



**MIDRIFT
HURINET**
Haki Kwa Wote



Place Based Leadership Development (PBLD) Programme



Summary Report of Place Based Leadership
Development (PBLD) Delivered at National Criminal
Investigation Academy (NCIA)
2024



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Table of Content

03	About Midrift Hurinet
03	Our vision
03	Background
04	The National Criminal Investigations Academy
04	Invitation to deliver pbld at ncia
05	Key summary of the modules delivered
05	Module 1 and module 2
05	Module 3 and 4
08	Module 5 and 6 delivery overview
08	Module 7 and 8 delivery overview
13	Key insights and reflections from participants
15	Awards of certificate
16	Key learnings after delivery of pbld at ncia
18	Conclusion

ABOUT MIDRIFT HURINET

MIDRIFT HURINET is a Non-Profit organization operating in Kenya since 2008.

Our mission is to Empower Citizens, State and Non-State actors to foster a culture of Peace, Security and Good Governance in Kenya.

OUR VISION

A prosperous society that enjoys Good Governance, Peace and Security.

BACKGROUND

Preventing all forms of violence and ensuring safety for all citizens in communities is complex work that not one organization or sector can do alone. The antidote to complexity is cross-sectoral collaboration, where the many different sectors have expertise and assets that can be brought to bear¹. MIDRIFT HURINET is working with civil society organizations and government institutions with a long-term national mandate in violence prevention, peacebuilding, and security to ensure that they are involved in finding solutions related to violence prevention. One of the strategies that the organization has deployed is Place-based Leadership Development (PBLD). This evidence-based Local Leadership Development and Co-facilitator Development Program is specifically designed to build and scale local intersectoral leadership coalitions that are capable and committed to collaborating across both state and non-state sectors. This program has proven to be the critical missing link, transforming the capacity-building efforts of partners and their networks into effective cross-sector collaboration.

The PBLD program is designed to help different sectors synergize in preventing violence and achieve safe and secure communities by working on individual leader's mindsets to embrace different perspectives, thereby enabling leaders to form collaborations for social transformation within and across place and sector. The programme has focused joint work towards reducing 'risk of violence', reducing 'at risk groups' vulnerability by strengthening their agency for resilience and agency to fight violence before it occurs. PBLD offers a clear, evidence-based framework for developing collective leadership capabilities. Strengthening partnerships requires targeted capacity and capability building among state and non-state actors, making collaboration with the National Criminal Investigations Academy essential.

¹ Kjærulf, F Interview. (2024, October 8). Q&A: Local leaders build a future with peace through trust and dialogue in conflict zones. DIGNITY - Danish Institute against Torture. <https://dignity.dk/en/news/qa-local-leaders-build-a-future-with-peace-through-trust-and-dialogue-in-conflict-zones/>

Acknowledgement

We would like to express our heartfelt gratitude to the Director of the Directorate of Criminal Investigation, Mr. Amin Mohammed Ibrahim CBS OGW, 'ndc' (K), for the invaluable support provided to ensure the successful execution of the Place-Based Leadership Development (PBLD) to the instructors at the National Criminal Investigative Academy (NCIA).

We also extend our special thanks to the Commandant of the NCIA, Mr. Sospeter Munyi OGW, 'ndc' (K), for his continuous guidance and support throughout the program's execution at the academy.

Our sincere appreciation goes to the instructors who attended the program without fail. Their dedication, active engagement, and contributions were pivotal in the success of the leadership development initiative. Their commitment to replicating the course concepts will undoubtedly contribute to nurturing the leadership capabilities of the students they mentor.

Additionally, we would like to acknowledge our partners, DIGNITY for providing the necessary resources and ensuring the facilitators were well-supported in executing the program's modules effectively.

Finally, a special thanks to the facilitators—Moses Chavene, Beatrix Arusei, Wema Fadhili, and Leonard Githae—whose dedication, effort, and expertise in developing course materials and delivering the program contributed greatly to its success. Your hard work has truly made a difference.

Joseph Omondi

Executive Director

MIDRIFT HURINET

The National Criminal Investigations Academy

The National Criminal Investigations Academy (NCIA) is a formation under the Directorate of Criminal Investigations. It is in South C within Nairobi County. The Academy is dedicated to being the regional premier law enforcement learning and research center and an advocate for law enforcement best practices. It is the institution tasked with training in matters of investigations in the National Police Service and trains other governmental and non-governmental organizations with investigative mandates².

Invitation to Deliver PBLD at NCIA

During the delivery of the Place-based Leadership Development Programme (PBLD) to the second cohort of intersectoral leaders in Nairobi, National Criminal Investigations Academy (NCIA) seconded two of their instructors to participate after being inspired by one of their officers who was part of the first cohort in 2023. After completing module two, they recognized the value of the program and expressed interest in having their own instructors undergo the development to incorporate some of the learnings into their leadership curriculum.

On September 18, 2024, the Directorate of Criminal Investigations (DCI), National Police Service, invited MIDRIFT HURINET to discuss mechanisms for delivering the PBLD within the NCIA for instructors at the institution. Following three planning meetings, the dates for the training were set such that in October for the first four modules, with assignments during the one-month break. It was agreed that the program be held at the institution using NCIA's conference facilities.

Modules explored key themes such as the DCI's vision and mission, addressing corruption, and emphasizing experiential learning and collaboration in multisectoral security meetings. The modules also included sessions on effective criminal investigative interviewing, including the 'Méndez Principles, and the importance of adapting the PBLD modules to unpack the NCIA's mandate, vision, and mission. We emphasized creating ownership and internal demand for change, challenging mindsets, fostering reflective practices to develop professional practitioners, and considering innovative approaches to working in a non-intersectoral environment. It focused on equipping officers with leadership and intersectoral collaboration skills, tailored for both gazetted officers and middle-level officers as one cohort.

This brief outlines the delivery of the contextualized modules of the Place-based Leadership Development Programme (PBLD) to the instructors at the NCIA which took place between November and December 2024.

² NATIONAL CRIMINAL INVESTIGATIONS ACADEMY | Directorate of Criminal Investigations. (2024). Dci.go.ke. <https://www.dci.go.ke/national-criminal-investigations-academy>

Key Summary of the Modules Delivered

Module 1 and Module 2

This module focused on personal and professional identity, the role of place in leadership for violence prevention, and the importance of continuous learning. Instructors explored reflective practice, challenging them to assess their actions, attitudes, and behaviors that may contribute to mistrust between the DCI and the public. They discussed the need for flexibility in leadership to accommodate diverse sectors, fostering inclusivity and collaboration. The module emphasized the value of professional identity in building trust and improving service delivery. Through exercises like storytelling, the instructors learned how sharing personal stories could strengthen relationships and build trust within the communities they serve.

A key activity involved creating "straw castles" to illustrate how to build common purpose across different sectors. The module's objective was achieved, with instructors gaining a deeper understanding of their professional identity and the importance of reflective practices for fostering collective impact.

Module 2 centered on leadership, values, and emotional intelligence. Instructors began with a value inventory exercise, which highlighted the significant role that personal values play in shaping leadership style, character, and decision-making. They agreed that the lack of strong values has contributed to corruption and other societal challenges. An activity on leadership presence revealed that many instructors had limited awareness of their surroundings and colleagues, underscoring the importance of understanding and actively listening to others. The instructors discussed the difference between leadership and influence, emphasizing how reciprocal relationships can drive change across sectors.

A significant portion of the module was dedicated to transformational leadership and emotional intelligence, with instructors taking a test to measure their emotional quotient (EQ). This exercise helped them recognize the impact of emotional management on personal and professional development. By the end of the module, instructors committed to using the PBLD workbook to enhance their emotional intelligence and to share these insights with their students for more effective investigation and policing as well as enhance a unit on emotional intelligence in their leadership course using the materials and knowledge provided by MIDRIFT

Module 3 and 4

Modules 3 and 4, divided into parts A and B, focused on collective inquiry and shifting the narrative from supporting violence to fostering tolerance. These modules encouraged instructors to identify and reflect on systemic challenges within their sector, particularly the behaviors and values that perpetuate corruption in both government agencies and the wider community. Corruption was recognized as a core issue that undermines service delivery and contributes to various societal problems. The modules emphasized the importance of challenging corruption through a strengths-

based approach, helping instructors explore individual and collective leadership actions that can cultivate a culture of non-toleration toward corruption. ***By the end of the modules, instructors gained a deeper understanding of how to address corruption and foster a more ethical and transparent environment in their respective areas of service. Their reflections on corruption as a systemic challenge were further enriched by insights drawn from pre- and post-assessment analyses conducted before and after Modules 3 and 4.***

The facilitators posed a critical question: **"Are we doing things right, or are we doing the right things?"** This sparked a lively and intense discussion. The instructors shared that, within their discipline, officers are expected to follow the orders of their seniors without question—junior officers, they said, would never dare to challenge or deviate from these directives. One senior officer even remarked:

"Police think with their shoulders and not their heads,"

This implies certain police practices or behaviors, suggesting that some officers rely more on physical force, authority, or intimidation—symbolized by the rank insignia displayed on their shoulders—rather than employing reasoning and critical thinking.

This emphasizes the importance of action over reflection. However, the group ultimately agreed that it's not enough to simply follow orders; it's crucial to focus on doing the *right* things, not just doing things right.

In the exercise on establishing leader presence, called "Being There," the officers were asked to explore key aspects of their institution, focusing on eight specific areas (as shown in the figure). Surprisingly, no pair of officers was able to correctly identify even a single piece of trivia about their own organization. This realization left them stunned—they were astonished at how little they knew about their immediate surroundings. Despite this, they have a critical responsibility to understand their environment to ensure public safety and security.

They were introduced to the MST-SC model design of PBLD, with a particular emphasis on its key components. The goal was to encourage open discussion and help them explore the systemic challenges currently faced by the service.

Being There Trivia

1. What is the **vision of the NCIA**?
2. What does the **poster on your left hand** as you enter this building from the staff gate about?
3. How many **fire extinguishers** are there **along the corridor** from the **Commandant's office to the corridor of this lecture**?
4. Who was the NCIA **Commandant between 1994 and 1995**?
5. How many **round tables** are there in the dinning hall **(the two halls)**?
6. The dinning hall chairs have holes, how **many holes are on each seat**?
7. How many **car parking slots** are there in the **shed as you enter the NCIA compound from the main entrance**?
8. There is a **warning sign** as you enter the **backyard to the kitchen**, what does it warn about (word to word)?



Building on the insights from Modules 3 and 4 and the strong support from both the instructors and their commandant, a clear opportunity emerged to sustain this momentum. The initial discussions on the systemic issue of corruption laid a solid foundation for continued engagement. To enhance the training, the time was ripe for the strategic introduction of sessions on effective criminal investigative interviewing, incorporating the Méndez Principles, into Modules 5 and 6.

Through a pre-questionnaire, participants were asked to identify the key challenges affecting the criminal justice system. Their responses highlighted two major issues: **corruption and weak or traditional management strategies**. These challenges were further confirmed during group discussions, where participants were divided into two groups and asked to identify the specific challenges faced by the Directorate of Criminal Investigations (DCI) and the broader criminal justice service.

Key challenges affecting the criminal Justice system

- ▶ Corruption
- ▶ Management Strategy
- ▶ Underfunding and limited resources
- ▶ Lack of trust in the system
- ▶ Political influence
- ▶ Inefficiency and Delays
- ▶ Inadequate training and capacity building
- ▶ Lack of integrity
- ▶ It involves various stakeholders who are supposed to complete the cycle of justice together
- ▶ Poor teamwork, corruption
- ▶ Cases taking too long before they are determined

Systemic challenges identified

Group 1	Group 2	Group 3
<ol style="list-style-type: none"> 1. Poor placement of human capital 2. Poor distribution of resources 3. Interruption of investigations 4. Poor relationship between the officers and the public 5. Inadequate working environment 	<ol style="list-style-type: none"> 1. Limited resources – funds for training, teaching and learning 2. Inadequate infrastructure 3. Lack of continuous training and capacity building 4. Poor management strategy 	<ol style="list-style-type: none"> 1. Placement 2. Funding 3. Nepotism 4. Insufficient resources 5. Corruption

The instructors **developed action plans**, with one group **focusing on addressing Poor Management and Corruption within the service**, while another group of officers will **begin working on building a culture of professionalism among public officers, particularly within the service and the judicial system**. It was agreed that the groups would start by reviewing elements of the MST-SC model that could be incorporated into their teaching curriculum. They also planned to explore how they could develop relevant training materials in anticipation of future opportunities when DCI officers would be in session at the institution for their promotional, skills, and capacity development training. Currently, the NCIA is not holding any sessions, as they typically conduct training programs for officers on various aspects of investigations and leadership over three to four months. The developed action plans (**Appendix I**) which they would test before reconvening for the next modules.

Module 5 and 6 Delivery Overview

Modules 5 and 6 focused on "Leading Change: Challenging Norms That Perpetuate Corruption Within the Criminal Justice System, Part I and II"—a systemic challenge identified by officers in previous modules. The two-day workshops aimed to achieve several key objectives:

1. Allow participants to share experiences and reflect on testing the group action plans created during the Appreciative Inquiry process in Modules 3 and 4.
2. Discuss next steps for creating safe spaces and fostering an environment for open, sometimes uncomfortable debates that will enhance dialogue.
3. Establish individual and collective leadership roles in tackling the systemic challenges identified in earlier modules.

4. Develop a Prevention Strategy by collaboratively creating a framework to address systemic challenges through a violence prevention spectrum.

The sessions began by focusing on Ensuring Presence and Reconnecting with Place-based Leadership Development. The context was set, core concepts and approaches were explored, and the importance of Shifting Mindsets and Challenging Norms was emphasized.

Participants were asked to reflect on their experiences testing the action plans developed in Modules 3 and 4, as well as the outcomes from the Collective Inquiry process. **It became clear that the action plans had not been implemented due to the Academy being out of session.** The officers were awaiting their upcoming courses at the academy, where the instructors could deliver the agreed-upon topics addressing the two systemic challenges. Additionally, **the instructors expressed a need for more guidance on how to integrate the action plans into the lesson plans being delivered at the academy.**

A significant theme that emerged during the delivery of Modules 1 to 4 was the Standard Operating Procedures (SoPs) of Investigation. We examined the **instructors' understanding of these SoPs and how they align with the Méndez Principles.** This discussion led to a deeper exploration of Place-based Leadership, Discomfort, and Innovation within PBLD, sparking a conversation about Becoming Comfortable with Discomfort and Stepping into the Elephant Enclosure (ZOULD).

Through an activity "Popping the Balloon" and a Facilitated Discussion, the participants engaged in a dynamic and emotional conversation. This opened intense discussions about the two systemic challenges, **highlighting the complex relationships between various stakeholders—especially community members—and their perceptions of the police.** Participants expressed frustrations over the blame game, with different parties **pointing fingers over who is responsible for enabling the systemic challenges to persist.**

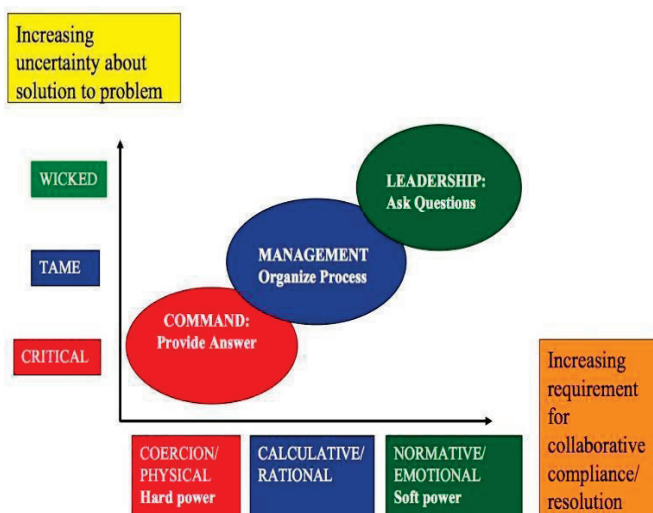
In a session dedicated to challenging the norms that perpetuate corruption within the service, it was enlightening to hear the officers shift the blame onto their senior colleagues, as though corruption was not also present at their own level. Some **even pointed to larger corruption within other institutions that they were supposed to collaborate with for collective outcomes.** One officer remarked, **"They always follow us, who take small amounts, but they don't look at those who take huge sums."** They were reminded that "it starts with us"—that corruption is an issue that affects everyone, from the grassroots level upward. This served as an ideal opportunity to introduce the Building Blocks of Change and explore Boundary-Spanning Change Agency within the influence model.

During a facilitated conversation on Investigative Interviewing for Criminal Investigations, the discussion was based on evidence of ineffective practices and the principles of non-coercive interviewing, the Méndez Principles. The session also covered investigative interviewing step-by-step and how to sustain these practices through broader police and justice reform.

To solidify the action plans, the officers were guided through a session on Developing a Prevention Strategy. The Spectrum of Prevention (SoP) was introduced and linked to the process of changing norms. The participants expressed a need for more guidance on how to refine and enhance the work plans to make them more practical and feasible. The instructors then worked to create simplified, actionable work plans that would integrate into their lesson plans. Participants in Group One suggested revisiting their work plan and agreed to focus on one issue rather than two. They decided to prioritize addressing poor management and dropped the issue of corruption. They focused on key concepts from Place-based Leadership Development (PBLD) to enhance their approach to addressing Poor Management as a precursor to corruption within the service **(Appendix 2)**.

During the discussions, participants shared the following insights:

- Different types of arrests require different approaches. In cases where the suspect is violent, the use of necessary force is allowed. However, they pointed out that the term "necessary force" is often not clearly defined, leading officers to interpret it broadly, sometimes including non-physical measures like shouting during apprehension.
- Proper procedures for applying force were discussed, emphasizing the importance of determining the timing and level of force during an arrest.



determining the timing and level of force during an arrest.

- One participant remarked, "Officers do not intend to use force unless necessary. However, *civilians, who aren't in our situations, may not fully understand.*"

- Another officer shared, "When an officer discharges their firearm, my first instinct is to protect that officer and the institution, even if *it means justifying the act by planting evidence.* Failing to do so could lead to negative perceptions from my superiors, increasing the risk of being targeted or victimized."

Module 7 and 8 Delivery Overview

Module 7 and 8 delved into leading one's sector and system, becoming champions of transformational social change. The instructors were taken through how to extend one's leadership influence as an agent of social transformation. The facilitated discussion led to exploring different leadership styles and how each style can be used in different settings and circumstances to influence change towards achieving the tipping point. Addressing corruption and poor management as systemic challenges identified by the instructors will cause conflict among them as it is an uncomfortable discussion, most of them deal with conflict by avoiding which is evident in how they do not question orders given to them by their seniors. The module strengthened their skills by taking the instructors through conflict

management where they were introduced to new modes of conflict resolution that can be more effective in managing conflict than avoiding. Module 8 introduced the human centred approach (Design Thinking) concept, for better understanding and developing of action plans they worked in groups, where they helped each other review solutions developed in module 6 along the spectrum of prevention to address their systemic challenge. Using the design thinking approach, the two groups came up with action plans to be implemented once training resumes at the academy. At the end of the modules, the instructors committed to use materials shared to enhance their conflict management unit and ensure they implement the action plans developed.

During the discussion on the similarities between change and transformation, one participant observed, **"Once you change, you have transformed."** The facilitators elaborated on these concepts using the metaphor of a butterfly to illustrate the distinction. The group reached a consensus that a change agent is someone who actively drives and facilitates the process of change.

The facilitators revisited key concepts, including ZOUD (Zone of Uncomfortable Debate), the cost of non-entry, social innovation, social dynamics of place, and the spectrum of prevention. This discussion set the stage for relooking at the work plans and prevention strategies developed by the two participant groups during Modules 5 and 6. Participants agreed to continue working on these plans without making further changes.

Change is the **journey outside us.**

Transformation is the **inner journey we go through in order to take on the outer change.**



While facilitating the session on "Extending Your Leadership Influence as an Agent of Social Transformation," participants were asked, "What kind of leader are you?" They quickly identified traits such as honesty, inclusiveness, presence, engagement, progressiveness, respect, availability, and democracy. These responses provided a strong foundation for exploring leadership as a practice centered on problem-solving.

The facilitators emphasized that leadership is inherently tied to problem-solving, explaining that effective leaders excel in identifying, analyzing, and resolving challenges within their teams or organizations.

Participants observed that as a disciplined institution, the process of enacting change is often slow due to the rigidity of top leadership. This underscores the importance of engaging senior leaders to foster a mindset shift, enabling them to address the systemic challenges impacting the investigation agency effectively.

The facilitators further explained that a leader's actions tend to have a more far-reaching and significant impact than those of individual team members and organizations that exist to serve human needs, and that organizations and people need each other.

During the discussions, participants watched a video on leadership and shared their reflections as a leader should be selfless, able to embrace teamwork and lead by example. One participant said a leader “*knows the way, shows the way and goes the way.*” The facilitators capped it up with explaining the steward and servant leadership styles.

The facilitators introduced the concept of a 'Tipping Point,' a critical moment when a small change can trigger a significant transformation and the Pareto principle also known as 80/20 rule. Together with participants, they explored how this concept can be strategically applied to build collaborative partnerships that will transform the investigative agency.

Building on the deliberations, participants were challenged to start small by identifying the 20% of activities that yield the most significant results and focusing their efforts there to maximize impact. As a first step, they committed to influencing the instructors who will be assigned to the academy for training starting in 2025.

Participants acknowledged that achieving a tipping point at the institution is hindered by:

- The bureaucracy and rigid hierarchical structures within the national police service.
- Resource constraints sometimes limit the DCI's capacity to effectively investigate crimes and implement reforms.
- Participants also acknowledged that a culture of impunity, where some individual officers are not held accountable for their actions, perpetuates systemic problems.
- Coupled with a culture of impunity is corruption which has eroded public trust and hinder effective investigation, and the impact is justice denied to the victims and survivors of violence.
- Trust deficiency has also contributed to the negative public perception of the institution.
- Instances of political interference in investigations often undermine the independence of the investigation and thus compromises the integrity of the justice system.
- Lack of collaboration with other agencies, in particular Office of the Director of Public Prosecutions (ODPP) sometimes hinder successful investigation and completion of the cases.

The session on *Embracing and Using Different Modes of Conflict* began with participants defining conflict, exploring its causes, and reflecting on its positive and negative effects. They also participated in an exercise to assess their individual conflict modes, which generated excitement among them. From the assessment, the majority preferred the Collaborating mode of conflict management, while a few opted for the Competing mode. This was particularly notable given their earlier observation that police officers primarily relied on avoidance in resolving conflicts, both among themselves and with their seniors. Despite this, the participants agreed that both the DCI and ODPP should prioritize striving for the Compromise mode of conflict management to effectively address tensions and emerging issues, thereby fostering a more efficient justice system. The session concluded by

facilitators explaining the five steps on managing conflicts: Confront, Understand, Define, Search and Agree.

Participants were then introduced to *Human-Centered Design Thinking*, with facilitators emphasizing its importance in creating effective and sustainable solutions to the systemic challenges faced by communities. To deepen their understanding, participants watched a video on design thinking and shared their reflections. This provided an ideal opportunity for the facilitators to elaborate on the five stages of the design thinking process. As part of an experiential learning approach, the facilitators guided participants in applying these principles to design practical solutions for the systemic challenges they had previously identified in their workplans and prevention strategies.

Key Insights and Reflections from Participants

To kick off the session, participants took part in an exercise where they popped balloons. Upon reflecting on the activity, it became clear that most had simply followed the given instructions, which laid the foundation for discussions on ZOUD (Zone of Uncomfortable Debate). The conversation generated a range of reactions, highlighting several key points:

- **The Need for Honest Conversations in ZOUD:** Participants emphasized the importance of open, candid discussions when entering ZOUD, which foster trust, mutual respect, and stronger relationships.
- One participant shared, **"The reason you're afraid to raise questions is because, instead of rocking the boat, you'll be removed to allow the boat to keep moving. If you rock the boat, you'll be the one to fall off."**
- Another participant added, **"Most officers in the police service resolve disputes through avoidance due to fear of victimization."**
- A further response highlighted the culture of avoidance, saying, **"In organizations like the police, you can't raise an issue because once you do, you become the problem. Senior officers then focus on addressing you as the issue, instead of dealing with the actual problem."**
- **Suggestions for Change:** One participant proposed, **"We need to start small by challenging instructors to shift their mindset when they attend the sessions."**
- **Advocating for Legal Reforms:** The group discussed the need to influence change, especially through lobbying for reforms in laws, particularly those related to police officer promotions.
- **Concerns About Police Transfers:** A significant concern raised was the practice of police transfers, where senior officers often disregard the welfare of junior officers, causing hardship for officers and their families. Many junior officers feel unable to challenge the status quo because of this.
- Participants also expressed frustration with the Police Service Commission, which they feel rarely considers the welfare of officers and when they do, the pace of change is too slow.

- **IPOA Concerns:** The issue of the Independent Policing Oversight Authority (IPOA) consistently siding with citizens, while neglecting to protect police officers' interests, was another key point raised by participants.
- One officer remarked, **"Police officers are their own problem, especially when it comes to violations of human rights. If we want change, it must begin with us."**
- Another officer stated, **"You have come at the right moment. The officers at the top need to be brought here and given the same materials you've given us (through PBLD). This issue must be addressed urgently. Change at the top will eventually trickle down."**
- One participant boldly asked us to challenge senior leadership, saying, **"When you meet senior officers, the commanders, be upfront and tell them they are the problem. Ask them, 'Why do you think your junior officers don't feel comfortable asking you questions?'"**
- Participants acknowledged the challenges in changing the police service, particularly due to the organization's rigid structure and culture.
- Finally, one participant concluded, **"We cannot expect change by only looking at others. While we may identify issues at the headquarters, we also have problems here at the academy. The headquarters can't change if we don't start by changing ourselves."**

In the context of the DCI (Directorate of Criminal Investigations), **officers emphasized that entering ZOUD should be a collaborative effort to address management issues while respecting the chain of command.** However, **a major challenge arises when commanders fail to act, leaving issues unresolved.** They agreed that instructors should start incorporating ZOUD concepts into future discussions.

When addressing societal norms, the facilitators asked, "Who is to blame?" The discussion highlighted several views: Participants noted that citizens have the power to bring change through elections but often re-elect corrupt leaders. Some expressed frustration with human rights organizations, accusing them of frequently undermining the police. One officer remarked, .. **"Hawa watu wa human rights wanalalia polisi sana"** ("These human rights people are always on the police's case.")There was a consensus that everyone shares responsibility for societal issues, and blame should not be shifted.

The officers also raised concerns about the prosecution process. Despite thorough police investigations, the Office of the Director of Public Prosecutions (ODPP) often claims insufficient evidence, leading to case dismissals. They noted that under the previous prosecution system, police handled prosecutions, resulting in higher conviction rates. In contrast, the current system is seen as more rigid, leading to fewer convictions.

Awards of Certificate

After successful delivery of the eight modules of the Place-Based Leadership Development (PBLD) programme to Directorate of Criminal Investigations (DCI) officers serving as instructors at the National Criminal Investigation Academy (NCIA) in Nairobi, participants were awarded certificates in a ceremony that officiated by the Acting Director of Planning at the DCI Mr. Bernard Walumoli, who represented the Director of DCI, Mr. Mohammed Amin and the academy commandant Mr. Sospeter Munyi.

In a speech delivered on his behalf by Mr. Walumoli, the Director of DCI, Mr. Mohammed Amin, emphasized that the PBLD workshop was designed with the instructors in mind, the primary goal being to equip them with practical tools, valuable insights, and effective strategies that can be applied to real-world situations, ensuring a meaningful and lasting impact.

"Leadership, as we know, is not merely about authority. It is about vision, service, and the ability to inspire others. As instructors at our academy, you are the architects shaping the next generation of criminal investigators. Your role demands not only technical expertise but also adaptive leadership that can respond to the ever-evolving complexities of our field," Mr. Amin said.

He emphasized that the discussions, case studies, and interactive sessions were more than just learning exercises; they were investments in the participants' growth as leaders. Reflecting on the tenets of PBLD, Mr. Amin highlighted the importance of recognizing that communities lie at the heart of their work, stressing that the safety and trust of citizens depend on the ability to lead with empathy, integrity, and accountability. He urged the instructors to ground their leadership on the needs and priorities of the communities they serve to ensure their efforts remain both relevant and impactful.

"Through the PBLD program, we reaffirm our commitment to excellence, setting a higher standard for instructors who will shape the future of criminal investigation in our country. As you return to your roles, I encourage you to apply the lessons learned from this training by embracing collaboration, foster innovation, and approach challenges with courage. Above all, remember that leadership is not a destination but a continuous journey, one that requires us to learn, grow, and navigate decisions every day. Remember that the true mark of an exceptional leader lies in the ability to inspire confidence and build the capacity of others," he added.

The Commandant of the NCIA, Mr. Sospeter Munyi, expressed his anticipation for continuous development of the officers through the Facilitator Development Programme. He also highlighted the importance of the collaboration with MIDRIFT to ensure that the officers are well-prepared to face future challenges. "We are in a period of transition," he said, adding, "This institution is going to change, and we must make that change happen together. I cannot do it alone; we have to do it as a team."

"We cannot challenge corruption; we need to challenge our values and inculcate positive values from a young age."

The participants expressed their enthusiasm for the programme and pledged to apply the knowledge gained from the development workshop. They have created action plans which they will integrate into their lessons plans during their instruction sessions at the academy.

Key learnings after delivery of PBLD at NCIA

Key insights were identified to guide mindset and values transformation within the Directorate of Criminal Investigations (DCI), the National Police Service (NPS), and the broader criminal justice system.

A senior officer shared his positive feedback on the leadership development program, comparing it to three leadership training he had attended internationally in the United States. He stated that, of all the programs he had participated in, the **leadership program by MIDRIFT HURINET stood out as the most impactful and even surpassed the quality of the others**. He also praised the level of facilitation and the thoughtful organization of activities, which he felt made the learning process engaging and effective in promoting a shift in mindset.

Shifting Mindsets for Improved Relationships: A critical reflection emerged regarding the prevailing mindset within the police service. As one officer noted, "Police think with their shoulders, not their minds." This highlights a need for a significant shift in mindset, which, if achieved, could foster stronger relationships between the disciplined forces and the public. A shift toward a more thoughtful, empathetic approach may enhance trust and collaboration between the police and citizens.

Challenging the System Requires Challenging Values: Participants acknowledged that they are entrenched in a system that is difficult to challenge without a fundamental change in mindset. One insightful comment was:

"The problems we are facing are manufactured by someone; solving them is impossible."

Another participant added,

These reflections underscore the importance of not just addressing external systems of corruption but fostering an internal cultural shift that encourages ethical behavior, accountability, and integrity.

Building Trust and Enhancing Engagement: In the early stages of the training, there was an opportunity to strengthen the connection between Instructors and Facilitators. At first, some initial hesitations were observed, but these were quickly addressed through interactive exercises and storytelling. These tools were instrumental in fostering trust, creating meaningful connections, and encouraging open dialogue among participants. This experience underscored the importance of empathy, engagement, and a collaborative approach in facilitating effective learning environments.

Reflection on Developmental Disparities: A thought-provoking question was raised during a session, where a participant asked, "Why are African countries lagging behind in terms of development while Asian countries are progressing? Both regions gained independence around the same time—why is Africa struggling with issues such as leadership, health, education, and infrastructure?" This question was posed before the group viewed the *Bogota Change Documentary*. After the documentary, participants reflected on what was wrong in Kenya and how development could be achieved. This dialogue helped to clarify that the root causes of underdevelopment in Africa are complex and multi-dimensional, but also that change is possible through leadership, governance reforms, and a commitment to addressing systemic issues.

Contextualized Knowledge is Key to Effective Learning: The instructors demonstrated a strong grasp of the subject matter, particularly when they effectively contextualized the knowledge to the local context. An example, from a senior officer that adaptation of the material to reflect the Kenyan situation helped bridge the gap between theory and practice. This underscored the importance of making training relevant to local realities in order to drive meaningful change.

- Participants provided real-world examples, highlighting cases where convicted politicians managed to regain public office through elections. These examples emphasized the complex relationship between legal, accountability and public perception, raising questions about the electorate's decision-making process, political influence, and societal attitudes toward leadership and integrity.
- Regarding the development of government officers, participants expressed interest in workshops where they could share their lived experiences. This showed a positive attitude and a willingness to engage in the impact of PBLD.
- The instructors agreed to begin incorporating ZOUD concepts into their lessons during the next session at the academy...

Conclusion

Despite implementation challenges, participants demonstrated a collective commitment to revising and realizing their action plans.

Furthermore, sharing inspiring stories of individuals and communities who have successfully implemented PBLD knowledge and experienced significant positive change reinforced the belief that transformation is indeed possible. These stories served as powerful examples of how PBLD principles can be applied to address real-world challenges and create lasting impact.

The academy commandant expressed a strong interest in leveraging the Facilitator Development Programme to enhance the instructors' skills and knowledge. The significance of this is that the instructors will be units of scale for the PBLD.

Through a comprehensive approach that integrated theoretical concepts, experiential learning, and reflective exercises, participants were equipped with practical tools, valuable insights, and effective strategies to address systemic challenges and enhance their leadership capabilities, thus becoming empowered to be agents of transformational change within their institution and beyond. This is exemplified by the development of actionable solutions to systemic challenges identified in their work plans using the concept of human centered design thinking.

PBLD impact is expected to resonate through the instructors' commitment to applying the knowledge gained and their efforts to implement the prevention strategies and action plans developed during the development workshop as well as integration of some concepts into their lesson plans.

The programme's success is further reflected in the 98% participant attendance rate and the awarding of certificate ceremony that was graced by Acting Director of Planning Bernard Walumoli and Academy Commandant Sospeter Munyi. Their speeches emphasized the pivotal role of instructors in shaping the future of criminal investigations and the justice system. This underscores the ongoing collaboration between NCIA and MIDRIFT to develop the capacities of more instructors at the academy.

Recommendations

- MIDRIFT should prioritize improving instructors' facilitation skills by enrolling them in the Co-Facilitator Development Programme.
- Future development sessions should include relevant case studies and successful examples of leadership development through PBLD. Additionally, consider inviting external experts, such as representatives of ODPP, NCIC, EACC, Kenya National Human Rights Commission (KNCHR), for specialized training.
- A mechanism for monitoring and evaluating the action plans to be implemented by instructors after MIDRIFT's exit should be established.

Depenning sessions on effective criminal investigative interviewing, including the *Méndez Principles* in future development workshops with the institution is highly recommended

- MIDRIFT HURINET and NCIA leadership to explore opportunities for partnership including if possible, the integration of some PBLD concepts and Modules into the academy's training curriculum .should offer continuous guidance and mentorship to instructors in ensuring seamless integration of PBLD concepts into the academy's training curriculum.

Group 1: Newsflash – Beautiful +254

Issues (Stages and Tasks)	What are we going to do about it?	Who is going to do it?	By when? (Frequency of meetings)	Evidence of impact (Indicator)
Corruption within the service	<ul style="list-style-type: none"> ✓ Severe punishment/penalty ✓ Civic education ✓ Promote and protect whistleblowing culture ✓ Asset recovery ✓ Investigation and prosecution 	Combined law enforcement agencies	Quarterly	<ul style="list-style-type: none"> ✓ Reduced corruption in the society ✓ Assets recovered ✓ Culprits serving jail terms ✓ Forfeitures
Poor management	<ul style="list-style-type: none"> ✓ Proper job placement ✓ Stop nepotism ✓ Training 	Criminal justice system	Quarterly	<ul style="list-style-type: none"> ✓ Less complaints ✓ Effective workforce ✓ Improved service delivery ✓ Increased public trust ✓ Motivated staff

Group 2: Newsflash – Justice Restored (Hakuna Matata)

Issues	What are we going to do about it?	Who is going to do it?	By when? (Frequency of meetings)	Evidence of impact (Indicator)
Professional Public Officers	Capacity building on <ul style="list-style-type: none"> ✓ Ethics and professionalism ✓ Leadership and integrity (Chapter six of the Constitution of Kenya) ✓ Human Rights ✓ Fair administration of justice ✓ Standard Operating Procedures of investigation 	We – instructors (MRG institutions)	Immediately and continuous	<ul style="list-style-type: none"> ✓ Reduced complaints from members of the public ✓ Proper investigation and handling of cases ✓ Secured convictions

Appendix 2: Refined Work Plans

The facilitators guided the participants through the prevention strategy, forming the foundation for revisiting and refining their previously developed action plans.

Group 1: Systemic Challenge: Poor Management		
Systemic Challenge	Area of focus	Key PBLD Concepts that will help
Poor management	1. Proper job placement based on <ul style="list-style-type: none"> - Skills such as law - Experience such as forensic, management 	<ul style="list-style-type: none"> ▪ Values and Value Based Leadership ▪ Professional and collective Identity ▪ Transformational Leadership ▪ ABC of Leadership Presence ▪ Mindset, Skill set and Toolset (MST-SC)
	2. Favouritism <ul style="list-style-type: none"> - Checks and balances (job relation) - Promotion on merit 	
	3. Empathy <ul style="list-style-type: none"> - (Good relationship with employees, - Morale/Support (recognition and appreciation for exemplary work - Counselling support - Accountability and transparency 	Key Tenets of practice <ol style="list-style-type: none"> 1. Bearing Witness 2. With and not to 3. Leader Presence 4. Learning by doing 5. Creating Space 6. Mutual Accountability and responsibility 7. Critical Reflection 8. Development vs. Training 9. Emotional Intelligence
	4. Communication – <ul style="list-style-type: none"> - Explaining the organizational goals and objectives - To accompany feedback - Clear channels of communication 	<ul style="list-style-type: none"> - Professional Identity – Align our work with the goals and objectives of the institution - ZOUD – Zone of Uncomfortable Debates
	5. Advocacy, Branding and marketing ourselves	<ul style="list-style-type: none"> - Organizing and encouraging open debates to sharpen their skills - Undertake sensitization (using the knowledge imparted in their places) - Encouraged to share the vision of the DCI broadly, (this will be done through exhibitions)

Group 2: Systemic Challenge: Professional Public Officers

Systemic Challenge	Are of focus	Key PBLD Concepts that will help
Professional Public Officers	Capacity building on <ul style="list-style-type: none"> - Ethics and Professionalism - Role of professionalism in investigation - Constitutional legislative framework on professional investigation - Code of ethics for NPS 	<ul style="list-style-type: none"> ▪ Professional identity, ▪ Mendez Principles on effective interviewing ▪ Mindset change (borrow lessons like the Three Mindset Shifts) ▪
	1. Leadership and integrity <ul style="list-style-type: none"> - Emotional intelligence - Partnership and collaboration - Conflict management and resolution - Change management - National Values 	<ul style="list-style-type: none"> ▪ Leader presence – “<i>Being There concept</i>” ▪ Emotional intelligence and transformational leadership ▪ <i>5 Essential mindset shift for collective impact, Stakeholder Analysis and Collaboration Multiplier</i> ▪ <i>Conflict Management - Concepts from Module 7 & 8</i> ▪ <i>How change/progress happens, (ZOUD) Disrupting the status quo to enhance service delivery and build trust with the citizen, other government agencies</i> ▪ <i>Aligning the work, we do with the vision and mission of the academy</i> ▪ Value based Leadership, aligning our work with the Institution’s core values and National Values as enshrined in the CoK
	2. Human Rights Based Approaches in policing.... The institution needs capacity in terms training on Human Rights Based Approaches	To start by involving MIDRIFT as visiting lecturers to capacity build instructors and students in the academy on Human Rights Based Approaches.

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