

School/Educational Development Results and Achievements

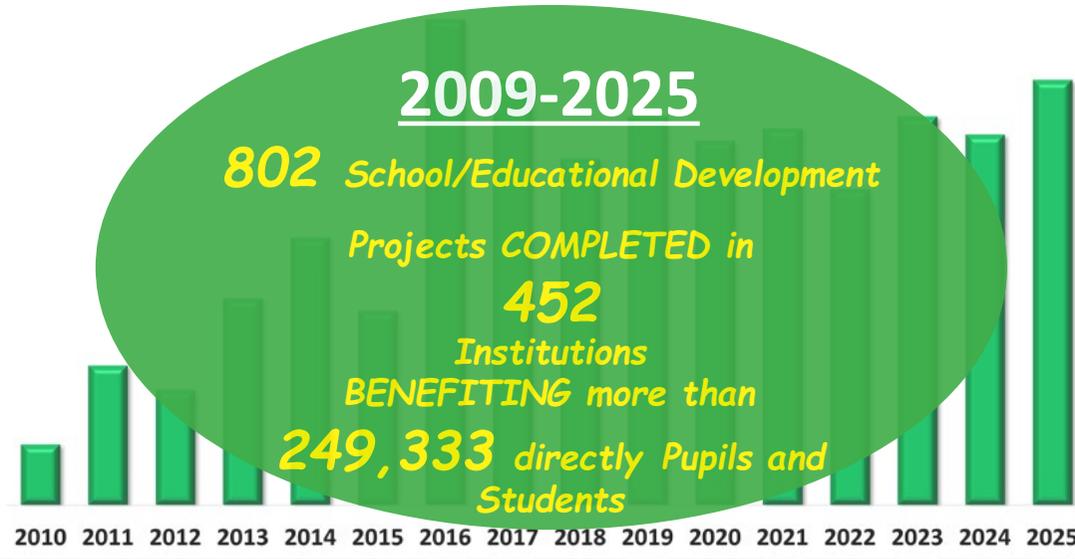


A Big Thank you to all Shalom-SCCRR Donors Worldwide for your continued generosity and unwavering support.

2025
70 School/Educational Development Projects and Peace Education Interventions in
50 Institutions benefiting
26,770 Pupils and Students

“Shalom-SCCRR’s conflict transformation and peacebuilding interventions empower the emergence of inter-ethnic and inter-religious school/educational development projects. These results, in turn, enable ongoing conflict transformation leading to the sustainability of peace, development and reconciliation between former enemies.”

Rev. Dr. Patrick Devine, Shalom-SCCRR Executive International Chairman



2025 SHALOM-SCCRR RESULTS AND ACHIEVEMENTS IN NUMBERS

70 School/Educational Development Projects completed in 50 Institutions, emerging from **Conflict Transformation interventions**.

26,770 Pupils and Students benefiting from Shalom-SCCRR funded projects: **Classrooms, Accommodation facilities, Solar lighting systems, Gender sanitary items, Books, Desks, School Water systems, Science Laboratory Equipment** etc.

18,500+ Pupils and Students benefiting from Shalom-SCCRR **Peace Education Syllabus** implemented in primary and secondary Schools located in violent conflict zones.

2009-2025 SHALOM-SCCRR RESULTS AND ACHIEVEMENTS IN NUMBERS

802 School/Educational Development Projects completed: classrooms & accommodation, solar lighting, sanitary items for girls, books, desks, water etc.

452 School/Educational institutions supported in conflict environments and marginalized areas in 31 Counties in Kenya, Regions in Sudan, South Sudan, Ethiopia and Tanzania.

249,333 Pupils and Students (**126,535 [50.7%] Boys; 122,798 [49.3%] Girls**) beneficiaries of Shalom-SCCRR projects.

3 Pastoralist/Shepherd schools supported—benefiting youth missing on formal education/schooling.

1 University and **3 Vocational/Tertiary institutions** provided with educational materials in Kenya and South Sudan.

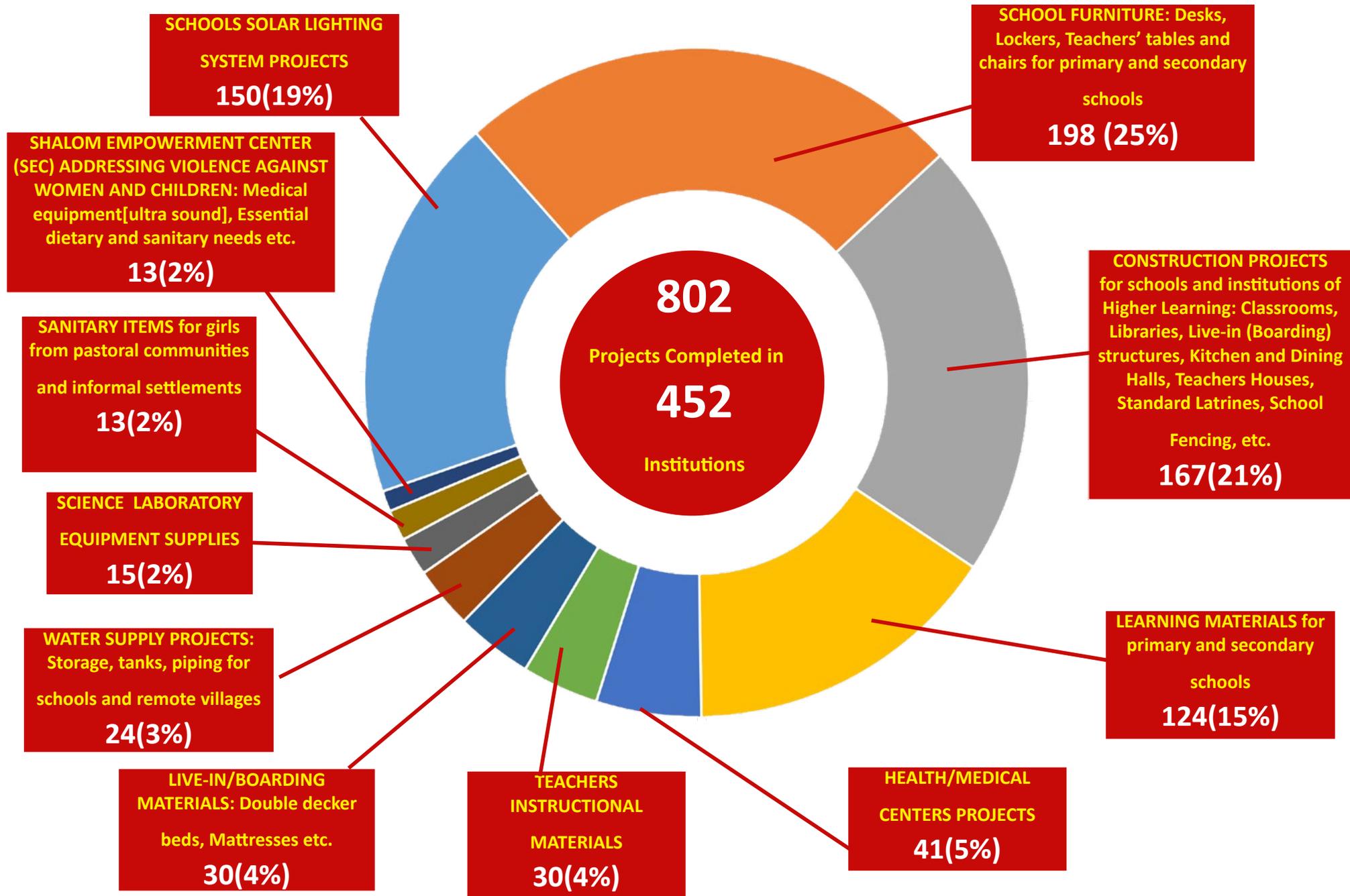
70 Shalom School Peace Clubs formed and members empowered with analytical skills and techniques in peacebuilding.

168,000+ pupils and students engaged in Conflict Transformation in schools and at community level through **Shalom-SCCRR Peace Education Program**.

113 Peace Club Patrons trained to facilitate **Peace Education** in schools and administrate Shalom-SCCRR supported School Peace Clubs.

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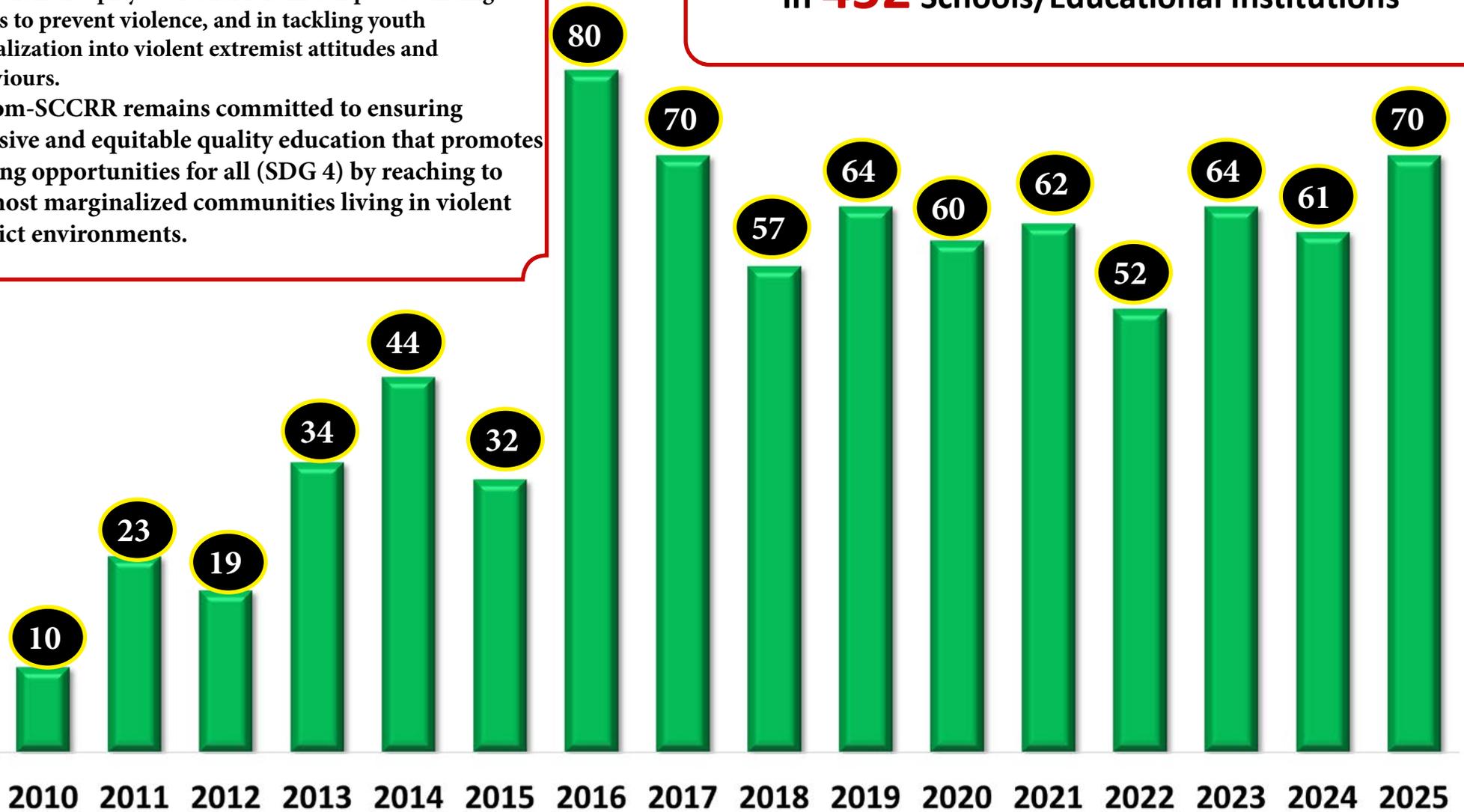
SHALOM-SCCRR SCHOOL EDUCATIONAL DEVELOPMENT PROJECTS ACHIEVEMENTS



2009-2025 SHALOM-SCCRR SCHOOL EDUCATIONAL/DEVELOPMENT BY YEARS

- Through School/educational development projects Shalom-SCCRR affirms the intrinsic value of Education which is a fundamental human right and an indispensable factor for attainment of sustainable development.
- Education also plays a crucial role in our peacebuilding efforts to prevent violence, and in tackling youth radicalization into violent extremist attitudes and behaviours.
- Shalom-SCCRR remains committed to ensuring inclusive and equitable quality education that promotes lifelong opportunities for all (SDG 4) by reaching to the most marginalized communities living in violent conflict environments.

249,333 Pupils and Students lives impacted
in **452** Schools/Educational Institutions



2025 School/ Educational Development Projects & Peace Education Achievements/ Peace Dividends

The **development of school infrastructure** is crucial in promoting peace and stability in communities that face protracted conflicts. Access to quality education and opportunities for learning not only contribute to individual growth and development but also has a positive impact on social cohesion thus making education a long-term dividend for peacebuilding. **Shalom-SCCRR's School/Educational Development Projects** coupled with the **Peace Education Syllabus** have motivated the emergence of **inter-ethnic and inter-religious schools** which are serving as important centers for social interaction, inculcating a culture of understanding and tolerance between young people coming from ethnic identities that often manifest very adversarial relationships. This helps to **create a culture of peace** and reduce the likelihood of conflicts arising based on differences in ethnicity, economy, and religion.

The provision of safe and secure schools in conflict-prone areas has been instrumental in the restoration of a sense of security and normalcy in communities thus promoting increased enrollment rates, especially among children facing the risk of recruitment into extremist and radicalized groups. This can also have a positive impact on the mental and emotional well-being of students and teachers, who are often deeply affected by conflict.

Moreover, **Shalom-SCCRR's approach to education development continues to play a powerful role in promoting gender equality and empowering women and girls**, who are often marginalized and excluded from education opportunities in conflict-affected areas. **Access to quality education** has broken down gender-based barriers, promoting equality, and contributing to the transformation of deep-seated cultural practices that have traditionally trivialized women's role in the socioeconomic and leadership aspects.



Some of our donors who visited our school/educational development projects: Collin Fortes, Brendan Henry and Ciaran King.



Construction of standard pupil toilets at Orusion Primary School, Baringo County. The improved sanitation facilities have enhanced hygiene standards, reduced health-related risks, and contributed to a safer and more conducive learning environment for pupils.



Ms. Habiba Dika BA (MA Candidate), Shalom-SCRR Assistant Project Officer, engaging learners at Our Lady Queen of Nazareth School in Marsabit, northern Kenya. Shalom-SCRR supported the school through the provision of desks and lockers, improving seating arrangements and creating a more conducive learning environment.



Shalom Empowerment Center (SEC) Addressing Violence Against Women and Children: Rev. Dr. Patrick Devine, Shalom-SCRR Executive International Chairman, with a women’s group during a soap-making session. The program equips women from informal settlements and slums with practical skills that strengthen livelihood resilience and economic self-reliance.



Maji Safi Primary School, Timbwani, Mombasa County. Shalom-SCCRR supported the construction of a biodigester and the renovation of sanitation facilities. These improved toilets will serve thousands of learners over the useful life of the structures, significantly enhancing hygiene, health, and the overall learning environment.



Delivery of lockers to Turkwel Gorge Mixed Secondary School by the Shalom-SCCRR logistics team. The school is located along the volatile Turkana–Pokot border in northern Kenya, the improved learning facilities enhance student seating comfort, morale, and overall academic performance.



Delivery and installation of a water tank to serve the community of Kabulwo, Elgeyo Marakwet County—an area affected by inter-ethnic conflict. Shalom-SCCRR project officers are pictured assessing project progress, supporting improved access to clean water and strengthening community resilience.



Rev. Dr. Oliver Noonan, Shalom-SCCRR, Executive Director, with pupils at Kokuro Primary School along the volatile Kenya–Ethiopia border. Shalom-SCCRR supported the school through the provision of sanitary items and educational materials. Access to sanitary pads is critical in ensuring **girls'** school attendance, comfort, concentration, and self-esteem—factors that directly contribute to improved academic performance.



Kulal Girls Secondary School students in Marsabit County receiving educational materials, sanitary and boarding items. The boarding facility supports girls' retention in school, enabling them to concentrate on their studies rather than being burdened by domestic responsibilities or exposed to risks such as teen pregnancies and early marriages.



Supply of boarding materials to Kinyach Children's Home in Baringo County—an area frequently affected by inter-ethnic violence. The boarding facility plays a critical role in protecting vulnerable children and ensuring continuity of education within a challenging conflict context.



Provision of textbooks to Starays High School in Kibera Slums, Nairobi. Shalom-SCCRR supported several schools in informal settlements and slums, where overcrowding, limited infrastructure, and shortages of learning materials continue to constrain access to quality education.



Shalom-SCRR supported Mama Africa Primary School in Mathare informal settlement/slum, Nairobi, through the provision of desks and lockers—improving seating arrangements and creating a more conducive learning environment for pupils. The school also received a solar system to enhance lighting and supplement its energy needs, enabling continuity of learning.



Pupils from Valley Bridge received lockers and chairs. Shalom-SCRR is engaging the learners in peace education to enhance their skills of dealing with ethnic and religious conflict.

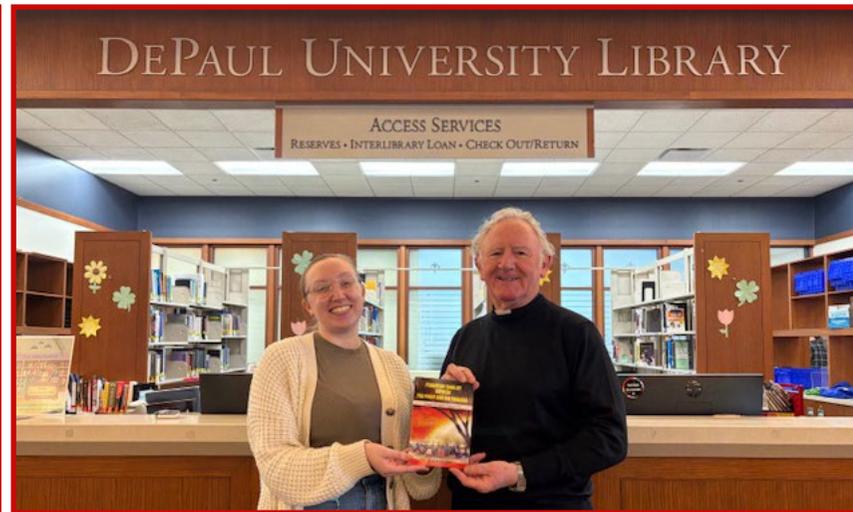
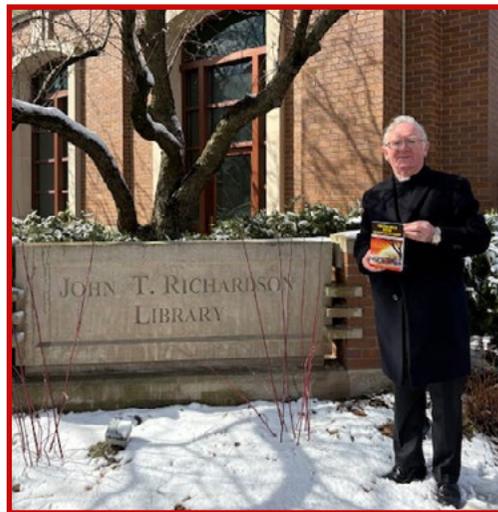


Father John Memorial Primary/JSS in Marsabit Town, received textbooks, improving the learner-to-textbook ratio and enhancing access to quality learning materials.

Some of the Lectures and Presentations by Rev. Dr. Patrick Devine in 2025



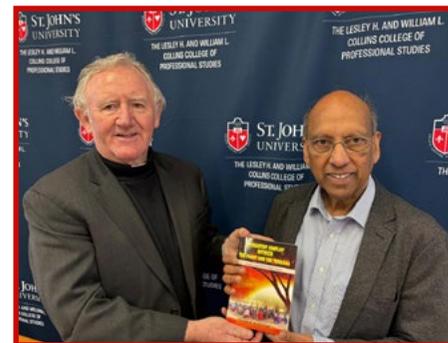
Rev. Dr. Patrick Devine at the United Nations in Geneva, where he delivered a presentation to the United Nations Institute for Disarmament Research (UNIDIR) on disarmament issues in Eastern Africa. In the photo with him are Dr. Fifi Edu-Afful, Ms. Paula Soumaya Domit, M.A., and Mr. Andres Oviedo, M.A., staff of UNIDIR.



Rev. Dr. Patrick Devine presenting his recently published book, *Persistent Conflict Between the Pokot and Turkana: Causes and Policy Implications*, to De Paul University where he gave a lecture in the past.



Rev. Dr. Patrick Devine, following his lecture on intercommunal conflict, post-traumatic stress disorder (PTSD), and reconciliation dynamics in Eastern Africa, with some of the participants at Fordham University, New York. To the right, he is pictured with Prof. Stephanie Arel, as she receives a copy of his recent publication, *Persistent Conflict Between the Pokot and Turkana: Causes and Policy. Implications.*



St. John's University, Queens, New York: Rev. Dr. Patrick Devine delivered a lecture on *Conflict Resolution and Reconciliation: Vision, Mission, and Methodology.* He is pictured here with some of the participants from the session, and on the right with Rev. Prof. Basilio G. Monteiro, receiving a copy of his recent publication.

Congratulations to Rev. Dr. Patrick Devine on his most recent **keynote address** at Tangaza University, delivered towards the end of January 2026. **‘A Philosophical & Methodological Perspective on Education for Peace and Conflict Transformation in Africa in the Digital Culture.’**



TANGAZA UNIVERSITY
Institute of Philosophy
5th International Symposium



TANGAZA INTERNATIONAL PHILOSOPHY DAY SYMPOSIUM

THEME

Education For Peace in Africa in The Digital Culture: A Philosophical Perspective

VENUE

Tangaza University Main Hall

Friday 30th January, 2026
8:30 am - 4:30 pm

Contact us:
Tel: +254 722 204 724 | +254 702 696 377
Email: tipsymposium@tangaza.ac.ke

"Teaching Minds, Touching Hearts, Transforming Lives"

KEYNOTE SPEAKER



Rev. Dr. Patrick Devine, SMA.

Founder and Chairman Shalom Centre for Conflict Resolution and Reconciliation (SCCRR)

Vice Chairman of the Tangaza University Council and Chair of Corporate Affairs



Rev. Dr. Patrick Devine and Rev. Prof. Patrick Mwania, Vice Chancellor of Tangaza University during the Symposium.



Participants of the Tangaza University Symposium during the presentation and some members of the faculty.

The short Bio of Rev. Dr. Patrick Devine PhD, published by Tangaza University for the Symposium

Rev. Dr. Patrick Devine, is a member of the Society of African Missions (SMA), serving as the Regional Superior for Kenya and Tanzania (1995-2007). He was Chairman for the Religious Superiors Conference of Kenya (RSCK), make up of 75 Religious Orders, for two terms and 3 years as Secretary General. He holds a Doctorate in Political Science and Public Administration, a Master's Degree in Peace Studies and International Relations, and is Certified in Corporate Governance covering concepts, principles and functions. For three decades, he has contributed immensely to the governance, leadership, and development of Tangaza University in Kenya. He also taught at **Tangaza for 12 years**. Presently, he is the **Vice-Chairman of the University Council and Chairman of Corporate Affairs**. In 2009, he founded the Shalom Center for Conflict Resolution and Reconciliation (SCCRR), an international organization with its headquarters in Kenya. Shalom-SCCRR has its sustainable peace and development intervention tentacles spread throughout more than 35 conflict environments in eastern Africa (www.shalomconflictcenter.org).

With these qualifications and almost **40 years of experience in Africa**, attending to issues of religious and social values, manifest and structural violence, religious ideological extremism, violence against women and children, underdevelopment, and deficits in public administration, he is recognized as one of the foremost authoritative voices on conflict resolution and reconciliation on the continent. In 2013, he was honored with the **International Caring Award**, succeeding the Dalai Lama, and has since received numerous other local and international accolades, including an **IGAD Award** (Intergovernmental Authority on Development) for his contribution to justice, peace, environmental, and development interventions. He is a frequent speaker and guest lecturer at conferences and universities around the world, including **DePaul, Chicago, Harvard Law School, Kennedy School of Government, Fordham (NY), Queens (UK), and Maynooth (Ireland)**, among numerous others. He has published numerous rigorously researched articles and books. In the past year and a half, he has **published books** on the 'Persistent Conflict between the Pokot and Turkana: Causes and Policy Implications' and the 'Ilemi Triangle Environs; Delineating the Causes and Consequences of Tukana-Dassenach Conflict'. Last year, his article on 'Conflict and Religion in Eastern Africa; A Conceptual Consideration of Radicalization, Fundamentalism, Extremism, Terrorism, Tolerance and their Interaction Dynamics' was published in the Tangaza Journal of Theology & Mission and has since received global attention through various media outlets.

Safe and Dignified Learning Spaces

Classroom construction and renovation have replaced makeshift and overcrowded learning conditions with safe, dignified spaces, improving attendance, learner concentration, and retention in marginalized and conflict-affected communities.

Improved Sanitation, Health, and Attendance

The construction of standard latrines has improved hygiene standards, reduced sanitation-related illnesses, and supported more regular school attendance.

Enhanced Protection and Retention of Girls

Separate latrines and the provision of sanitary items have strengthened menstrual hygiene management, improved privacy and safety, and reduced absenteeism among girls.

Improved Access to Learning Materials

Provision of textbooks and stationery has addressed severe shortages, improved learner-to-textbook ratios, and supported more equitable and effective learning.

Improved Seating Comfort and Learner Health

Desks and lockers have improved seating comfort, reduced overcrowding and poor posture, and contributed to better learner health, concentration, and classroom participation.

Reduced Water Scarcity in Schools

Installation of water tanks and systems—especially in arid and semi-arid areas—has improved access to clean water, reduced water-borne diseases, and strengthened hygiene practices.

Reliable Energy for Learning and Safety

Solar systems have provided reliable lighting in off-grid and conflict-affected schools, extending study hours, improving safety, and strengthening overall school functionality.

Enhanced Child Protection in Boarding Facilities

Provision of boarding materials, including beds and mattresses, has improved child protection, dignity, and continuity of education for vulnerable children in conflict-prone regions.

Peace and Education: Mutually Reinforcing Foundations

Through the Shalom Peace Education Syllabus and related peacebuilding activities, schools and communities are fostering coexistence, tolerance, and harmonious inter-ethnic and inter-religious relations among pupils, teachers, and parents. Education provides a foundation for peace to grow, while sustained peace ensures safe and uninterrupted learning—making each essential to the other and positioning education as a lasting peace dividend.

Peace Education

Shalom Peace Education Program

The Shalom Peace Education Program has directly impacted hundreds of thousands of learners in conflict-affected and marginalized contexts, including remote arid and semi-arid regions of northern Kenya, rural areas experiencing recurrent inter-ethnic and inter-religious conflict, and urban informal settlements and slums. Learners in both primary and secondary schools are equipped with the knowledge, skills, and values necessary to build lasting peace. Through structured training and school-based Peace Clubs, the program strengthens students' critical thinking, conflict analysis, and problem-solving capacities, enabling them to address conflict constructively both in school and within their communities.

Implemented in schools characterized by diverse ethnic and religious composition, the program fosters appreciation for diversity, interdependence, and cooperation across cultural, ethnic, and religious lines—contributing to social harmony and safer learning environments. By empowering young people with practical conflict resolution and transformation skills, the Shalom Peace Education Program prepares a new generation of leaders and catalysts for positive peace and sustainable development in communities long affected by instability.

168,000+ pupils and students engaged in Conflict Transformation in schools and at community level through **Shalom-SCCRR Peace Education Program.**



Rev. Dr. Oliver Noonan, Shalom-SCCRR, Executive Director, engaging pupils at St. Irene School, Lobur, located along the Kenya–Ethiopia interface. Shalom-SCCRR has supported the school through the provision of educational and infrastructural materials. The pupils pictured are members of the Peace Club, actively engaged through the Shalom Peace Education Syllabus, promoting coexistence and cross-border harmony.



Mr. Arthur Magero MA, Shalom-SCCRR Project Officer, facilitating a Peace Education session with pupils in the Kerio Valley—an area long affected by violent inter-ethnic conflict. Through Peace Education, children are being empowered as strong voices and future champions of peace.



Shalom-SCCRR personnel Mr. Godfrey Okoth, MA (PhD Candidate) and Ms. Habiba Dika BA (MA Candidate), facilitated the training of 21 teachers in Likoni, Mombasa, as Peace Club Patrons. These trained patrons now mentor Peace Club members and support peacebuilding activities within schools and surrounding communities in Likoni. The training addressed key challenges affecting learners, including recruitment into gangs, drug and substance abuse, and religious ideological extremism, equipping teachers to guide students toward constructive, non-violent pathways.



Mr. Moses Osiro MA, Shalom-SCCRR Project Officer, facilitating a workshop for Peace Patrons selected from schools in Nairobi's informal settlements and slums, strengthening their capacity to support Peace Clubs and school and community-based peacebuilding initiatives.



Ms. Esther Kibe MA, facilitating a Peace Education session with Peace Club members at Hula Hula Primary School, Marsabit County, focused on building practical conflict resolution skills in school and community.



Ms. Habiba Dika BA (MA candidate) and Mr. John Kennedy Odhiambo MA, facilitating a Peace Education session with Tuum Girls Secondary School Peace Club members in Samburu County, northern Kenya, strengthening conflict resolution and transformation skills and promoting coexistence.



Samburu County, northern Kenya: Baragoi Girls Secondary School Peace Club members after a session facilitated by Shalom-SCCRR facilitators Mr. John Kennedy Odhiambo, Ms. Habiba Dika BA (MA Candidate), and Mr. Kennedy Oduor Dipl, PPM.



Mr. Moses Osiro MA, facilitating a session at Loiyangalani Primary School in Marsabit County, northern Kenya. Shalom-SCCRR also supported the school with essential boarding and live-in materials, teaching and learning resources, and desks. The boarding facilities protect learners from long travel distances and the harsh realities of a conflict-affected environment, supporting safety, retention, and learning continuity.

Shalom-SCCRR Fundraising Events

Special Thanks to all Donors, Partners and Supporters Worldwide

THE **K** CLUB
1832



With profound appreciation, we extend our sincere thanks to **Mr. Michael Featherston and family**, the **K-Club** fraternity and associates, the Shalom Golf Classic organizing committee, and all participants whose generous support made the **Third Annual Golf Classic** a resounding success.

Save the upcoming date: 26th May 2026 at The K-Club, Ireland.

Eighth Annual SHALOM CHARITY GOLF CLASSIC at Moor Park



Thank you to all the donors and supporters who made the **Eighth Annual Shalom Charity Golf Classic** Moor Park Golf Event such a success. Your generosity and solidarity are directly empowering marginalized communities and schools in conflict-affected regions of Eastern Africa. We are deeply grateful for your continued commitment to Shalom-SCCRR's vision and mission.

Save the upcoming date: Tuesday, 22nd September 2026 at Moor Park, London, UK.

Shalom-SCCRR Peace Education Impacts

Enhanced Critical Thinking and Conflict Analysis

Shalom-SCCRR Peace Education strengthens students' abilities in conflict analysis, critical thinking, and problem-solving, enabling them to manage disputes constructively.

Appreciation of Diversity and Interdependence

Learners from diverse cultural, ethnic, and religious backgrounds develop a deeper appreciation for diversity and mutual interdependence, promoting social harmony.

Stronger Communication and Cooperation Skills

Through Peace Clubs, students demonstrate improved communication, cooperation, and relationship-building, reinforcing a culture of peace within schools.

Safer School Environments

Peace Education has reduced aggression linked to ethnic and religious tensions, contributing to safer and more inclusive learning environments.

Practical Conflict Resolution Skills

Students are equipped with mediation and de-escalation skills, enabling them to resolve peer conflicts peacefully.

Future Peace and Development Leaders

By acquiring conflict transformation and peacebuilding competencies, students emerge as catalysts for positive peace and sustainable development in communities affected by long-term instability.

Rev. Dr. Oliver Noonan - Shalom-SCCRR, Executive Director

Mr. Godfrey Okoth MA (PhD Candidate) - Shalom-SCCRR, Senior Projects Officer

Ms. Esther Njeri Kibe MA - Shalom-SCCRR, Communications Department & Lead Project Officer (SEC)

Mr. Francis Mwangi MA - Shalom-SCCRR, Monitoring, Evaluation, Research and Learning Officer (MERL)

Mr. Kipkoech Kipruto, B.Com, ACCA - Shalom-SCCRR, Accountant & Finance and Administration Officer

Rev. Dr. Patrick. R. Devine - Shalom-SCCRR, Executive International Chairman



Community Voices: Appreciation & Reflections on Shalom-SCCRR's Impact

"Thank you, Shalom, for supporting the education of pupils and students in our area. As the Chepkum Comprehensive school community, we thank you for constructing pit latrines in our school and for the concern you have for our children to study in a healthier learning environment. We also appreciate the peace-building interventions within our community, they are yielding peace in our area, which is supporting sustainable schooling in our community." ~ **Mr. Micah Cheserek, the headteacher of school in Arror, Elgeyo Marakwet County, Northern Kenya.**

<https://shalomconflictcenter.org/from-valley-of-death-to-valley-of-peace-shalom-sccrrs-ongoing-transformative-interventions-in-kerio-valley/>

"On behalf of the Valley Bridge School fraternity, I sincerely appreciate Shalom-SCCRR's educational support. The provision of lockers and chairs has been a great boost for our pupils from the Kariobangi slums. They now have a more conducive learning environment, which will significantly enhance their academic performance. Schools in this slum face many challenges, but this support will positively impact the lives of our 1,047 pupils. We extend our heartfelt gratitude to Shalom-SCCRR, its management, donors, and supporters for helping to improve the quality of education for disadvantaged children and giving them the opportunity to build a brighter future." ~ **Mr. Richard Nyaga, the headteacher, Valley Bridge Primary and JSS in Mathare slums, Nairobi County.**

<https://shalomconflictcenter.org/2025-shalom-sccrr-school-educational-development-projects-implementation-progress-achievement-report/>

"We used to sit on the floor and share books, now everyone has a desk and text books. This has indeed led to improved learning environment as we enjoy sitting on the new desks and in the well-constructed classrooms. Our learning environment is now good and this has made us to effectively engage in our studies with full of love for learning." ~ **Ekiru, a pupil from Kokuro Primary School in the Ilemi Triange located at the Kenya-Ethiopia volatile border.**

<https://shalomconflictcenter.org/shalom-sccrr-transformative-peacebuilding-approach-that-calls-for-a-shared-future-in-the-ilemi-triangle/>

"Through the Shalom-SCCRR Peace Clubs, the pupils have learned how to communicate better, work together, and build strong relationships. It has helped them create a peaceful and understanding environment in our school and with the neighbouring communities." ~**Mr. Samuel Iroo Edoket, Parkati Primary School, Samburu County, Northern Kenya.**

<https://shalomconflictcenter.org/the-successes-of-shalom-sccrr-conflict-transformation-and-school-educational-development-interventions-in-tuum-parkati-samburu-county-kenya/>

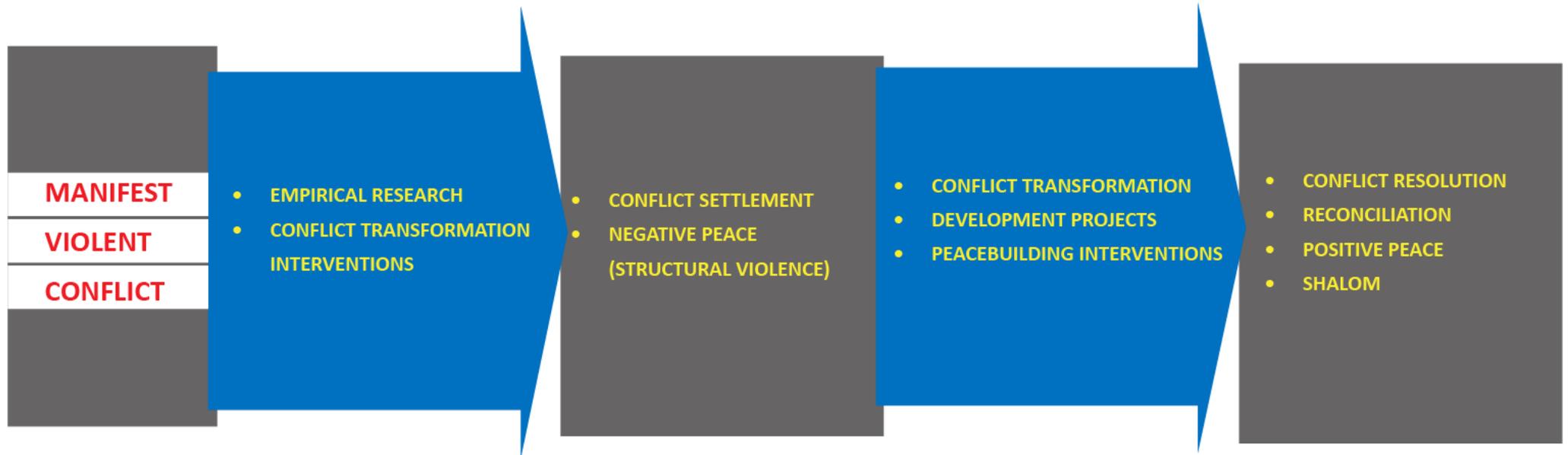
"The presence of Shalom-SCCRR in the Ilemi Triangle has significantly impacted the retention of girls in school, the sanitary towels has been a crucial need for the female students, here in Kokuro we are grateful and thankful to Shalom-SCCRR for supplying us with sanitary towels. This has helped reduce absenteeism among girls as they are now assured that they can attend classes comfortably without worries." ~ **Mr. Wakhungu Wafula, deputy headteacher, Kokuro Primary School in the Ilemi Triange located at the Kenya-Ethiopia volatile border.**

<https://shalomconflictcenter.org/shalom-sccrr-transformative-peacebuilding-approach-that-calls-for-a-shared-future-in-the-ilemi-triangle/>

"As a Shalom Community Facilitator in Mathare, I have seen real change through Conflict Transformation, Peacebuilding, Schools support, and the Peace Education Programme. Our schools from the three Wards, namely, Mabatini, Mlango Kubwa and Hospital Ward, have benefited from laboratory equipment, desks and chairs, solar panels, classroom renovations, fencing, books, and teacher Training of Trainers to support the peace education programme. The Peace Clubs are shaping a culture of non-violence, empathy, and harmony, helping students develop conflict resolution skills and making schools safer and more inclusive." Thank you, Shalom-SCCRR, its donors, supporters, and friends worldwide." ~ **Mr. Caleb Nyoiro Ngala, youth leader and Shalom Community Facilitator in Mathare Slums, Nairobi County.**

"On behalf of the entire Kulal Girls Secondary School community, I sincerely thank Shalom for the support to our school. Providing beds, mattresses, and sanitary towels will greatly improve our students' well-being and dignity. Kulal Girls is the only girls' boarding school in this area, and many of our learners come from vulnerable backgrounds. Some have been rescued from early marriages and harmful practices, while others are from pastoral families that cannot afford basic necessities. This support gives our girls a safe and comfortable environment to live and study, allowing them to focus on their education, perform better in school, and renew their hope for the future." ~ **Mrs. Mercy Boen, a teacher at Kulal Girls, Marsabit County, northern Kenya.**

Shalom-SCCRR Conflict Management Continuum Stages, by Rev. Dr. Patrick R. Devine



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Background Experience

DRC Congo and Great Lakes Region.
Harvard Kennedy School (Masters of Public Policy Program), Associate Researcher at UNIDIR Geneva, Switzerland
Former Deputy Head of EU Delegation, Djibouti
International Business, SRH Hochschule Berlin. BA International Relations with French, Loughborough University, IEP Lyon.
Tanzania, East Africa.
Society of African Missions, International Media Center, ISCPA Paris - Institut supérieur des médias
International Relations, Universitat Autònoma de Barcelona). Postgraduate Studies in Human
Rights, International Humanitarian Law and Culture of Peace. Liaison Officer at the United Nations Verification Mission
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Overall, your support allows the SHALOM-SCCRR to address conflict resolution in Africa by Researching the underlying causes of persistent conflict and poverty; Training community leaders in conflict transformation; Influencing government policy at the local and national levels; Empowering local religious and civic organizations to address conflict and promote peace; Introducing peace education into schools; Construction of inter-ethnic and interreligious schools; and the Installation of solar energy.

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www.shalomconflictcenter.org

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Thank you again for your support.

Sincerely,



Rev. Dr. Patrick Devine, Executive International Chairman, Founder

USA Cell: +1 917 922 6649, **Africa Cell:** +254 733 612 503, **Europe Cell:** +44 7741 260 743

Email: pdevine@shalomconflictcenter.org

CC: Mr. Joseph J. Pollaci, Chairman (SCOA-USA)

Cell: +1 646-248-8041/ +1 212-736-4442; **Email:** JPollaci@NCC.net

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www.shalomconflictcenter.org

The Shalom Centre of Africa
117 West 28th Street
New York, NY 10001

R.O. IRELAND

Shalom Center for Conflict Resolution and Reconciliation- Ireland

Att: Matthew Molloy, LLB

3 Mount Eaton,

Taylor's Hill,

Galway,

H91AXR7.

Email: mmolloygalway@gmail.com

Mobile (Ireland): +353 868149782

Att: Ciaran King & Alison Moffatt

Email: cking@etapcp.com; amconsulting@outlook.ie

Mobile (Ireland) +353 87 9320217

Registered Charity 19981

N. IRELAND/UK

Shalom Center for Conflict Resolution and Reconciliation – N. Ireland/UK

Att: Betty McNicholl

319 Clooney Road,

Limavady,

Londonderry

Bt49 9je.

Email: betty.mcnicholl@btopenworld.com

Mobile: +44 7742 918311

Registered Charity 106640

London Support Office

Att: Bernadette Morahan

30-31 Furnival Street, London EC4A 1JQ

United Kingdom.

Email: bernadette.morahan@invennt.com

Mobile (UK): +44 20 72994268

KENYA, EASTERN AFRICA

Shalom Centre for Conflict Resolution and Reconciliation (SCRR)

P.O. Box 932-00505

Nairobi, Kenya.

Email: info@shalomconflictcenter.org

Email: olivernoonan@shalomconflictcenter.org

Mobile: +254721346974/+254727829396/+254728647093

Email: pdevine@shalomconflictcenter.org

Mobile: +254733612503