomfortable debate (ZOU), suggested the introduction of a complaint desk in all health facilities where patients could register their complaints by themselves in a secluded area that is managed by the team leader, who made sure that the complaint could not be altered or erased from the book once it is written. Every member of the team supervises each dispensary/health centre. The management team then during their monthly meetings go through all the complaints one by one, addressing these issues at the management level.

They also deployed stakeholder analysis skills learned in the modules to bring onboard all stakeholders – police, children officers, chiefs, community members – in a dialogue day within the jurisdiction of the affected health facility to address these issues. The team and the communities affected deliberate on the issues and come up with their own solutions.

## Role of P-BLD

P-BLD helped the participants to trust the process by engaging the community to get information on services offered by health facilities so that they could improve on delivery. It also improved participants' leadership skills and built their resilience so that they would not over-react but would use non-verbal communication to make wise decisions that have collective impact.

*When you engage community on these issues, you need to do an analysis of stakeholders to work with to realise big impact. P-BLD built my personal being and opened my eyes to see things around me that I previously did not see.*

*I remember an exercise where we were asked what we had seen on our way to the workshop, I realised that a lot happens around us and yet we can't notice, now you see ... the complaint desk is three months old and we have seen results. (P-BLD Participant)*

## Impact

Even though the health department used to hold dialogue days, these did not have the desired outcomes. The skills acquired from P-BLD helped to enhance how they dialogue, especially after deploying a complaint desk that would generate issues to discuss. The services at the local health facilities were improved and people started utilisng them rather than walking long distances to the referral hospitals.

Congestion has been eased, reducing the strain on sub county referral hospitals, and trust gradually built between service providers at the facilities and patients seeking those services. From statistics, the numbers are showing increased usage of local village-level services while reducing the numbers served at the referral facility.

*To document the intervention, you get to the statistics and compare with the previous ones. Today, there is substantial increase in number seen by those local and periphery health facilities compared to previous statistics.*

*There is reduction in conflicts that we used to handle at these facilities, evidenced by number of issues in the dialogue days. (P-BLD Participant)*



## 4. SUMMARY OF IMPACT

This section seeks to provide a summary of the overall impact that the leaders and collaborators described in relation to the P-BLD programme, and points to the potential for these benefits to be extended and upscaled to other localities.

The findings point to five key areas of impact:

- public involvement with government agencies, law enforcement, health services and civil society has increased in scale and improved in quality;
- improved trust and communication between agencies and sectors;
- improved response from the police to reports of violence, particularly gender-based violence;
- improved development of cases of victimisation going through the court process;
- improved awareness and sense of connection to county and national government.

These areas of impact directly link to the objectives and principles of the IUVP, demonstrating the connection between the impact of P-BLD against these wider objectives. Table 3 summarises this impact, provides some high-level evidence from this study and provides ideas and suggestions for further data collection to build ongoing quantitative and qualitative data and evidence.

**Table 3: Summary of five areas of impact, related evidence and future evidence-gathering**

Summary of impact	High-level evidence	Ideas for future data collection
<p><b>Public involvement with government agencies, law enforcement, health services and civil society has increased in scale and improved in quality</b></p>	<ul style="list-style-type: none"> <li>● Increased number of engagement events held with communities, including workshops, discussion forums and online dialogue;</li> <li>● Increased number of people volunteering with CPCs, and an increase in their contribution of time and skills in engaging with issues of security, violence, and gender-based violence;</li> <li>● Reporting of crime, and particularly violence, appears to have increased – from the victims themselves, but also from family members, neighbours and community members. Information is often reported to CPC volunteers, demonstrating trust, communication and relationship building with communities.</li> </ul>	<ul style="list-style-type: none"> <li>● Profile of CPC volunteers;</li> <li>● Skills audit of CPC volunteers;</li> <li>● Events, workshops, forums, etc. that have been delivered, including profile of community attendance;</li> <li>● Crime reporting data; profile of reports, broken down by victims, family members, neighbours, CPC-supported, etc.;</li> <li>● Capture measurement of public trust and confidence in policing, and willingness to report crime and support justice processes.</li> </ul>
<p><b>Improved trust and communication between agencies and sectors</b></p>	<ul style="list-style-type: none"> <li>● Direct contact between individuals across agencies, supporting specific cases to navigate better outcomes for healthcare for victims, and for police investigation and justice processes;</li> <li>● Increasing speed of service delivery, through connections being made between agencies about problems, barriers or issues – leading to faster support for victims of crime and violence, faster and more effective mediation processes for community disputes and domestic violence, and faster assessments of mental health needs of clients;</li> <li>● Collaborative working across agencies to problem-solve, to identify and bring together resources to deliver initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>● Police investigation and justice outcomes data (days to completion, victim and witness participation), particularly for gender-based violence;</li> <li>● Volume and profile of women accessing medical care post sexual assault allegations;</li> <li>● Volume and outputs from collaborative projects, e.g. joint delivery of training for professionals, or joint community development activities.</li> </ul>

Summary of impact	High-level evidence	Ideas for future data collection
<p><b>Improved response from the police to reports of violence, particularly gender-based violence</b></p>	<ul style="list-style-type: none"> <li>● Increased empathy towards victims of violence, particularly gender-based violence, sexual assault, rape and child abuse;</li> <li>● Increased policing resources put towards gender-based violence, supporting prevention through mediation and justice through investigations;</li> <li>● Improved quality of police response to victims, including female officers dealing with female and child victims of sexual assault and rape, improving the experience for victims and survivors and increasing their communication and engagement with policing going forward.</li> </ul>	<ul style="list-style-type: none"> <li>● Police knowledge and understanding of gender-based violence;</li> <li>● Victim and family feedback regarding interactions with the police service;</li> <li>● Efficacy of mediation processes, e.g. through longer-term outcomes for domestic violence cases where mediation was used;</li> <li>● Profile and reporting pattern for victims of sexual offences, including specifically repeat victimisation and levels of engagement with policing.</li> </ul>
<p><b>Improved development of cases of victimisation going through the court process</b></p>	<ul style="list-style-type: none"> <li>● An improved initial police response to victims has increased the number of victims engaging in justice processes, providing information, capturing evidence and turning up to court to seek justice;</li> <li>● Increased communication about successful court cases to communities, increasing messaging across communities about criminal outcomes for perpetrators of violence.</li> </ul>	<ul style="list-style-type: none"> <li>● Profile of victim and witness engagement with police investigations and court processes;</li> <li>● Capture measurement of public perceptions of policing and justice, including trust, transparency and fairness;</li> <li>● Content analysis of media and publicly available information about cases of violence and court outcomes, including measures of public engagement with materials.</li> </ul>
<p><b>Improved awareness and sense of connection to county and national government</b></p>	<ul style="list-style-type: none"> <li>● Increased understanding of the roles of county and national government across sectors and agencies, particularly in relation to policy development processes and investment and resource allocation to both agencies and communities;</li> <li>● Increased dialogue between leaders in Nakuru and Naivasha with politicians, county assembly members and representatives of national government, including for example the County Security Intelligence Committee regarding approaches to violence reduction;</li> <li>● Improved civilian perceptions of accountability, and the roles of county and national government (small scale at this stage).</li> </ul>	<ul style="list-style-type: none"> <li>● Capture communication and dialogue between local, county and national levels, including content and outcomes, for example achievements in funding;</li> <li>● Map the reach of policy development, initiatives and practice being taken from Nakuru and Naivasha and implemented elsewhere;</li> <li>● Capture public perceptions, awareness and understanding of the roles of county and national government.</li> </ul>

## 5. KEY FACTORS FOR PROGRAMME IMPACT

Throughout the interviews with leaders on the P-BLD programme, much feedback was provided about the delivery of the programme and the ways in which it differed from previous training and development opportunities. These aspects of the programme were highlighted as the most important and impactful for participant development:

- the interactive nature of the course, enabling every participant to have an equal and valued voice;
- it was educative and provided space for participants to learn and develop themselves, practising using new tools and approaches in their personal and professional lives;
- the style of delivery was very engaging, and the facilitator played an important role in supporting the development of thinking, carefully challenging ideas and norms, contributing to a shift in mindsets and perspectives;
- bridging activities – undertaking tasks and actions between the modules, and the act of reporting back to the group created motivation and shared accountability for progress, and a supportive network;
- Midrift Hurinet was found to be vital as a 'backbone organisation'<sup>27</sup> in bringing individuals, agencies and sectors together and facilitating collaborative working, both in the programme and more broadly over the past few years.

*Rob [P-BLD facilitator] has given me the papers, given me the materials and given me the power. The power that I have for today is the one I'm using it that I was being trained. And it'll never, never leave me. The power I'm with it in the head until I go to retire. And when I go to retire, there's somebody who's coming in my community policing neighbour, I have to train somebody so that when I go, she'll train another person. When I go, get another person to come. And that's beautiful. (P-BLD participant)*

*We are not afraid ... to tackle people [about] domestic violence as we used to be. We are able to get to them, teach them, guide them and where we are not able, [Midrift] are able to assist us. (P-BLD participant)*

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27 Turner, S., Merchant, K., Kania, J. & Martin, E (2012). 'Understanding the value of backbone organizations in collective impact parts 1–4', *Stanford Social Innovation Review (SSIR)*, 17–20 July. [https://ssir.org/articles/entry/understanding\\_the\\_value\\_of\\_backbone\\_organizations\\_in\\_collective\\_impact\\_1](https://ssir.org/articles/entry/understanding_the_value_of_backbone_organizations_in_collective_impact_1)

## 5.1 Wider contextual issues raised by participants

There was a strong consensus across the leaders and collaborators involved in this evaluation that P-BLD, as part of the wider IUVP, had led to significant improvements and benefits, as outlined above. However, they also raised wider contextual issues and factors that play a role in improving safety, security and peacebuilding in Nakuru, Naivasha and Kenya more broadly.

These included:

- issues of poverty and economic power are considerable for people in Kenya and impact significantly on building peace between tribes and communities, particularly in slums and areas where competition for basic resources such as water, food and electricity is high;
- the police, hospitals and other agencies have limited resources, and while this programme has supported collaborative working and mobilising local resources, there remains a need to push government funding into Nakuru County to support improvements in living standards, schools, education and employment, alongside policing and healthcare;
- division, prejudice, bias and conflict are pervasive between some communities and tribes, which requires large-scale cultural change, to build understanding between different cultures and to reduce conflict;
- women's equality in society is a key strategic challenge – patriarchy is persistent across much of Kenya's infrastructure and cultural and societal norms;
- the policing curriculum needs to be addressed, to include gender issues and to build sensitivity to issues of gender-based violence, confidence in reporting to the police, and so on;
- while some leaders in the programme were able to engage with politicians and support greater accountability and links between government, politicians and communities, further work is needed in this area to increase transparency, giving voice to marginalised communities and providing effective and safe spaces for people to challenge and discuss policy, legislation and resource allocation;

- engaging young people, across different tribal backgrounds and languages, needs to be facilitated at county level, including practicalities such as funding transport to enable this larger-scale work to be undertaken.

*People nowadays have, they have a bad perspective about gender-based violence. They think it's all about our women, a women issue. I would like [it] also used to bring men on board, a lot of men on board. So, because we want to secure the whole society so with our banner, with our band leadership, with more use and more men involved at least we will be able to prevent gender-based violence. (Collaborator)*

*Through the policy of the police, county police and the policemen, they report to the national government. We are looking for the way we can help their police so that the county government can come in and help the police. For today in the police of Kenya, when the station needs something, it's required from the national government ... We have that gap between the national government and the county government. (P-BLD participant)*

## 6. CONCLUSIONS AND RECOMMENDATIONS

The P-BLD programme was extremely well received by leaders in Nakuru and Naivasha, demonstrating high levels of engagement with the learning, materials, activities and ongoing implementation of the learning. The programme was found to have a significant impact on mindsets and perceptions about leadership, and more broadly about responsibility, involvement and participation in community and society. The greatest impact for many was the realisation of their own rights, value, potential and contribution to improving safety, security and wellbeing in their local communities. In this sense, their perceptions of leadership were shifted considerably, from an often isolated, single-agency or role-focused activity to solve problems and manage workloads to leadership being an opportunity to engage and empower people. The findings point to an increase in confidence in personal leadership skills, and confidence to help, support, challenge and develop others to grow their leadership capacity also. The data collected from the collaborators of the leaders in the programme provided further evidence of these changes in mindset, approaches to leadership, attitudes and behaviours.

The second major impact of P-BLD for Nakuru and Naivasha was the development of a network of direct contacts and positive working relationships across policing, health, local government, criminal justice, the private sector and civil society. Several examples have been provided in this study to demonstrate the practical outcomes of the work these individuals and agencies have been able to deliver together, as a result of being connected. One of the most important factors in this success was found to be the provision of space and time for leaders across agencies and sectors to engage in open dialogue about issues, problems and challenges related to violence reduction. Having a shared goal, and being completely equal participants around the table, facilitated honest discussions and creative problem solving.

The findings demonstrate the impact of P-BLD for leaders, their agencies and sectors, and for communities more broadly in these two municipalities against the overarching objectives related to human rights, human security, public health and peacebuilding. P-BLD in practice is shown to facilitate these approaches to violence reduction, through building relationships with communities, giving voice to marginalised people, educating about rights, supporting development of security at the individual level and facilitating democratic accountability. The findings also provide support for leadership models based on complexity and adaptability,<sup>28</sup> placing emphasis on creating space, developing ongoing insight and information gathering and enabling people to work together creatively.

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28 Uhl-Bien, M. & Arena, M. (2017). 'Complexity leadership: Enabling people and organizations for adaptability', *Organizational Dynamics*, Vol. 46, 9–20.

## 6.1 Next steps for building impact and evidence in Nakuru and Naivasha

The next steps for Nakuru and Naivasha, IUVP and P-BLD, will be to consider how to grow the scale and reach of this work, and how to implement ongoing data and information capture mechanisms, both to evidence change and to create a continuous learning and development culture.

Improved capture of data, and ease of sharing data across agencies, will facilitate further impact and ongoing benefits realisation measurement, for example through profiling of community engagement and reach across diverse communities; assessment of likelihood to report victimisation; confidence and trust in the police, magistrates, government, etc.; willingness to support justice processes; prevention of violent behaviour; and prevention of victimisation (also described in Table 3).

Specific recommendations for next steps in Nakuru and Naivasha were developed with material from interviews and a findings validation workshop with 15 participants of the P-BLD programme. These recommendations include:

- expand the P-BLD programme, to engage more people across agencies and sectors in Nakuru and Naivasha to keep the momentum for change going. This should include identifying strategic partners (including those in national government) and mapping resources, to ensure that engagement and reach of P-BLD participants is highly effective;
- when delivering further P-BLD sessions, consider shortening the gaps between module delivery to consolidate and embed learning over a shorter period;
- support capacity building across partners in relation to violence and gender issues, increasing awareness and understanding (particularly among those with influence over policy development and resource allocation, for example County Assembly), with a view to influencing and increasing resources available to support violence prevention activity and the rehabilitation of offenders;
- further mobilisation of community-organised groups to provide linkages between agencies and wider communities at the grassroots, considering ways to break down barriers such as language and physical access to services;
- engagement with relevant stakeholders to increase transparency across justice agencies, in turn improving trust and confidence between agencies and the public (including for example complaints review processes);



- further strengthening and expanding communication and engagement between agencies and the public, including for example growth of CPFs and Court Users Committees as platforms of influence and opportunities for engagement, learning and improving awareness of rights (e.g. legal aid) and provision of information (for example the ‘101 things you wanted to know about police but you were too afraid to ask’.)

## 6.2 Strategic recommendations

Finally, this evaluation and impact study provides strategic recommendations for consideration in the context of the Intersectoral Urban Violence Prevention programme and the utilisation of P-BLD within it:

- work with agencies to further develop regular and reliable data capture (including activities, outputs and outcomes) to support the capture of evidence of impact and opportunities for learning, and to support the development of adaptive, learning cultures which are sensitive to the specificities of local contexts and issues;
- work with agencies to agree a set of common indicators, using information and data from a variety of sources, and put in place opportunities for cross-sector and agency reflection, challenge, learning and positive accountability;
- facilitate sustainability and legacy of the progress made in Nakuru and Naivasha through further development, design and delivery of P-BLD Facilitator Workshops, working with experienced participants from the P-BLD programme and young emerging leaders. This could be supported by a mentoring programme whereby the more experienced P-BLD participants mentor the emerging leaders with support from Midrift Hurinet;
- facilitate a communication network of like-minded leaders across Kenya to encourage ongoing discussion about the successes and progress made in Nakuru and Naivasha, and the issues and challenges that others face in making change;
- create partnerships or ‘twinning’ of Nakuru and Naivasha with similar municipalities in Kenya and/or further afield, to generate a wide network for sharing learning, development and ideas for progression, using the P-BLD framework. Support this through further development of South–South collaborations and development of backbone organisations (e.g. HURA, Mbale, Uganda; CIPREVICA, Cuilapa, Guatemala; and Danlí, Honduras: places where DIGNITY supports partner organisations and IUVP programmes). Extending the role of Midrift Hurinet to work in other places in Kenya could support this growth and development (e.g. in Baringo and Kisumu).

- A 'collective impact' evaluation framework<sup>29</sup> could support building and extending the evidence base of creating a collaborative rather than competitive system (and specifically in relation to the three mindset shifts.<sup>30</sup> This requires:
  - i) getting the correct people involved to help a specific problem;
  - ii) that collaborators change the way they work with one another – relational > rational;
  - iii) proponents of change to understand that social issues relentlessly change and our solutions must adapt to the change.

Developing a 'place-based collective impact' framework could facilitate the bringing together of collective impact evaluation measures with an approach that allows the programme to be dynamic and flexible to the context and specificities of the locality. This could be useful in supporting growth and adoption of P-BLD under IUVP in other areas and contexts across Africa and further afield.

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29 Parkhurst, M. & Preskill, H. (2014). 'Learning in action: Evaluating collective impact', *Stanford Social Innovation Review* (SSIR), Fall, 18–19.

30 Kania, J., Hanleybrown, F. & Splansky Juster, J. (2014). 'Essential mindset shifts for collective impact', *Stanford Social Innovation Review* (SSIR), Fall, 2–5. [https://ssir.org/pdf/Fall\\_2014\\_Essential\\_Mindset\\_Shifts\\_for\\_Collective\\_Impact.pdf](https://ssir.org/pdf/Fall_2014_Essential_Mindset_Shifts_for_Collective_Impact.pdf)

## 7. APPENDICES

### Appendix I – Key Approaches Used in IUVP

IUVP focuses on ‘before the violent act’ approaches as distinct from ‘after the violent act’ approaches, which tend to have a victim/survivor focus. IUVP interventions work with evidence-based violence prevention from the various participating sectors’ different mandates and explicitly prioritise creating and strengthening alliances and networks and establishing direct communications lines and relations between local police, local government authorities, private sector and CSOs, and IUVP addresses all types of violence and their interrelations. It has been increasingly recognised by researchers and practitioners that reducing the levels of urban violence requires a comprehensive, interdisciplinary and intersectoral approach. Therefore, the programme draws on intersectoral approaches, combining traditional criminal justice control and repressive measures with evidence-based crime control and preventive public health strategies.

#### **Human rights-based approach (HRBA)**

The approach is a conceptual framework for the process of human development, which is normatively based on international human rights standards and directed to promoting and protecting human rights. It seeks to address inequalities, discriminatory practices and unjust distributions of power. HRBA works on parallel tracks: towards strengthening the capacities of right holders to make their claims and towards building the capacities of duty bearers to meet their obligations.<sup>31</sup> HRBA stresses a need to create strategies to bridge the gap between the actors by facilitating meetings at the middle ground. HRBA’s human rights framework is about promoting human dignity through the development of claims and social and political accountability. It stresses active, free and meaningful participation of relevant stakeholders in society, and by building on nondiscrimination, ‘it seeks to empower excluded and vulnerable groups in its quest to create socially guaranteed improvements in policy, including but not limited to legal frameworks’.<sup>32</sup> Concretely, HRBA provides international standards and norms, identifies citizens’ entitlements and state obligations explicitly, and can improve capacity building and mobilisation in national prevention programmes and policies. To prevent violence, any committed stakeholders must enter into legitimate dialogues with governments on the rights conferred

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31 Kjaerulf, F. & Barahona, R. (2010). Preventing violence and reinforcing human security: A rights-based framework for top-down and bottom up action. *Revista Panamericana de Salud Pública*, Vol. 27, No. 5, 382–395.

32 Ibid.

by international conventions, such as freedom from torture, the right to life, and the right to physical and mental health, when governments have undertaken the obligations to respect these rights.

### **Public health approach (PHA)**

PHAs to violence preventions focus on before the violent act and are intended to integrate efforts to identify and address root causes and risk factors that may produce violence. Therefore, the approach is evidence-based, as it produces evidence on what works in violence prevention, based on data. The PHA builds on knowledge about risk and protective factors associated with violence. The model explores the relationship between individual, relational, social, cultural and environmental factors and thus considers interpersonal violence as the outcome of multiple influences on behaviour. It comprises four steps: (1) it defines the violence problem through systematic data collection; (2) it explores causes by identifying risk and protective factors and researching who it affects; (3) it designs, tests and evaluates prevention interventions to establish what works and for whom; (4) it ensures widespread adoption of the most effective and promising interventions and assessing impact and cost-effectiveness. The approach is vital as it identifies risk factors and preventive factors and helps to develop a focus on the characteristics that decrease the likelihood of a person becoming a victim or a perpetrator of violence.

Another benefit of the PHA is the development of a learn-as-you-go approach so that acquired knowledge can be built upon, which corresponds to the complexity theoretical framework. The approach also encourages early interventions and inclusive working relationships with affected communities. Finally, the approach has proved to be useful in changing public attitudes and beliefs related to unsafe lifestyles.<sup>33</sup>

### **Human security approach (HSA)**

An HSA prioritises the security of people. The approach directs attention to individuals rather than the state, as the state is perceived as threatening rather than protecting its own population. There is a focus on safety from repression and protection from violence. HSA builds on human rights and democratic principles that enable people to participate in governance and require the strengthening of democratic institutions to establish rule of law. The HSA entry point for violence prevention is prioritising and addressing insecurities produced by violence to attain a higher degree of protection and empowerment of populations facing risks and dangers.<sup>34</sup>

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33 Ibid.

34 Ibid.

Human security means protecting people from critical and pervasive threats and situations, building on their strengths and aspirations. It creates systems that give people the building blocks of survival, dignity and livelihood. It offers two general strategies: protection and empowerment. Protection shields people from danger, and human security helps identify gaps in the infrastructure of protection and ways to strengthen and improve it. Empowerment enables people to develop their potential and become full participants in decision-making. Hence, the approach applies two mutually reinforcing strategies: bottom-up and top-down.

IUVP specifically applies an HSA at dialogues, workshops and meetings where duty bearers and right holders are invited. Firstly, the approach seeks to strengthen bottom-up participation-driven strategies by including civil society and the private sector in local governance to ensure that the initiatives respond to local needs. Secondly, the approach is top-down protection-driven when strengthening the state's protection infrastructure, norms, processes and institutions. In such a way, law enforcement and local government work together to protect citizens against lack of security and reduce the gap between partially dysfunctional state institutions and international human rights standards.<sup>35</sup>

### **P-BLD and IUVP as mutually reinforcing approaches**

Place-based leadership can be defined as 'all leadership activity that serves a public purpose in a given locality'.<sup>36</sup> Therefore, place-based leadership development is activities that aim to support the development of collective leadership capabilities within a given locality. Indeed, recent research and considerable practitioner experience identified seven stages in creating effective collaboratives of intersectoral leaders within localities, which collectively became known as the initial conceptual framework for place-based leadership development (P-BLD)<sup>37</sup> (see Appendix IIa). However, from the subsequent in-depth exploratory study (drawing on the lived experience of 75 participants, programme managers and facilitators from three place-based case study collaboratives based in three English counties) emerged a number of specific multi-level tensions (see Figure 1), which overlay the initial P-BLD framework. This more robust and diversified framework (see Appendix IIb) suggests that if traditional and non-traditional leaders are to work effectively as peacebuilders, they need to work through these tensions, and they need to share the same

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35 Ibid.

36 Worrall, R. (2014). 'Illuminating the way: Towards an emergent theory of place-based leadership development', Doctoral Symposium, British Academy of Management, 8 September, University of Ulster, Belfast, UK.

37 Ibid.

lived experience<sup>38</sup> as a collective rite of passage or transition towards real transformative leadership learning. Moreover, as DIGNITY's intersectoral, public health and territorial-based approaches to violence prevention in urban areas are focused on place and coalition building, the intersectoral P-BLD framework provides a coherent evidence-based framework for collective leadership capability building<sup>39</sup> (see Table 1). Indeed, since P-BLD specifically addresses tensions across sectors in a safe space up front, the two approaches become mutually reinforcing and more likely to lead to sustained reductions in urban violence (see Figure 1).

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38 Kempster, S. & Parry, K.W. (2004). 'The lived experience as leadership development', Proceedings of the 18th Annual Conference of the Australian and New Zealand Academy of Management (ANZAM).

39 Worrall, R. & Kjaerulf, F. (2019). 'Transforming minds, people and places: Leadership coalition building as catalyst for intersectoral collaboratives in urban violence prevention', *Aggression and Violent Behavior*, Vol. 47, 282–292.

## Appendix IIa – The Initial Conceptual Framework of Place-Based Leadership Development<sup>40</sup>

Stage	Description	Manifestation
<b>Understanding others' perspectives</b>	Being open to seeing more than one world view, a more globally oriented perspective when considering the causes of particular issues, and how they should respond.	A movement away from perceived assumptions about people and organisations and towards a different perspective, and appreciation of a different way of seeing things.
<b>Mindset</b>	A collective awareness of the need for leadership to be construed and enacted in a different way and being comfortable with having values and assumptions challenged.	Positive collective response to a disturbance in the system.
<b>Common (social) purpose</b>	A coming together, a common agreement of what the social purpose of the collaborative actually is and what it is seeking to achieve beyond furthering the common good, and by what means.	Clear individual statements on common purpose.
<b>Sense making</b>	Seeing the main social issues from different perspectives and creating a shared understanding of what the problem is and potential approaches to resolve it.	The telling of similar stories/ descriptions from shared experiences.
<b>Collaborative space</b>	This is about the potential use of the initiative as a thinking laboratory. The flow of ideas could lead to the incubation of new initiatives and potential spin-off activities that would not have happened otherwise.	The reporting of new activities that happened because of connections made within the collaborative.
<b>Creating social capital</b>	The move from common agreement to common action which has led to increased shared capability to address issues.	There may have been significant benefits and/or added value from working together. This collaboration may have also had an influence on the development of other social initiatives.
<b>Creating a narrative of collective leadership</b>	This is about the development of a common understanding of how leadership is construed, what its objectives should be and how it manifests itself.	Development of a common language in terms of how leadership is described, potentially with shared metaphors or illustrative examples.

40 Source: Worrall, R. (2015). *Illuminating the Way: An Emergent Theory of Place-Based Leadership Development*, Doctoral Thesis, Anglia Ruskin University, Cambridge, UK. <http://arro.anglia.ac.uk/700620/>

## Appendix IIb – The Emergent Conceptual Framework of Place-Based Leadership Development<sup>41</sup>

<b>Cluster I – Ownership and Direction</b>	
<b>1a Degrees of dependence</b>	The extent to which the sustainability of a collaborative is dependent on or independent from its commissioner/founder or its facilitator.
<b>1b Direction</b>	The extent to which dominant founders have a negative or positive influence on a collaborative's direction.
<b>Cluster II – Purpose and Identity</b>	
<b>2a Purpose</b>	The challenge of balancing a focus on individual participants' development with wider development for the common good.
<b>2b Identity</b>	The tension between the collaborative being (as a think-tank and influencer) and doing (taking direct action for improvement).
<b>3a Effectiveness &amp; Transparency</b>	The tension between being selective to ensure effectiveness and having an open and transparent selection process.
<b>3b Representativeness &amp; Accountability</b>	The degree to which collaboratives' participants are and should be representative and accountable to wider place or just representing themselves.
<b>Cluster III – Process and Experience</b>	
<b>4 Differentiated Place</b>	Tension between traditional hierarchical 'siloed' management and the ambiguous and shared boundaries and responsibilities of leading across complex, messy and multiple places.
<b>5 Re-humanizing Place</b>	The more rational, logical and controlled approach to development counterbalanced by a more emotionally connected, visceral and human response.
<b>6 Influencing and Being Influenced</b>	The extent to which people experience the collaborative as a means of influencing the external world or that they themselves are influenced by it.
<b>7 Where and Who Enacts Leadership</b>	The extent to which the collaboratives are about the enactment of leadership development or have a direct role in the enactment of leadership itself.
<b>Cluster IV – Outcomes</b>	
<b>8 Creating Value</b>	How value is defined and created through relational connections, through difference and from intangible outcomes creating the conditions for more tangible ones.
<b>9 Collaborative Disadvantage</b>	The more critical and negative outcomes and impact of the collaborative.



## Appendix III – Urban Violence in Nakuru County: Executive Summary

For data on Nakuru County, please refer to the DIGNITY Publication Series on Torture and Organized Violence, study #16, *Urban Violence in Nakuru County, Kenya*, 2018, from which the executive summary below is taken.

[https://stoptortur.dk/wp-content/uploads/pubseries\\_no16.pdf](https://stoptortur.dk/wp-content/uploads/pubseries_no16.pdf)

### 1. Executive Summary

Rapid urbanisation has led to an increase in the prevalence of urban violence in many developing countries. This is because of the mushrooming of densely populated informal settlements in cities, which are characterised by deprivation and low quality of basic social services such as healthcare and education. The situation is aggravated by the lack of jobs for most residents of these settlements, who experience inequality, marginalisation and exclusion. Such an environment facilitates the emergence and increase in violence in urban centres.

In Kenya, about 25.6% of the population is urbanised, most of whom live in large cities such as Nairobi, Mombasa, Kisumu, Eldoret and Nakuru, of which 56% live in informal settlements. Violence in these areas has emerged as a serious security and public health challenge which the Kenyan security agencies have largely been unable to address. Violence has been shown to have significant negative consequences including erosion of social cohesion, trauma, broken families, injuries, deaths and loss of property.

The present study, commissioned by DIGNITY, is the first of its kind as it focusses on urban violence in Nakuru County. It provides new knowledge that will inform the design of a three-year multi-stakeholder urban violence program in selected areas of the county. The study was conducted in five sites across Nakuru County: Bondeni and Kaptembwo, Nakuru Town; Karagita and Kabati, Naivasha Town and Molo Town, where urban violence was previously understudied and, therefore, not well understood. The methodology adopted involved primary research using key informant interviews, focus group discussions and a household survey, with 43% of respondents from Nakuru Town Municipality, 38% from Naivasha and 19% from Molo Town. Most of the respondents were women and young people, of which 69% were below 34 years and only 10% above 55 years old. These were complemented by secondary material.

The findings revealed that violence is a major concern for residents of Nakuru County, most of whom felt that violence was becoming more prevalent. The data collected highlights that the most prevalent forms of violence in the County mirrored the patterns of violence in Kenya. Those highlighted in Nakuru include sexual and gender-based violence (SGBV), violence against children, violent crime, police violence and political and ethnic violence, which are distributed among the various neighbourhoods. Notably, SGBV and violence against children

were highlighted as particularly significant challenges, by more than 70% and 66% of respondents, respectively, who noted that these forms of violence mainly occur at the household level. The study highlights that these forms of violence introduce unique challenges to intervention such as when the victims do not want the perpetrator punished for fear of broader repercussions. Violent crime is a significant problem, particularly in Bondeni Area in Nakuru, where 70% of respondents identified it as most prevalent.

Given the prevalence of SGBV and violence against children, it is unsurprising that most respondents identified the bulk of victims as women, girls and children generally. Undoubtedly, there were few noted cases where men were victimised by their wives as well, especially in Naivasha. Many respondents also indicated the youth as victims of violence, especially with respect to violent crime and police violence. Unsurprisingly, many respondents also identified young people as the major perpetrators of violence, sexual assault and violent crime. This could be related to the presence of gangs perpetrating violence in the County.

On the causes, of violence, about 80% of respondents highlighted the underlying causes as unemployment and idleness among the youth, poverty and 60% attributed it to drugs, especially alcohol abuse. This study however adopts a formulation developed by renowned scholars Caroline Moser and Cathy McIlwane (2006) for understanding urban violence.<sup>42</sup> They argue that urban violence is a complex phenomenon that should be viewed through three lenses: structure, identity and agency. As such, we argue that these underlying factors do not in themselves cause violence but rather interact with other social and individual dynamics and triggers to precipitate violence. This is also why the WHO and CDC, four-level social-ecological model (SEM) was adopted, as part of the design of the household questionnaire and in the data analyses. The SEM allows us to address the factors that put people at risk for or protect them from experiencing or perpetrating violence (risk and protective factors) and the prevention strategies that can be used at each level to address these factors.

The study notes that there are several interventions and coping mechanisms at the individual, community and state levels. We noted individual behaviour changes to limit exposure to violence, such as not walking after dark or bodaboda operators accompanying each other while taking customers to neighbourhoods perceived to be more insecure. At the community level, we noted efforts by civil society organisations, community-based organisations and religious institutions to address different types of urban violence through peace initiatives, awareness creation, setting up safe houses for victims of SGBV and the use of technology to alert authorities. At the State level, the respondents noted the Nyumba Kumi initiative, a form of community policing that has been applied across all areas

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42 Moser, C. & McIlwane, C. (2006). 'Latin American urban violence as development concern: Towards a framework for violence reduction', *World Development*, Vol. 34, No. 1, 89–112.

under study, and other interventions by the County Government such as setting up of SGBV unit at hospitals.

The study however noted gaps in these interventions in their approaches and/or coverage, which presents an opportunity for additional programmatic interventions. We note, however, that the success of any intervention will depend on the extent to which it relies on community level structures that are seen as being trustworthy and effective in addressing these challenges of crime and violence. Notably, any intervention would be well advised to include religious leaders, community elders and local chiefs. About 70% of respondents in this study found these local level institutions as both trustworthy and effective in dealing with violence.

We conclude by proposing recommendations based on the data with a focus on prevention of violence with limited attention paid to interventions after violence has occurred. Our proposed interventions are largely based on how to prevent violence by improving the awareness and understanding of the dynamics of violence and how they should be handled amongst the community and hence empowering the community to deal with violence. The view is on empowering the community to use existing mechanisms to address violence, with focus on building on the community trust in the existing institutions such as community organisations, police, chiefs, elders and religious leaders.

## Appendix IV – Research Documentation

### i) Research Proposal

*Qualitative Evaluation of Place-Based Leadership Development for Intersectoral Violence Prevention: The cases of Nakuru and Naivasha, Kenya*

#### Introduction

DIGNITY conducts Intersectoral Urban Violence Prevention (IUVP) interventions with partner organisations in Central America (Guatemala and Honduras) and East Africa (Kenya and Uganda) towards SDG 11 (Inclusive, Safe and Resilient Cities), SDG 16 (Peaceful Societies, Access to Justice, Effective, Accountable and Inclusive Institutions, Reduction of Violence) and SDG 5 (Gender Equality, Empowerment of Women and Girls).

The IUVP programme now covers 5 Municipalities in 4 countries, and the end beneficiaries total 400,000 people (people living in municipal territories targeted). Since 2016 the Place-Based Leadership Development (P-BLD) programme is being merged with the IUVP programme (in Kenya (2016–2019), in Uganda since February 2018 and Guatemala since May 2018). The P-BLD is planned to be extended to the full IUVP programme. The Honduras P-BLD pilot has, however, due to practicalities been postponed.

Continuous focus on embedded intervention research in the Intersectoral Urban Violence Prevention programme enables DIGNITY to adapt and adjust the programme as new knowledge is harvested, thereby reducing and eventually eliminating actions that do not lead to impact and social change. Research based evidence<sup>43,44</sup> suggests that the merging of P-BLD and IUVP has the potential to create significant positive impact in enabling trust building, a stronger sense of common purpose and collective empowerment between intersectoral leaders.

This proposal presents an approach to undertake qualitative evaluation of a 'Place-Based Leadership Development (P-BLD) programme for Intersectoral Violence Prevention' (IUVP) being delivered in the Municipalities of Nakuru and Naivasha, both located in Nakuru County, Kenya.

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43 Worrall, R. & Kjaerulf, F. (2018). 'Building collaborative capability between law enforcement and civil society leaders to prevent urban violence', *International Journal of Public Health*, Special Issue: Violence, Justice, and Health: Implications for a Multisectoral Collaboration, Vol. 63, Issue 8, 969–976.

44 Worrall, R. and Kjaerulf, F. (2019). 'Transforming minds, people and places: Leadership coalition building as catalyst for intersectoral collaboratives in urban violence prevention', *Aggression and Violent Behavior*, Vol. 47, 282–292.

The evidence based Public Health Approach to Violence Prevention (PHVP) applies a socio-ecological model to analyse the interrelations between individual, relationship, community, and societal factors, and address risks or protective factors associated with violence perpetration and victimization.<sup>45</sup> At the heart of the PHVP is the need to establish effective and efficient intersectoral collaboration, in terms of creating dialogue, coordination, trust and effective mechanisms for collaboration between sectors, such as law enforcement, a wide range of government authorities, local civil society and the private sector. There are few examples of evidence-based programmes aimed at creating resourceful collaborative relationships between leaders in law enforcement and other sectors in, for example, a municipality setting, to effectively prevent violence and increase safety for the citizens in the territory.<sup>46,47</sup>

Research suggests that if traditional and non-traditional leaders are to work effectively as peace builders, they need to work through tensions that arise from their different identities and contexts, and they need to share the same lived experience,<sup>48</sup> as a collective transition towards transformative leadership learning.<sup>49</sup> It has long been argued that sustainable conflict resolution requires effective peace building,<sup>50</sup> and that given the considerable number of barriers and obstacles that can be put in the way of such a process,<sup>51</sup> building strong and effective partnerships requires capability and capacity building amongst state and non-state actors. The place-based leadership development (P-BLD) framework has been developed in response to this growing need to create practical applications for leadership development between different sectors. Moreover, in alignment with the Intersectoral Urban Violence Prevention (IUVP) approach, P-BLD works at multiple levels dealing with the interrelational tensions within self, between self and others, self and organisation/sector and across wider place.

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- 45 Krug, E.G., Dahlberg, L.L., Mercy, J.A., Zwi, A.B. & Lozano, R. (2002). *World Report on Violence and Health*. Geneva, Switzerland: WHO.
- 46 Worrall, R. & Kjaerulf, F. (2017). 'Transforming places, people and minds: The role of place-based leadership development in urban violence prevention', 9th Developing Leadership Capacity Conference (DLCC), University of Brighton, Brighton, UK, 13–14 July.
- 47 Worrall, R. & Kjaerulf, F. (2018). 'Building collaborative capability between law enforcement and civil society leaders to prevent urban violence', *International Journal of Public Health*, Special Issue: Violence, Justice, and Health: Implications for a Multisectoral Collaboration, Vol. 63, Issue 8, 969–976. DOI: <https://doi.org/10.1007/s00038-018-1153-z>
- 48 Kempster, S. & Parry, K.W. (2004). 'The lived experience as leadership development', Proceedings of the 18th Annual Conference of the Australian and New Zealand Academy of Management (ANZAM).
- 49 Taylor, E.W. & Cranton, P. (2012). *The Handbook of Transformative Learning: Theory, Research, and Practice*. Chichester, UK: Wiley.
- 50 Adan, M., Pkalya, R. & Muli, E. (2006). *Conflict Management in Kenya: Towards Policy and Strategy Formulation*. Nairobi, Kenya: Practical Action.
- 51 Malhotra, D., & Liyanage, S. (2005). 'Long-term effects of peace workshops in protracted conflicts', *Journal of Conflict Resolution*, Vol. 49, No. 6, 908–924.

This complementarity between IUVP and P-BLD makes them mutually reinforcing.<sup>52</sup> In fact, P-BLD is deliberately surfacing tensions, providing effective support enabling leaders to work through and break down such barriers built up over years of distrust and personal, professional and organisational interests competing for limited power, influence and resources. Thus, in this context, leadership development has become more effective by directly addressing the challenges faced by local leaders.

This evaluation seeks to build on promising evidence of positive impact from ongoing data collection activities using pre and post session questionnaires.<sup>53,54,55</sup>

## Research objectives

The 'Place-based Leadership Development framework' has been piloted in the Nakuru and Naivasha Municipalities in Nakuru County Kenya to develop the leadership capability of two cohorts of 25 leaders working in intersectoral urban violence prevention.

The research aims to explore participants' experiences of participating in the P-BLD for IUVP Programme. Specifically, we are keen to explore the role of leadership development in contributing to intersectoral urban violence prevention work. In particular, the research will draw out participants' perspectives on the extent to which participation has developed their individual and collective leadership capability to lead more effectively across place within Nakuru and Naivasha.

Moreover, we are interested in learning about the wider impact that P-BLD for IUVP has had on participants' abilities to enable effective collaboration at the organisational, sectoral and intersectoral levels as well as across the wider municipalities of Nakuru and Naivasha. To address these aims, the case study approach allows for qualitative exploration of perceptions and experiences of

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- 52 Worrall, R. and Kjaerulf, F. (2019). 'Transforming minds, people and places: Leadership coalition building as catalyst for intersectoral collaboratives in urban violence prevention', *Aggression and Violent Behavior*, Vol. 47, 282–292. DOI: <https://doi.org/10.1016/j.avb.2019.02.012>
- 53 Worrall, R. & Kjaerulf, F. (2017). 'Transforming places, people and minds: The role of place-based leadership development in urban violence prevention', 9th Developing Leadership Capacity Conference (DLCC), University of Brighton, Brighton, UK, 13–14 July.
- 54 Worrall, R. & Kjaerulf, F. (2018). 'Building collaborative capability between law enforcement and civil society leaders to prevent urban violence', *International Journal of Public Health*, Special Issue: Violence, Justice, and Health: Implications for a Multisectoral Collaboration, Vol. 63, Issue 8, 969–976. DOI: <https://doi.org/10.1007/s00038-018-1153-z>
- 55 Worrall, R. and Kjaerulf, F. (2019). 'Transforming minds, people and places: Leadership coalition building as catalyst for intersectoral collaboratives in urban violence prevention', *Aggression and Violent Behavior*, Vol. 47, 282–292. DOI: <https://doi.org/10.1016/j.avb.2019.02.012>

those involved in the programme, to get their perspectives of its impact on them as well as those of their intersectoral collaborators with the context of IUVP.

Thus the research aims to explore participants' experiences of leadership and management development, the leadership demands (within their current role) of leading across place within the Municipalities of Nakuru and Naivasha, both located in Nakuru County, Kenya and to explore their perspectives on the impact of the place-based leadership programme on the development of individual and collective leadership capability. This research seeks specifically to explore the role of leadership development in contributing to violence prevention work across agencies.

The research objectives are to explore:

1. the perceived impact of the programme, collecting data regarding the delivery of the development programme
2. perceptions of changes in individuals' ways of thinking, approaches to leadership styles and perspectives on how leadership is enacted;
3. the impact of the development programme on building confidence in leadership skills;
4. impact on working relationships with colleagues across policing, health, local government, criminal justice, the private sector and civil society, both involved in the programme and not;
5. and its overall impact on the development of violence prevention work in municipalities.

## Methodology

For this study, a case study approach has been adopted (Yin, 2014), which looks at the lived experience of participants in a three-year pilot of place-based leadership development (P-BLD) for Intersectoral Urban Violence Prevention (IUVP) programme within two geographically distinct localities. The case study approach is seen as more appropriate for how and why questions and this study is asking how participants' experience of place-based leadership development have impacted on their capability to lead and collaborate more effectively on Intersectoral Urban Violence Prevention. As Worrall<sup>56</sup> argues (citing Klenke, 2008: 71 and Walsham, 1993: 15), as the approach in this study is social constructionist, *'the validity of the inferences drawn from an individual case or cases does not depend on representativeness of the cases in a statistical sense but on the plausibility and cogency of the logical reasoning used in describing the results from the cases, and in drawing conclusions from them'*.

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56 Worrall, R. (2015). *Illuminating the Way: An Emergent Theory of Place-Based Leadership Development*, Doctoral Thesis, Anglia Ruskin University, Cambridge, UK, p. 61.  
<https://arro.anglia.ac.uk/700620/>

In the first two years of the programme, 2 x 2 day workshops were held each year in both localities involving a total of fifty intersectoral leaders (from civil society, local government, the police and the private sector) divided into two cohorts of twenty-five each in Nakuru and Naivasha municipalities respectively. In the third year, a three-day workshop will bring both cohorts together working as inter-place-based collaboratives on 'wicked issues' (linked to IUVP), replicating and collectively navigating a complex adaptive system.

This study will explore the outcomes of the first two years of the programme through a series of approximately 36 qualitative semi-structured interviews to be undertaken with the leaders participating in the leadership programme and with colleagues, 'collaborators', working in their institutions, other sectors and wider place. Interviews, lasting between 45 and 60 minutes, will be conducted face-to-face with those who participated in the programme and with those who work alongside those who participated in the programme, enabling data collection to reflect on direct experience and indirect experience of the impact of the programme on cross-sectoral working. Dr Laura Knight will undertake interviews with P-BLD participants (as they will have met Dr Rob Worrall during workshops) and Dr Rob Worrall will interview 'Collaborators' to remove any bias or researcher influence during interviews. A number of additional interviews with Collaborators will also be conducted by Mr Leonard Githae, Deputy Executive Director of the Midrift Human Rights Network. The study will also be informed by our analysis of the data from the pre and post workshop questionnaires for the final P-BLD for IUVP programme workshops which take place in early September 2019.

Interviews will be semi-structured in nature, ensuring adequate space is given to participants to raise issues, topics and experiences that they perceive to be important in thinking about the P-BLD programme. However, the interview will be loosely structured to ensure dialogue about the following:

- current role, supervision and management responsibilities and areas of influence;
- impact at the personal level, addressing mindset, thinking, behaviours, perceptions of self and others, perceptions of issues in the sector and in violence prevention approaches;
- impact upon relationships and working with others, exploring new connections, partnerships and collaborations related to violence prevention;
- wider impact upon structures, agencies, policies, processes and resources allocated towards violence prevention;
- exploring specific events and case studies that help to explain and provide examples about the above topics, focussing on what may have changed, where differences can be seen, following involvement and delivery of the P-BLD programme.



## Sample

The approach taken by this study was essentially pragmatic as it was prescribed by the target population within each of the case study localities. Twelve P-BLD participants will be invited to participate in semi-structured, face-to-face interviews. For each participant, at least 2 people that s/he works/ collaborates with closely in the context of violence prevention work will also be invited to participate in interviews.

The P-BLD participants should be selected on basis that they attended at least 75% of the P-BLD sessions and include at least one interviewee from each sector involved in the programme. Those who work with/collaborate with those direct P-BLD participants should have engaged with those individuals significantly over at least three years. The entire cohort of P-BLD participants is 50, and there are 6 sectors represented (civil society organisations, criminal justice sector, education, health, local government and the private sector). To involve at least one from each sector, invitations to participate will be distributed across the 6 sectors, and this may mean only 2 individuals can be invited (e.g. private sector), or up to 8 could be invited (e.g. criminal justice). In those situations where more than one can be invited, the individual will be chosen at random. If they choose not to participate or fail to arrange an interview in the dedicated fieldwork period, a second random selection will be made, until the full 12 P-BLD participants have taken part.

For the 'collaborators', convenience sampling will be used, sending invitations to participate to all those individuals identified by the P-BLD cohort and those involved in leading violence prevention programmes. This sample is to include 24 individuals, which will reflect the 6 sectors having been identified as working alongside P-BLD participants.

Given the importance of interviews as the main data source for this study, considerable care is being taken over the pre-interview preparation by ensuring the interviewees are well briefed. Pre-interview preparation included a personally addressed letter and full background briefing to each interview which include a participant information sheet (PIS) setting out the purpose of the study and what the information collected will be used for, the expected length of the interview and the benefits of participating in the research. It also included a consent form (PCF) with an opt out response slip.

## Data collection and analysis

Semi-structured interviews will be digitally-recorded and transcribed. The interviews will be grouped by locality, with Nakuru and Naivasha initially treated as two separate but inter-linked case studies. The overall approach will be iterative: whilst the author agrees with Eisenhardt & Graebner<sup>57</sup> that ‘each case serves as a distinct experiment that stands on its own as an analytic unit’, the research team believes it is necessary to ensure that there is an intra-case dialogue but also an inter-case dialogue between emergent themes, which is not a slave to, but nonetheless takes account of what has already emerged (i.e. from the analysis of the data from the preceding case study) (Ridder et al., 2014).<sup>58</sup> This meant that our analysis will build on and not ignore what has gone before as we analyse one case study after another.

Having the researcher(s) as the instrument of data collection and analysis has its challenges, However, whilst intuition will play its part, and there is a need to enable the core themes to emerge from the qualitative inquiry,<sup>59</sup> it is important to ensure there is a structured approach. The analysis will be undertaken systematically for each of the two case studies in a number of stages. Firstly, initial data cleansing will take place, correcting any sections that were indiscernible the first time round, or correcting any sections that were misheard/mistyped. Thematic analysis will be undertaken to draw meaning from the data, in the form of codes, categories and overarching themes. The thematic analysis will involve the following six steps: ‘familiarisation’ through reading and re-reading transcripts, ‘code generation’, ‘theme identification’, ‘review’ of themes and codes, ‘labelling themes’, and ‘report writing’ (Braun and Clarke, 2006). The approach taken for this study, whilst allowing for intuition and an emergent process of data analysis, interpretation and presentation, will also allow for a clear audit trail through the different stages of the research process.

## Outputs

The initial output will be a comprehensive report providing an overall evaluation of the impact of the P-BLD for IUVP Programme on helping achieve the objectives of the IUVP Programme in Nakuru and Naivasha. It is also expected that the research will also enable the documentation of a number of structured case examples of the impact of the programme.

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57 Eisenhardt, K.M. & Graebner, M.E. (2007). ‘Theory building from cases: Challenges and opportunities’, *Academy of Management Journal*, Vol. 50, No. 1, 25–32.

58 Ridder, H.-G., Hoon, C. & McCandless Baluch, A. (2014). ‘Entering a dialogue: Positioning case study findings towards theory’, *British Journal of Management*, Vol. 25, No. 2, 373–387.

59 Graebner, M.E., Martin, J.A. & Roundy, P.T. (2012). ‘Qualitative data: Cooking without a recipe’, *Strategic Organization*, Vol. 10, No. 3, 276–284.

The findings will also be used to inform the design and delivery of P-BLD programmes for IUVP in partner localities in Uganda & Guatemala and other urban areas particularly in the Global South. The work will also deliver additional outputs such as

- conference papers
- workshop presentations
- academic journal articles

Overall these products will contribute to the design of more effective place-based leadership development interventions for intersectoral urban violence prevention.

### **Timeframe**

Below is an outline of the likely timeframe for delivery based on current understanding of the programme and the methodology proposed.

- March–July 2019: Research project set-up, participant recruitment, data collection tools finalised
- August 2019: Data collection, interview transcription and analysis
- September–October 2019: Produce and disseminate findings report to stakeholders
- November–December 2019: Produce and disseminate workshop presentations, conference and academic papers.

### **Project management and team members**

#### **Dr Laura Knight**

Laura has been the Director of the Institute for Public Safety, Crime and Justice since 2015, leading research across volunteering in policing, organisational development and frontline experience, early intervention, mental health in the criminal justice system and diversity in policing. One major programme of work is exploring the role, contribution and experience of Special Constables and volunteers in policing across England and Wales and comparing to other contexts internationally. Laura is also the police organisational development network lead for the East Midlands Police Academic Collaboration, working with the College of Policing to expand evidence-based policy and practice. Prior to this, Laura began her career at Northamptonshire Police working in research, analysis and policy roles. Moving to work for the Northamptonshire Police and Crime Commissioner in 2012, her portfolio included policy development, commissioning, public involvement and research. She completed her PhD research alongside these roles, using a case study methodology to explore the relationship between policing and faith communities, addressing issues

across hate crime and counterterrorism policing policies and wider equality of participation. Laura has delivered in excess of 30 qualitative research projects in her 15 years working in research in public safety.

### **Dr Rob Worrall**

Rob is with the Institute of Public Administration, leading programmes of work across leadership and training. He is a leadership development professional, academic, researcher and consultant highly experienced in the innovative design and delivery of post-graduate leadership and transformation programmes across the public sector. Rob's research-practice on place-based leadership development has been praised by the British Academy of Management in 2014 who awarded him the Tony Beasley award for '*producing the most complete and assured paper dealing with a topical issue and with results which should be usable by practitioners*'. He has also received the Ruskin Medal from Anglia Ruskin University for Research with '*Real World Impact*' in 2017, most notably for his ongoing work (since 2016) on P-BLD for IUVP with DIGNITY.

Rob has also worked extensively across the UK and internationally building the capability of leaders enabling effective collaboration between the public, private sectors and civil society. Rob has also written extensively and spoken at and hosted international conferences and seminars on intra and inter organisational collaboration, emerging leader development, place-based leadership development, learning needs analysis, leadership and creativity for social innovation, programme design, facilitation, evaluation and embedded research practice. Prior to joining the IPA, Rob was a Principal Lecturer in the Faculty of Business Law and Tourism, University of Sunderland where he led on External Engagement collaborating with employers focusing on the design and delivery of leadership and professional development programmes. He was also a Programme Director, Consultant and Strategic Relationship Manager with the National School of Government working across the UK Civil Service, Executive Agencies and with the Devolved Administrations. Rob also had fifteen years working in the private and public sectors in progressively more senior roles leading local, national, regional, European and international strategic policy initiatives.

### **Mr Leonard Githae**

Mr Leonard Githae is the Deputy Executive Director of Midrift Human Rights Network. He will conduct additional interviews with Collaborators. He holds a Bachelor of Arts in Leadership and Management from St Paul's University and is currently studying for his MA in Development Studies. He has experience in planning and scheduling of project activities, defining resources reporting and contingency planning, risk mitigation and monitoring and evaluation.

**Ms Valentina Lugli, Research Assistant**

Valentina will be supporting the analysis of the transcripts, based on her experience with qualitative data through her work on qualitative evaluations, including a three-year intervention programme for families with victims of domestic violence, the BeLeave project which evaluates a programme run to prevent girls' affiliation with gangs, and the evaluation of a Children Wellbeing Programme run by Pacesetters. Valentina joined the IPSCJ in October 2017 after completing her internship in domestic violence at the University of Northampton. She has just completed her Master's Degree in Clinical Psychology for Individuals, Families and Organisations in Milan, her place of birth. Her research and therapeutic interests lie in both family therapy, especially in the field of public safety, and couples therapy, with a particular focus on multicultural couples. She is also interested in child development and their process when involved in the criminal justice system, both as victims or witnesses of violence. Valentina's background work includes working as a nurse in a day-care centre for children aged 0–3, as well as various volunteering work both in Italy and in the UK, which includes ambulance services and family reunification with migrants with the Red Cross and assisting children in a domestic violence refuge.

## ii) Invitation to Participate

xx June 2019

Dear (Insert Name)

### **Qualitative Evaluation of Place-Based Leadership Development (P-BLD) for Intersectoral Urban Violence Prevention (IUVP) Programme**

**Research Interview Time:** Insert

**Interview Date:** Insert

**Location:** Insert

Firstly, we would like to sincerely thank you for taking time out of your busy schedule to take part in this research.

This letter sets out the required background information on our research.

This research seeks to gain a better understanding of the wider impact of the 'Place-based leadership development for Intersectoral Urban Violence Prevention Programme' which has been delivered in Nakuru and Naivasha Municipalities from 2016–2019. The research will build on the data collected through pre and post module questionnaires completed by participants throughout the three years of the programme.

You have been invited to participate in this research because

- a) you are a participant in the P-BLD for IUVP Programme or
- b) you have worked and collaborated substantially with a P-BLD for IUVP Programme participant

The research aims to explore participants' experiences of participating in the P-BLD for IUVP Programme. We are keen to explore the role of leadership development in contributing to intersectoral urban violence prevention work. In particular, the research will draw out participants' perspectives on the extent to which participation has developed their individual and collective leadership capability to lead more effectively across place within Nakuru and Naivasha. Moreover, we are interested in learning about the wider impact that P-BLD for IUVP has had on participants' abilities to enable effective collaboration at the organisational, sectoral and intersectoral levels as well as across the wider municipalities of Nakuru and Naivasha.

This research will lead to a better understanding of the extent to which the P-BLD for IUVP has contributed to achieving the objectives of the wider Intersectoral Urban Violence Prevention Programme in Nakuru and Naivasha. The research will be informed by the evolving P-BLD for IUVP framework and the data will

be collected through semi-structured interviews. Grounded in the collective lived experience of leaders who had been participating in the P-BLD for IUVP programme and their collaborators across Nakuru and Naivasha, we believe that the outcomes of the research will lead to an improved understanding of how the P-BLD for IUVP Programme works in practice, and what elements and approaches enable collective impact in Urban Violence Prevention.

The research may also help identify what kind of developmental support could deliver enhanced capability through improving the design and development of ongoing Place-based Leadership Development for Intersectoral Urban Violence Prevention Initiatives not only in Kenya, but also in respect of ongoing programmes in, for example, Mbale, Uganda. This will ensure that we are able to continue the culture of continuous improvement through imbedded implementation research, which has already led to a number of ground-breaking evidence based publications. It should lead to further research outputs, including this evaluation and impact study, conference papers, workshop presentations and journal articles, which will strengthen the evidence base and the case for attracting further funding and support for the Intersectoral Urban Violence Prevention Programme.

The interviews are being carried out by Dr Laura Knight, Director of the Institute for Public Safety, Crime and Justice, University of Northampton; Dr Rob Worrall, Programme Director of the P-BLD for IUVP Programme and Leadership and Management Specialist at the IPA; and Mr Leonard Githae, Deputy Executive Director, Midrift Human Rights Network.

Your interview is due to take place at (insert time), on **xx August (insert date)** at the Olekon Hotel, Nakuru.

Before the actual interview starts, we will formally seek your consent as a participant by asking you to complete and sign a **Participant Consent Form**. You will also be provided with a **Participant Information Sheet**, which provides contact details and a summary of answers to questions that participants sometimes ask.

If you have any questions in the meantime, please feel free to contact Mr Leonard Githae, Deputy Executive Director, Midrift Human Rights Network e-mail: [githae@midrifthurinet.org](mailto:githae@midrifthurinet.org).

Yours sincerely,

*R. Worrall*

**Dr Rob Worrall**

Leadership and Management Specialist  
Institute of Public Administration

*L. Knight*

**Dr Laura Knight**

Director  
Institute for Public Safety, Crime and Justice

### iii) Participant Information Sheet (PIS) and Participant Consent Form (PCF)

## Participant Information Sheet

<b>Title of Study</b>	Place-based leadership development and its role in violence prevention-research informed practice
<b>Name of Researcher(s)</b>	Dr Laura Knight, Director, Institute for Public Safety, Crime and Justice, Dr Rob Worrall, Leadership and Management Specialist, Institute of Public Administration
<b>Address for correspondence</b>	IPSCJ, The Portfolio Centre, Avenue Campus, St Georges Avenue, Northampton NN2 6FB
<b>Telephone</b>	+44 xx xx xx xx (Dr Laura Knight) +353 xx xx xx xx (Dr Rob Worrall)
<b>E-mail</b>	laura.knight2@northampton.ac.uk rworrall@ipa.ie
<b>What is the research about?</b>	This project is a qualitative evaluation of a 'Place-based leadership development programme for Intersectoral Violence Prevention' being delivered in two municipalities in Kenya. The research aims to explore participants' experiences of leadership and management development, the leadership demands (within their current role) of leading across place within the counties of Nakuru and Naivasha, Kenya and to explore their perspectives on the impact of the place-based leadership programme on the development of individual and collective leadership capability. This research seeks specifically to explore the role of leadership development in contributing to violence prevention work across agencies. It will lead to research outputs, including a findings paper, conference papers, workshop presentations and journal articles, and will contribute to the design of more effective place-based leadership development interventions.
<b>What will participants be expected to do?</b>	There are essentially two types of participant i) Participants in the P-BLD Programme ii) Individuals who have worked and collaborated substantially with the P-BLD Programme Participants  Research participants will be invited to participate in semi-structured interviews to talk through their views and experiences of the P-BLD programme; and/or their experiences of working with participants on the P-BLD for IUVV Programme.  Interviews are likely to last up to one hour.
<b>Will it be anonymous? Is it confidential?</b>	Information obtained will be confidential (i.e. will not be passed to others) and anonymous (i.e. individuals and organisations will not be identified). All data will be securely stored until the end of the project when it will be confidentially shredded or otherwise securely destroyed.
<b>What will happen next?</b>	If you request it, you will be sent a copy of the outputs resulting from the research. Data obtained through this research may be reproduced and published in various forms related to the nature of the research as it is detailed above. It will not be used for purposes other than those outlined above without your permission.
<b>What if I change my mind?</b>	Participation is entirely voluntary and participants may withdraw at any time. You can choose to participate, withdraw or not participate in this research and your choice will not have any impact on your participation on any future programme.



## Participant Consent Form

I understand (Please initial):

	YES	NO
I have been given the Participant Information Sheet and have read the information in full and have been given the opportunity to ask questions;		
Taking part in this study is voluntary;		
I can stop taking part in the interview at any time;		
I don't have to talk about anything I don't want to;		
I have 2 weeks from the date of this interview in which to withdraw my participation from this research and I have got contact details to cancel my information and interview being used;		
I may be contacted following the interview at a later date to discuss progression;		
The interview will be digitally recorded for data collection and all interviews will be transcribed in full;		
Data collected will be anonymised for reports, articles and presentations;		
Anonymised information collected will be shared with and used by relevant partner organisations to help them learn from my experiences and make changes and improvements in the future; and		
Anonymised data may be securely stored for a period of up to 5 years.		

I agree to take part in the above study (Please initial):

YES	NO
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Name of Participant (print):	
Signed:	Date:
Witnessed by (sign):	
Print name:	Date:

If you wish to withdraw from the research, please complete the form below and return to Dr Rob Worrall (rworrall@ipa.ie) or Dr Laura Knight (laura.knight2@northampton.ac.uk)

Title of the Research Project: **Qualitative Evaluation of Place-Based Leadership Development for Intersectoral Violence Prevention Nakuru and Naivasha, Kenya**

I wish to withdraw from this study:

Name (print):	
Signed:	Date:

If you are not sure about participating in this research and would like further information please contact Dr Laura Knight, Laura.Knight2@northampton.ac.uk.

#### **iv) Interview Schedules – P-BLD Participants**

### **Place-Based Leadership Development for Intersectoral Violence Prevention Semi-structured Interview Schedule**

#### **P-BLD Participants**

##### **Scene-setting**

1. Within the context of P-BLD for IUVP, describe your current role
  - how long have you been in the role?
  - how many people do you manage and lead within your organisation?
  - how long have you been involved with Intersectoral Urban Violence Prevention?
  - describe your role as a leader with the context of IUVP

##### **Personal transformation**

2. Tell me about your involvement as a participant in the P-BLD for IUVP Programme?
  - describe your overall experience, or main thoughts, about P-BLD
3. Have you noticed any changes in the way you think about issues or problems?
  - rules/traditions/the way things are always done
  - can you provide any examples?
4. Describe your approach to working with your team, your organisation and external partner organisations
  - has your approach changed since being part of the P-BLD for IUVP Programme?
  - how do you deal with people's views that are different from yours?
  - can you give specific examples of such changes?
5. Have your perceptions of how to address urban violence changed over time?
  - how it impacts upon victims and communities?
  - how it could be tackled?
6. Can you describe any specific aspects of the P-BLD programme that left an impact on you?
  - mindset/perceptions changes
  - perceptions of self as a leader

### Relationships with others

7. Through the P-BLD programme you have met individuals from other agencies and sectors, have you maintained relationships with them beyond the workshop involvement?
  - if yes, describe how those relationships have evolved over time
  - if yes, how have those relationships influenced violence prevention work/partnership working/understanding of violence?
  - if no, why not?
8. Beyond those you met directly, have your relationships with other agencies changed in any way during or since your involvement with P-BLD?
  - shared understandings/goals/trust/communication/information-sharing
  - can you provide any examples of partnership working? New policies or processes?

### Structural/environmental change – wider place

9. Have there been any changes in your agency over the last 12 months that affect your role?
  - any changes in your role? How your role interacts with others?
  - how did your P-BLD experience impact upon your response/reaction/influence over those changes?
10. What changes have you seen in the relationships between agencies working on violence prevention?
  - political/resources/leadership
  - relationships/communication/knowledge
  - has there been a sense of 'collective' influence or impact on initiatives/work?
  - can you share any examples where there is a clear link to the impact of P-BLD?
11. Have you seen any changes in understanding of violence across the agencies you work with?
  - politically/reporting patterns/responses to victims/partnership initiatives
  - if so, describe these changes/what is or might be different/or what might change because of this?
12. How would you describe the impact of P-BLD on developing violence prevention work across sectors and across Naivasha/Nakuru?

### Wrapping up

13. Are there any further comments you would like to make?

Thank you for your time.

## **Semi-Structured Interview Schedule**

### **P-BLD Collaborators and Colleagues**

#### **Scene-setting**

- 1.** Describe your current role
  - how long have you been in this role/with this agency?
  - how many people do you manage and lead within your organisation?
- 2.** Describe your professional interaction with X (*insert name of P-BLD participant*)?
  - how often do you work together? Is it in the same organisation, in partnership/interagency meetings or projects?

#### **Personal Transformation of the P-BLD participant**

- 3.** Have you heard about the P-BLD for IUVP Programme?
  - what are your views on the programme?
  - how do you see their role as a leader within the context of IUVP?
- 4.** Have you noticed any changes in the way your P-BLD colleagues deal with work-related issues or problems?
  - rules/traditions/the way things are always done
  - can you provide any examples?
- 5.** When you reflect on how X (*P-BLD participant*) works with you, others in their team, organisation or with external partners;
  - has his/her approach changed since being part of the P-BLD for IUVP Programme?
  - how do they deal with people's views that are different from theirs?
  - can you give specific examples of any such changes?
- 6.** Can you describe any changes in the way X (*P-BLD participant*) may appear to work or think differently in recent months?
  - mindset/perceptions changes/leadership attributes
- 7.** Have you noticed any changes in X's (*P-BLD participant*) perceptions of how to address urban violence?
  - how it impacts upon victims and communities?
  - how it could be tackled?

### Relationships with others

- 8.** Through the P-BLD programme many individuals across agencies and sectors have been brought together. Have you formed any new professional relationships during or since the programme has been in place? Or, have you built upon/improved existing professional relationships?
- probe – did X (*P-BLD participant*) facilitate/help/influence this?
  - if yes, describe how those relationships have evolved over time
  - if yes, how have those relationships influenced violence prevention work/partnership working/understanding of violence?
  - if no, what have been the obstacles?

### Structural/environmental change – wider place

- 9.** Are you aware of any changes in your organisation/sector over the last 12 months that may have influenced or changed approaches to violence prevention work/understanding violence?
- do you know if these have led to any positive or negative changes in the way teams work together? Or the way agencies work together?
  - do you know if these changes had any impact on the design or delivery of violence prevention work?
  - how might the P-BLD programme/your working relationship with X (*P-BLD participant*) have influenced/facilitated/play a role in these changes?
- 10.** Have you noticed any changes in the relationships between agencies working on violence prevention?
- political/resources/leadership
  - relationships/communication/knowledge
  - has there been a sense of 'collective' influence or impact on initiatives/work?
  - are there any examples where the changes are clearly rooted in P-BLD?
- 11.** Have you noticed any changes in understanding of violence across the agencies you work with?
- politically/reporting patterns/responses to victims/partnership initiatives
  - how has X described these changes/what is or might be different or change because of this?
- 12.** How would you describe the impact of P-BLD on developing violence prevention work across sectors and across Naivasha/Nakuru?

### Wrapping up

- 13.** Are there any further comments you would like to make?

Thank you for your time.





DIGNITY Publication Series on Torture and Organised Violence no. 30

PLACE-BASED LEADERSHIP DEVELOPMENT FOR INTERSECTORAL URBAN VIOLENCE  
PREVENTION: THE CASES OF NAKURU AND NAIVASHA, KENYA

Laura Knight, Valentina Lugli, Kath Cahalin, and Dan Moloney

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Photos: Old Kaptembwo police station and Modern Kaptembwo police station –  
Jane Thuita, Police Ward Commander, Kaptembwo Police Station. Child protection unit –  
Senior Sergeant Joseph Munguti, Naivasha Police Station.

ISBN: 978-87-93675-00-1 (print)

ISBN: 978-87-93675-01-8 (online)





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