



Youth 4 Peace

TRAINING TOOLKIT

December 2018
By Romeral Ortiz Quintilla

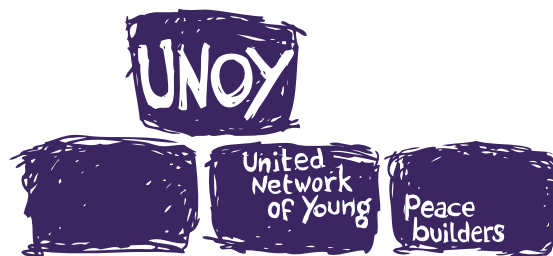


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This toolkit is first dedicated to UNOY Peacebuilders member organisations and to all young peacebuilders out there, in particular the ones who are in conflict affected areas, in contexts where access to information, opportunities for trainings are limited but who have proven to have commitment and dedication to peace.

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Final appreciation to European Youth Foundation and Council of Europe for believing in UNOY Peacebuilder's work throughout the years and for their financial contribution.

Now, let's start...



INTRODUCTION

Why this toolkit?

Hello! Welcome to the United Network of Young Peacebuilders' (UNOY Peacebuilders) Youth4Peace Training Toolkit that will bring you through the concepts and practice of delivering educational activities on conflict transformation & peacebuilding and the creation of peaceful narratives. This toolkit has been developed for beginners and intermediate youth trainers and educators in the field of peacebuilding and we hope that this is going to be a useful tool for you to start or further implement educational programmes on peace and transforming conflicts and narratives targeting youth through non-formal education. By making this toolkit accessible online, we hope to support the shift in narratives by equipping young people with basic understanding of core concepts, matched with relevant and practical non-formal education methods to promote the creation of an enabling environment for peace.

WHO ARE UNOY PEACEBUILDERS?

UNOY Peacebuilders is a network shaping the global agenda for youth, peace and security in partnership with 93 locally grounded organisations. We have members in over 50 countries! We create a safe space for dialogue and enhance members' ability to transform conflict. United around the vision of a world free from violence, our far reaching network empowers and enables young peacebuilders to keep pushing for, and cultivating, peace in their communities. Basically, we are like a big family of youth-led organisations who believe that young people play a crucial role in promoting peace and preventing violence. We also contributed greatly in the advocacy for the United Nations Security Council Resolution 2250 (UNSCR 2250) on Youth, Peace and Security, becoming the youth-led peace network now championing the implementation of this resolution.

PROCESS BEHIND THIS TOOLKIT

This toolkit is the result of a direct request from young peacebuilders in UNOY Peacebuilders' network who wanted to have access to trainings resources, with very concrete examples of programmes and methods, particularly from areas where opportunities to participate in on-site trainings on conflict transformation & peacebuilding are rather limited.

Based on solid experience in designing and delivering trainings on those topics, UNOY Peacebuilders, together with the main author, conducted an online questionnaire and collected recommendations, suggestions, lessons learned and best practices from 75 respondents, both individual experts and trainers in the field of youth and peace, as well of youth driven peacebuilding organisations.

This toolkit has therefore been developed based on the responses gathered that primarily requested a "youth friendly toolkit", which is "comprehensive" and "easy to use" and "with focus on both methodologies and content".

In addition, this toolkit has been piloted and reviewed with participants in UNOY Peacebuilders' events and activities, such as the Training of Trainers on Transforming Narratives (from June to August 2018), UNOY Peacebuilders Forum (September 2018) and UNOY Peacebuilders member organisations and other youth-led organisations in Belgium, Bosnia and Herzegovina, Democratic Republic of Congo, Colombia, France, India, Lebanon, Myanmar, Sri Lanka, Sweden and Turkey, along with feedback and several reviews from experts, ensuring diversity of contexts and culturally sensitive approaches.

WHY A TOOLKIT ON THESE THEMES?

UNOY Peacebuilders and associated trainers' have expertise on competence development in the field of conflict transformation and peacebuilding going back 25 years. We intend to gather and reflect on years of experience and expertise consolidated by UNOY Peacebuilders as a network and also by key trainers and experts in these fields who have largely contributed to and shaped the expertise of UNOY Peacebuilders in peace education.

The topic on transforming narratives came as both a realisation of its importance in shaping peace and conflict, and as a request by our member organisations.

This toolkit aims to be a holistic, user-friendly manual on youth and peace, capable of satisfying the needs of a beginner-intermediate level in educational activities for peace for young people. We have both compiled useful resources, in priority from *other UNOY Peacebuilders manuals and toolkits*, and added new ones. In addition, there are additional references for more advanced trainers and educators who would like to further explore this field.

As you will learn throughout the toolkit, by shifting from a paradigm of violence to one on peace, we can start creating more peaceful narratives. Changing perspectives, approaches, understanding but also narratives can transform a conflict into a peaceful solution.

HOW TO USE THIS TOOLKIT?

The toolkit is divided into four main parts that will guide and provide you necessary tools to implement an educational activity or programme in youth and peace related fields:

- **Part 1** presents the key concepts related to violence, conflict and peace, transformation of narratives and UNSCR 2250. Under each concept, we will start referencing some useful activities that could be implemented and that are related to that particular topic ("how you can present this to your group") as well as key learnings that your group would have gained after the activity. We will also give some tips for you as trainer. At the end of each concept we suggest some additional resources in case you want to explore it further.
- **Part 2** starts by presenting non-formal education; its principles, methodologies and methods. It then provides step by step information on how to design a programme (from the needs assessment to the learning objectives, flow and evaluation). It also includes all elements that need to be prepared before the actual training, such as logistics, selection of participants, etc. We present key aspects that you would need to consider with practical tips and lessons learned.
- **Part 3** deals with the importance of embracing, living and promoting certain values, attitudes and principles when training in peacebuilding. Through years of experience with member organisations, trainers and participants we have become more and more conscious of this, and for us, this is a very important part of the training. This deals with being flexible, mindful, vulnerable to ensure sustainability and nonviolence, all of which are core values you cannot miss as a trainer in peacebuilding. It ends with group management: how to deal with different dynamics that may arise within your group.
- **Part 4** provides you with actual examples of modules, sessions and programmes that are ready for you to review, adapt and use. Here you can also find samples and a template of session outlines and real programmes that are ready to be implemented.

If you feel that you have enough knowledge and/or understanding on some of these parts, do not hesitate to skip it and go directly to the part or section that may address best what you are looking for. This toolkit hopes to be a dynamic tool and is open for further feedback at any point. UNOY Peacebuilders remains available to incorporate further suggestions!

CONFLICT AND CULTURAL SENSITIVITY

Kindly note that UNOY Peacebuilders' experience in designing and implementing educational activities is anchored in non-formal learning methodologies, specifically on experiential learning methods as it has proven very efficient when working with youth. Therefore, this toolkit largely uses this methodology, from a European background and context, but has also been extensively reviewed and tested in Latin America, Middle East, Africa and Asia.

We hope this will be an inspirational toolkit for you to learn, further reflect on our approaches and give you the motivation to further support conflict transformation & peacebuilding with young peers.

Enjoy the ride!



Part 1.

UNDERSTANDING AND APPLYING THE KEY CONCEPTS

Welcome to the first part of the toolkit!

This part is for you to understand the key concepts around conflict transformation & peacebuilding and creating peaceful narratives, as well as to make sure you properly deliver the message to your participants in a training setting.

Why? Through our years of experiences, we found out that as a trainer it is crucial to have a clear understanding of the key concepts, not only because this may add to your personal knowledge but because if your intention is to pass a certain message to your group you need to be very clear on the concepts you are using and how and when you use them. **Peacebuilding & conflict transformation and creating a peaceful narrative are also about the words we choose and how we present them.** So, even if you are an advanced trainer, this section might still be useful; it can be a nice reflection on why you do what you do. If you are starting in this field, this part would help you in understanding the intention behind an educational programme on conflict transformation for young people.

We review the basics of conflict, violence and peace and in particular digging into conflict: from understanding conflict (conflict analysis and conflict escalation stages) to approaches on dealing and transforming conflict. From there, we move into transforming narratives, understanding

different types of narratives, and depicting key elements that shape our narratives (identity, power and perception process for instance). We then see how these can escalate into violence or can be peacefully transformed through media and communication. From there, we review the United Nations Security Council Resolution 2250 on Youth, Peace and Security and its importance in bringing a new narrative into the youth and peace agenda. All these concepts will be accompanied with concrete activities that I help you introduce them to your group.

Please note that activities suggested in part 1 are based on non-formal methodology and experiential learning that implies a certain understanding of this methodology: from how to facilitate to how to debrief the activity. Experiential learning proposes a methodology where the participant is brought through an experience (activity) to reflect on certain knowledge, skills or attitudes. The learning happens after the activity when the trainer facilitates the debrief of the activity connecting activity with reality. It is important to mention that since those activities are part of non-formal education, they are voluntary, anyone who is not ready or not eager is not forced to participate. Please refer to part 2 for detailed information if you are not familiar with this methodology.

1.1. The Basics on conflict transformation and peacebuilding

You may think that these are very basic and simple concepts, but if you are starting with a beginner group, we learned from experience that you can never emphasise these concepts enough, nor make sure that the whole group has a shared understanding of these core terms, with concrete examples.

Please refer to part 2 page 59 on how a needs assessment can help you in understanding better the profile, experience, background and expectations of your group. Starting with these key notions has the advantage in helping create a common ground and ensure the whole group has a common understanding.

Violence, Conflict and Peace

VIOLENCE

It is crucial for you and your participants to be clear on what violence is. It may sound quite obvious what the term violence means, but for many young people it is not. Actually, if you ask your participants on what violence is, there is a high chance that the majority will immediately associate this concept to direct violence and name war, killing, bombing, rape as their first answers. So, it is important the participants are aware that:

Direct violence is not the only form of violence but is certainly the most visible one.

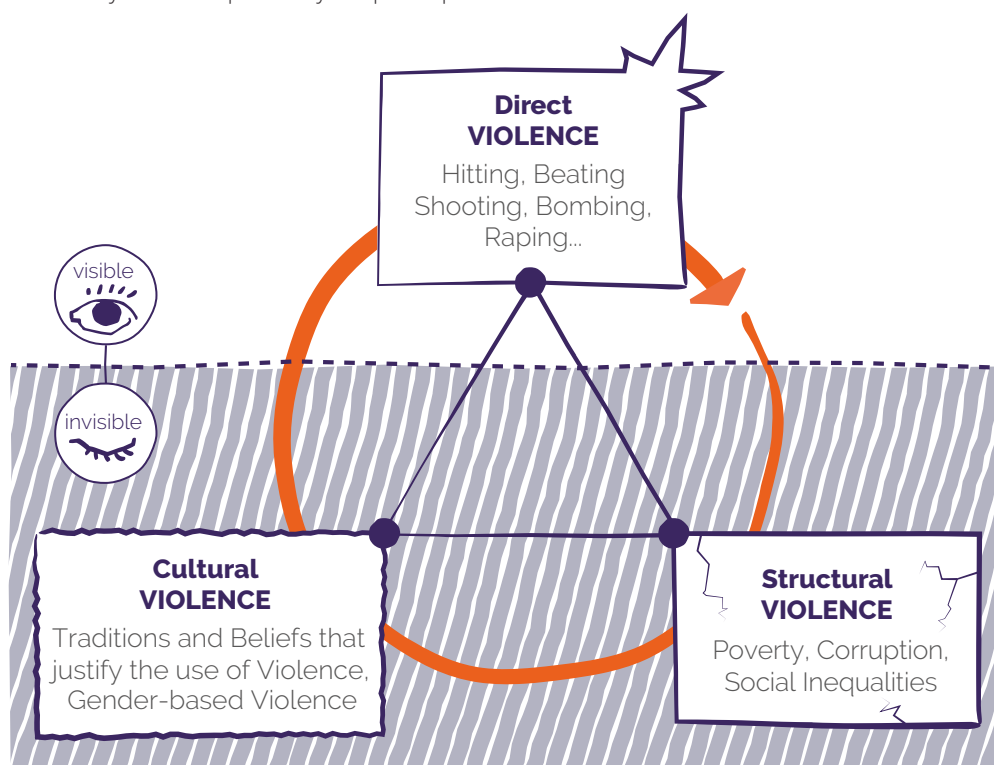
When thinking about violence, it is easy to fall into the error of only thinking about physical violence (killing) or sexual violence (rape), which are its most visible and intense manifestations. That is because violence is too regularly conceived as reduced to the classical idea of inflicting physical damage to other people or their properties. However, violence occurs in many forms - some are easy to identify, others are less obvious, but all can inflict varying degrees of pain and damage.

Violence consists of actions, words, attitudes, structures or systems that cause physical, psychological, social, or environmental damage, and prevent people from reaching their full potential. Violence is both the direct and indirect cause of the difference between the potential (what could be) and the actual (what is) (*Galtung, J. 1969*).

Other definitions of violence we use:

- Any human attitude, behaviour or context that harms any living being or the environment (*Mainstreaming Peace Education, 2014*)
- Violence is defined as the cause of the difference between the potential and the actual, between what could have been and what is. - Galtung

Make sure you can explain to your participants the three main forms of violence:



Adopted from: Galtung, J. 2004

You can compare the triangle of violence to an iceberg: the top is the visible part (direct violence) and under the surface there are forms of violence (structural and cultural) that while they might seem invisible may cause a lot of damage as well.

Johan Galtung developed this typology of violence:

Direct violence is usually the most visible kind of violence and what most of the people identify with the meaning of the term 'violence'. It is physical but also psychological or verbal violence like insulting.

Examples: torture, war, killing, destruction, hate speech, bombing, rape.

Structural violence is less visible and can be more subtle in identifying and grasping. It is usually understood as indirect violence caused by an unjust structure. Structures and systems in societies that generates discrimination or inequalities in, for instance, having access to rights, services or resources.

Examples: unjust laws that do not give the same access or rights to certain citizens (such as minorities or women), as during the apartheid time in South Africa for instance or currently for youth in political participation as 73% of countries have age restrictions for young people on running as government representatives.

Cultural violence is the legitimisation of violence on the basis of cultural norms, traditions and values. It is also an invisible form of violence as it relates to people's attitudes, feelings and values and it is usually anchored in the culture of a society. We might not even realise it but our culture through its jokes, songs, and beliefs is promoting forms of discrimination, mistrust, hate or polarisation that in turn can justify the use of direct violence or having structures that permits those violences to flourish.

Examples: humour, sayings, sexism and patriarchal values, early and/or forced marriages, discriminations in jokes, songs, sayings etc.

It is important that your group understands that **these three forms of violence are interrelated and the fact that we have structural and cultural violence will allow, with time and if not addressed, direct violence to happen**. In addition, sometimes cultural and structural violence might be overlapping and it might be difficult to distinguish one from another; because we have a culture that finds it normal to segregate a group from another we might end up with legal structures that institutionalises discrimination and injustice.

Ethnic cleansing is an example of all three: a violent behaviour, allowed/accepted by the system, and justified by people's attitudes and their actions and dehumanisation of "the other". It is an example which shows why it is so important to be aware that there are other forms of violence besides the direct one, and that they are intimately related to each other. In order to prevent and overcome violence, all violent dimensions need to be addressed in an appropriate way.

Violence is NOT conflict

Most of the time, participants may use violence and conflict interchangeably. One of the key learnings of any of educational activity related to youth and peace should make sure that participants understand this distinction: **violence does not equal conflict. Violence is just one possible way of managing conflict.**

CONFLICT

Conflict is different from violence. **Conflict is a disagreement between two parties** (can be two persons, two groups, two countries, etc.) or more, or a "perceived or actual contradiction in goals" (*Designing Learning for Peace*, 2016, p. 7).

A conflict is not, per se, positive or negative. How we deal with conflict is what makes the difference - we can either transform it into something positive or not. It is crucial that youth understands that having different opinions or understanding on certain matter (having a conflict) is not negative and it can actually be transformative for both parties.

Conflict is actually something natural and it occurs in our everyday life: you may have had a disagreement with your parents, partner, at school, at work... but that does not mean you use violence as a way of dealing with it.

Other definitions of conflict we use:

- *A dynamic process in which structure, attitudes and behavior are constantly changing and influencing one another (Galtung, 1969).*
- *A form of competitive behavior between different parties. It occurs when two or more parties compete over perceived or actual incompatible goals or limited resources (Boulding, 1962).*
- *A perceived or actual contradiction of goals of interrelated actors or (inner, social and environmental) forces which is characterised by mutual influence between them (Mainstreaming Peace Education, 2014).*



Tip: We have noticed from experience that sometimes participants in trainings find it really difficult to agree on a single definition of conflict, for that reason you can also define/introduce it by comparing it to violence:

Conflict	Violence
neutral/ not necessarily negative	negative in itself
unavoidable	avoidable
normal part of life when not managed constructively, can lead to violence	Should not be a normal part of life, socially constructed; learned through environment
when managed constructively, can lead to positive outcomes/change	destructive

Adopted from Galtung, J. 2010

APPROACHES TO CONFLICT

Different terminologies are used when it comes to dealing with conflict. Some use “conflict management”, other “resolution” or “transformation”. At UNOY Peacebuilders we are more inclined towards the **transformation aspect** as we believe in the **essence of conflict being natural and on the opportunity it provides for a positive transformation**.

Conflict management: Umbrella term referring to any efforts undertaken to settle a conflict and to get the conflicting parties involved in that process.

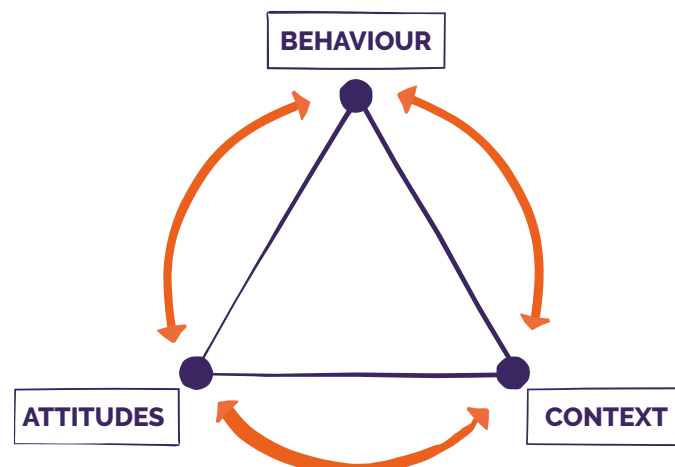
Conflict resolution aims to resolve a conflict by addressing its root causes and identifying possible solutions to the conflict at stake.

Conflict transformation is any process of transforming relationships, interests, needs, patterns of behaviour or social contexts (these are different dimensions linked to a conflict) to bring about peace.

In addition, according to the Transcend Method, conflict transformation can also be symbolised as a triangle transforming the ABC triangle: behaviors are transformed through nonviolence, attitudes through empathy and the context through creativity.

Source: Presentation adapted from Academy for Peace and Development. Misaktsieli, April 01 2016.

“The Transcend Method is based on the central thesis that to prevent violence and develop the creative potential of a conflict, there has to be transformation. Transforming a conflict requires transcending the goals of conflicting parties, defining other goals, disembedding the conflict from its original situation and embedding it in a more promising place. This is achieved through dialogue based on empathy, non-violence and joint creativity. Failure to transform conflicts leads to violence”
(Conflict Transformation by Peaceful Means, 2010).



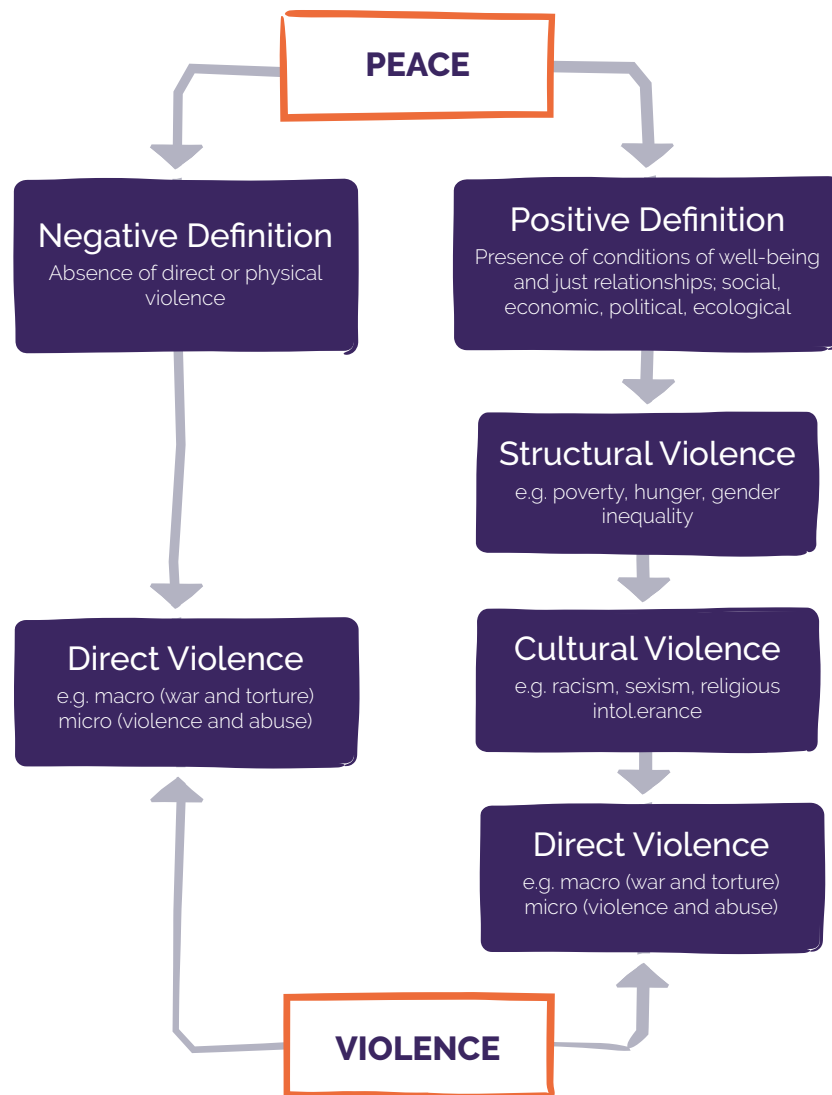
PEACE

Once participants have understood the different forms of violence (cultural, structural and direct) and are aware that conflict and violence are not the same, you would be able to introduce the concept of peace.

Just as for violence, participants may have a restricted understanding of peace, referring to only the absence of direct or physical violence.

It is then crucial that you can introduce the notion of peace in a holistic approach: **peace being the absence of all forms of violence through a nonviolent, participatory and inclusive process** (*Designing Learning for Peace*, 2016, p.7). In addition, peace is not understood as a final end or goal, it is an **ongoing dynamic process**. Or to quote A.J. Muste, "There is no way to peace, peace is the way".

There are usually two ways of defining peace - **negative and positive peace**. Negative peace would, for instance, be a context where the war ended, however that would not mean that parties affected by the armed conflict have found reparation and reconciliation. Positive peace would then be that context where there is the presence of all conditions necessary to promote just and peaceful relationships.



Source: *Castro, L. Galace, J. 2010, p.19.*

APPROACHES TO PEACE

You might have heard different terms used when it comes to peace. At UNOY Peacebuilders we usually refer to peace (as positive peace) or **peacebuilding** as a process in addressing the roots of conflict, at preventing and mitigating all forms of violence and at working towards the construction of just and inclusive societies.

Different terminologies are used when it comes to peace and that therefore implies a different approach in suppressing different forms of violence:

Peacekeeping = ending direct violence, most of the time with a priority on the physical violence (i.e. peacekeeping troops sent to stop/suppress direct violence)

Peacemaking = changing adversarial attitudes through dialogue and mediated negotiations. Looking into addressing the cultural violence. (i.e. peace negotiations/peace processes)

Peacebuilding = structural transformation of the conflict's root causes in the political, economic and social spheres (Academy for Peace and Development, presentation, Misaktsieli, 2016).

True peace = a participatory nonviolent process that aims to prevent any form of violence, embraces respect for human rights and aids the maintenance of nonviolent human interaction (**Mainstreaming Peace Education** 2014, p.10).

Just peace = is built upon three pillars: (1) an adaptive process and structure of human relationships characterised by high justice and low violence; (2) a societal infrastructure that actively responds to conflict by nonviolent means as first and last resorts, and (3) a system that allows for permanency and interdependence of relationships and change (Lederach, 2006).



HOW CAN YOU INTRODUCE THESE CONCEPTS (CONFLICT, VIOLENCE AND PEACE) TO YOUR GROUP?

45-60 minutes, 10 to 30 participants

POST-IT ACTIVITY



Preparation/Materials: Distribute three post-its or coloured cards per participant (in three different colours): one for conflict, one for violence and another for peace. Prepare three flipcharts, again one per concept.



Instructions: Ask participants to write the first word (maximum one sentence) that comes to their mind when they hear “conflict”, “violence” and “peace” on the cards/post-it received according to the colour. Ask the participants to stick their post-it when they are ready on the corresponding flipchart.

Debriefing: When all participants are ready, and you have all the post-its under each related term, you can read a few of them to the group and start reflecting with them on what each concept means and ask them to indicate the differences between the terms (in particular between violence and conflict).



Tip: From experience, starting with violence or conflict and then going into peace makes it more coherent in understanding all the three concepts for the participants. If you start explaining peace, it will be much more difficult for them to understand how having a holistic understanding of conflict and violence is connected to the positive definition of peace. Depending on your programme, time and objectives, you may want to have a short reflection with your group and invite your participants to reflect on real life examples of how misconceptions regarding those terms can create particular narratives in their communities, cultures, etc. You can then start drawing the link with transforming narratives.

45-60 min, min. 15 pax, max 30.

BALLOONS ACTIVITY



Preparation/Materials: balloons and toothpicks or pins



Instructions: Ask the participants to stand in two lines facing each other and tell them that it is a nonverbal activity; they are not allowed to speak. Give the people in one line a balloon each and ask them to blow it up. If you want, you could also ask those participants to write on the balloon something/someone they deeply care about. After the balloons are all blown up, give the people in the other line a toothpick or a pin. Make sure you ask the participants with the balloons to blow it up and after give the toothpicks/pins to the rest, and only after give the instructions. Once all the balloons are blown up, give the following instructions only once: "Do not hurt yourself, each other or damage anything in the room. You have 30 seconds for the exercise. Your task is: Protect the balloons! Ready, GO!". Important that you give the instructions in this order to create a sense of competition. After 30 seconds (or a bit more depending on the size of your group and the room) stop the exercise, and ask everybody to take a seat.

Debriefing: How do you feel? How many balloons do we have left? What happened? What was my instruction? Ask them to repeat your instruction as they might mention very different versions, so remind them of your exact instruction which was exclusively to protect the balloons. The debriefing can be more related on how by default most of the people would then tend to use violence in a potential situation of competition. You can also reflect with your group how violence can easily become the option by default when dealing with conflict. In addition, it is important to discuss with them the power dynamics represented by the toothpick/pin and the vulnerability by the balloon.



Tips: (1) If you would like to add a layer to this activity, after a short debriefing, you could do the activity again and see how the group would react after the reflection. (2) Be mindful that in conflict affected settings, this activity might be sensitive as the sound of bursting balloons could remind participants of the sound of bombs or violence in general. It could trigger emotions and reactions that you may have to properly address. (3) If you use this activity in latter parts of your training, it might be that some participants realise what you are trying to do and might just not try anything. If that is the case, no panic, great to see that your group is going through a certain learning process, but you would always be able to reflect on how other people would have reacted or what made them respond in that way (because of previous experiences, etc.).



KEY LEARNINGS FOR YOUR GROUP:

- Direct or physical violence is not the only form of violence but certainly the most visible form. The three forms of violence (structural, cultural and direct) feed each other and can lead to its justification.
- Violence does not equal conflict. They should not be used interchangeably to mean one and the same.
- Conflict is not negative or positive, is natural, and occurs in our everyday life.
- There is a difference between negative and positive peace.

Violence, conflict and peace and the transformation of narrative

It might sound obvious but actually the mere fact that your group is starting to understand that violence is much more than a physical attack, that conflict does not equal violence and that peace should be more than the absence of direct violence, is a transformation of narratives in itself. Indeed, the moment your participants are opening their perspective on violence, conflict and peace this will allow for a new narrative to come in and for them to go beyond reactive and narrowed notions. In that sense, you can support your group in transforming those “old narratives” when: (i) they start embracing conflict as natural part of life, not being afraid of conflict and disagreements and they try to see the opportunity in that conflict situation, they deal with conflict by looking at its root causes and when they say no to violence at all costs, and work on preventing violence in all its forms.



Tip: Depending on your programme, time and objectives, you may want to have a short reflection with your group and invite your participants to reflect on real life examples of how misconceptions regarding those terms can create particular narratives in their communities, cultures, etc.



YOU WANT TO KNOW MORE:

- Paradigm of Violence (*Mainstreaming Peace Education*)
- Peace and Violence (*Compass*)
- Violence theory and practice (*Conflict Transformation by Peaceful means - the Transcend Method & Seville Statement on Violence*)
- Conflict and Violent, Conflict prevention (*USIP Peacebuilding Toolkit for Educators - High School Edition*)
- Conflict theory and practice (*Conflict Transformation by Peaceful means - the Transcend Method*)
- Definition of conflict (*Youth Transforming Conflict, Council of Europe Toolkit*, p. 55)
- Culture of Peace, True Peace, Peace Education (*Mainstreaming Peace Education*)
- Perspectives on peace, perceptions of peace, expressions of peace (*PeaceBag*)
- Peace transformation (*Conflict Transformation by Peaceful means - the Transcend Method*)
- Peace Education (*Training Manual GPPAC*)
- Definitions of peacebuilding (*Alliance for Peacebuilding*)



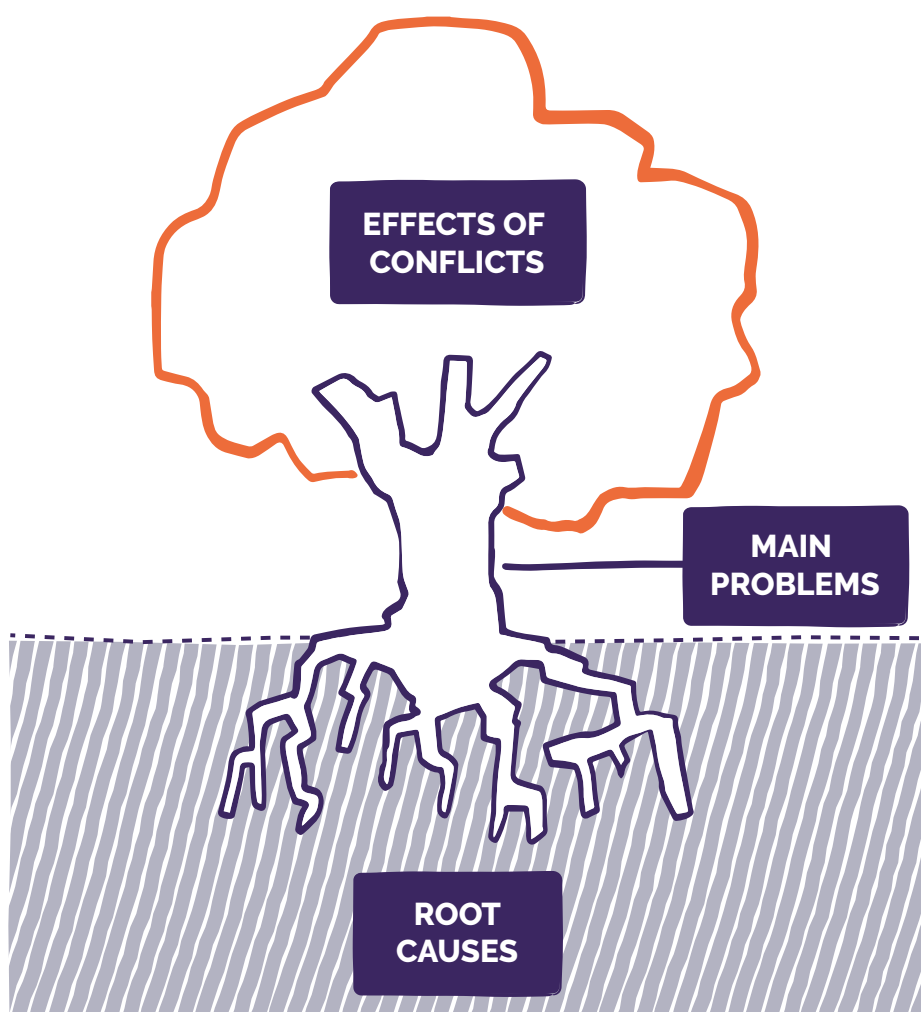
Conflict analysis

After your group is clear on the basic concepts of conflict, violence and peace, a second step that you may want to take with your participants is to understand the importance of analysing a conflict. Why? Because **before attempting to address any conflict (apparent situation of disagreement) you must understand its context, the actors involved, needs and interests from the different actors, what divides them, what connects, etc.**

It might be particularly beneficial that you explore, with your group, the tools of conflict analysis. Bear in mind that each tool will not provide the same type of information, some tools can be more reflective on the actors involved, on the root causes or on the phases of the conflict.

- **Conflict Tree:** again, as simple as imagining a tree. The trunk represents the core issue (the conflict), the roots are the causes and the branches are the results/consequences of the conflict. It sounds simple, right? Well, be aware that this is not so easy. Depending on the complexity of the conflict, you might realise that the consequences might also be root causes and vice versa. For this reason, if you have a beginner group this is a tool that is usually recommended as it is really visual but make sure to ask your participants to select some common conflict from their everyday life rather than a very complicated conflict. For an advanced group, you can add: Flowers: successes; Thorns: challenges; Fruits: legacy; Bird's nest: External stakeholders.

Primarily provides information on: the root causes and effects of the conflict.

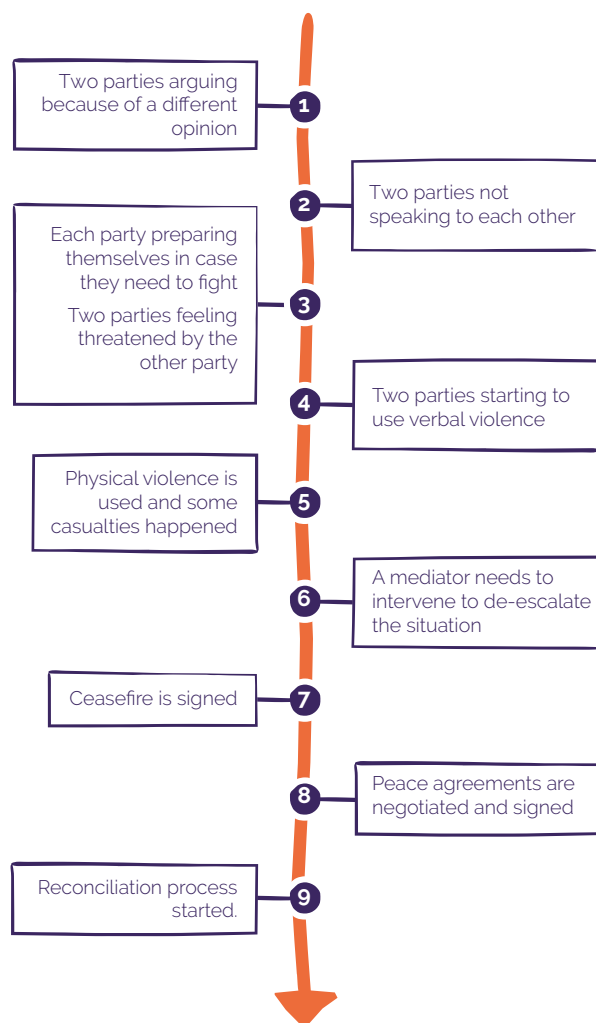


- **Conflict timeline:** this tool will allow the participants to dig into the conflict from a time perspective. When did it all start? What were the key moments? Key incidents that compose the conflict? Drawing a timeline and visualising these key moments might support the understanding of the conflict and how it might have been escalating over time.

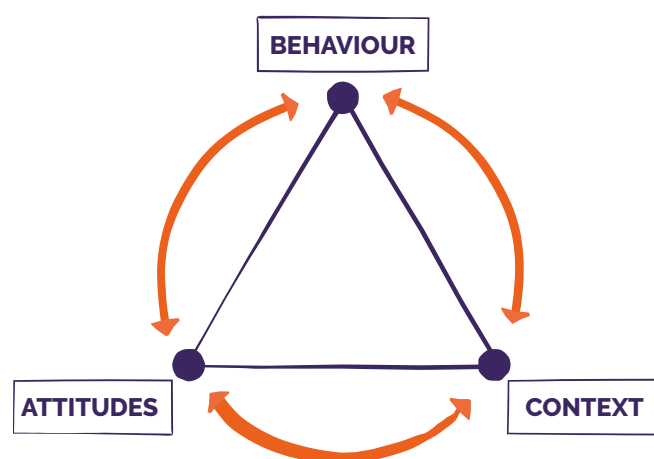
Primarily provides information on: stages of the conflict.



Tip: If you plan to use this tool in a group where you have participants that represent two sides of a conflict this can be a very sensitive tool as it might create a lot of disagreements between both parties. But if the discussion is well managed this can also be a quite unique opportunity for both sides to understand how each has been living such events. You may even want to have two timelines (or more) and then have a discussion on parallel truths and different narratives (see pages 25-26).



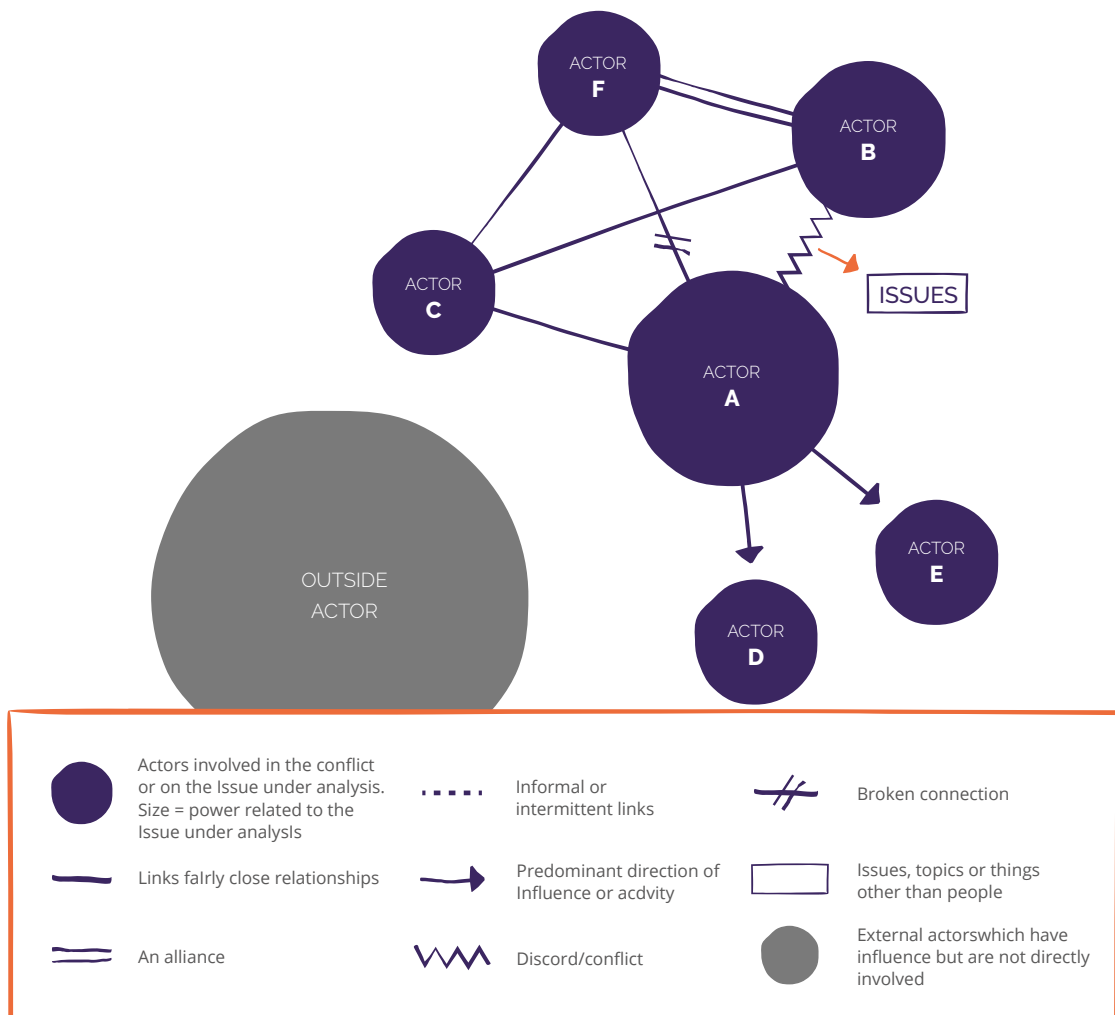
- **ABC Conflict Triangle or Iceberg Model:** in the visualisation of an iceberg, this tool allows participants to analyse the conflict based on what is visible: the behaviours (the actions that the groups/persons in conflict are taking) and the attitudes (what they think, their mental mindset) and the context: what is the context that is sustaining such conflict (perhaps there are forms of structural or cultural violence that allows the conflict to last. This can be an easy tool to start with your group as it allows for the analysis of the conflict from visible to invisible. In addition, if you have previously introduced the triangle of violence (direct-cultural-structural) it might be a good moment to make the connection.



Primarily provides information on: visible forms (attitude and behaviour) and invisible forms (structure/context) of the conflict.

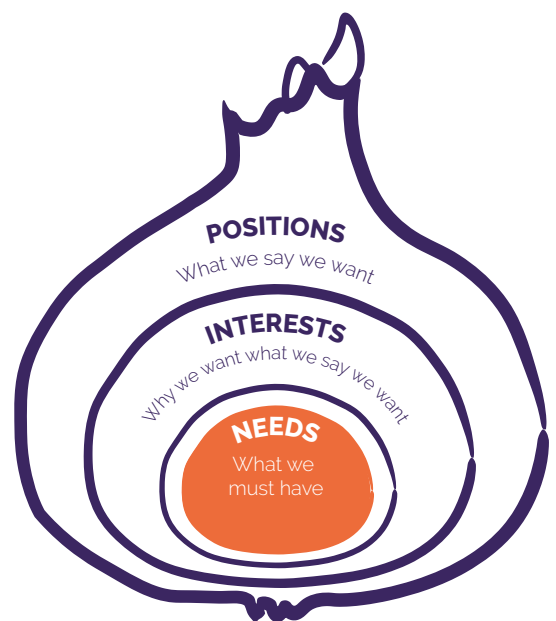
- **Conflict mapping:** You represent the conflict graphically, placing the parties in relation to the problem, and conveying graphically the relations between them.

Primarily provides information on: actors involved in the conflict.



- **Onion:** Imagine an onion. An onion is usually composed of different layers. With this symbolism, you can analyse a conflict through different layers; the most obvious or visible; the position (what the person says she/he wants); the interests (what she/he actually wants) and the final layer; the need (what she/he needs, something non-negotiable). Please note that this tool might sometimes be confusing for participants as they might not be very clear on the difference between interest and need for instance. It might be quite important to provide different examples and make them practice. Also, if you have a session on nonviolent communication (NVC) in your training, this tool can be very interesting. In NVC we would try to get into expressing our needs (not our position nor interest) and at the same time understanding the needs of the others, so this tool can be easily linked with NVC.

Primarily provides information on: the needs behind the conflict.



Adopted from Fisher, Simon et al., 2000



HOW CAN YOU INTRODUCE THIS TO YOUR GROUP?

60 min, min. 10-15 participants.

ANALYSING A CONFLICT ACTIVITY



Preparation/Materials: Flipcharts, markers. You first need to explain what conflict analysis is, its objective and the different tools (how and when to use it). Again, depending on your group, you will be able to introduce a different number of tools. Beginners-intermediate: try to limit to 1 tool (maximum 2 depending on the time available) and rather choose the conflict tree, onion and conflict mapping as they are usually easier to relate to. For advanced group, you can introduce all the tools.



Instructions: Divide the group into smaller groups and ask them to analyse a conflict of their choosing through one of the tool presented. It would always be better if they could choose a conflict they are familiar with (in their community, family, school...).

Debriefing: At the end, ask some groups (be mindful of time) to share their analysis through short presentations (it can become quite overwhelming if each groups goes into details)focusing on sharing challenges they might have faced while using these tools, what they realised, how useful it was and any doubt they might have.



Tips: It is important that you clearly explain the tools and provide participants with some examples. Unless the group is really advanced, do not bring very complex situations but try to simplify and give examples of conflict that they can relate to (conflict within the family, in the community, at university, etc.). Most important is that you are sensitive to your group, to their expertise, expectations and current context (please see part II for more details).



KEY LEARNINGS FOR YOUR GROUP:

- Conflict analysis is a crucial tool to transform conflict and depending on the chosen tool it allows for a deeper insight on actors involved, root causes, actual issues, phases of the conflict and triggers.
- Conflict analysis is also key when it comes to conflict sensitivity and being more aware of when and how address or intervene in a conflict.
- Conflict analysis emphasises that conflict is dynamic and that it changes very quickly.



YOU WANT TO KNOW MORE:

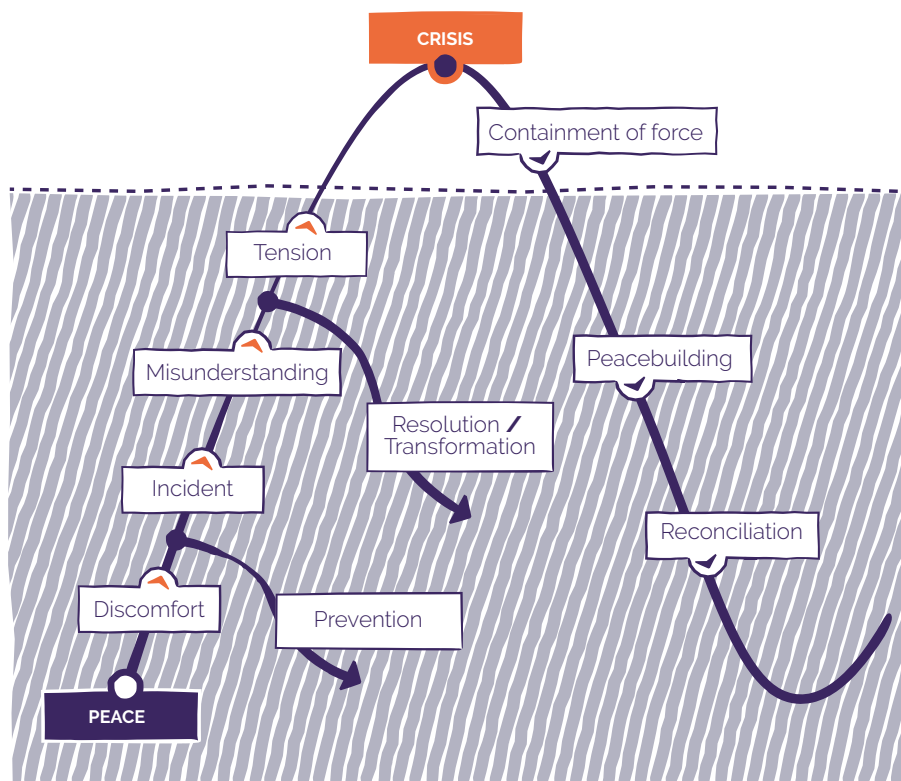
- Conflict analysis (*HD Centre, Conflict Analysis: the foundation for effective action*)
- Conflict analysis framework (*GPPAC*)

Conflict escalation

Another crucial aspect to grasp is that every conflict is **dynamic**. It is a process that changes and evolves over time going through different stages. When supposedly competing goals emerge or two parties do not agree on something (a conflict situation, remember at this point it is neither positive or negative), the conflict can evolve in very different ways that will vary in the degree of cooperation and opposition. If you type conflict escalation or conflict stages on the internet, you will find many different charts, graphics and theories. The one we present in this toolkit is based on Fisher et al. (2000).

As you see on the graph, from a peaceful situation, a conflict can easily escalate into violence and a major crisis by an uncomfortable situation not being addressed. The situation can become so tense that at some point violence might arise. In all these stages, there were measures that could have been taken to avoid the conflict escalating, such as communicating, sharing the needs, etc. When the conflict has reached a stage of intense violence (crisis), it will then take some steps and time to bring back peace and would probably require a process of reconciliation.

Example: The situation starts with two friends having a peaceful friendship (you may already refer here to positive or negative peace - the two friends may simply not have an apparent violent conflict). At some point in the relationship, friend A has not been replying to the messages sent by friend B and this is creating a situation of discomfort to friend B. Then an incident may happen: friend A forgets the birthday of friend B and this create a misunderstanding: friend B may start speculating on the reasons why friend A does not reply to friend B ("does not like me", "has a new friend"...). This conflict situation may continue escalating until a real tension exists between both friends, who do not speak to each other and may even use violence (verbal insulting, bullying, etc.); that is the peak of the conflict, the crisis.



Source: Fisher, S. 2000, p. 19.

Please note that recently through our trainers expertise, we have also started presenting conflict stages in the form of a Tornado. This model can help your participants to understand that actually conflict is very dynamic and there is no linear evolution in it.



HOW CAN YOU INTRODUCE THIS TO YOUR GROUP?

45-60 min, min. 15-25 participants.

CHAIRS GAME ACTIVITY



Preparation/Materials: 6 chairs (preferably easy to move), masking tape, 3 'task cards' in different colours with group tasks written on them. Using masking tape/white tape, make a square shape on the ground big enough to put the 6 chairs inside, randomly arranged.



Instructions: Divide the group into 3 equal teams. Team A, B and C. Try to separate them to create a "climate of competition" from the very beginning. Ask them to think of a group name and a group cheer. Tell them that this is a nonverbal activity, and they will only use the sound/cheer to communicate. Tell everyone that each team has a task, and the goal for each team is to fulfil the task in 2 minutes. Ask them to identify a leader who will come and pick their task.

Tasks: Green paper – all 6 chairs should be arranged in a circle; Pink paper – all 6 chairs should NOT be touching the ground; Blue paper – all 6 chairs should be OUTSIDE the square tape. As soon as each leader picks the task, tell them that they have 2 minutes with the rest of their group to strategise. After the 2 minutes for strategising, ask everyone to stand around the square tape. Remind them of the instructions again (Complete your tasks in 2 minutes, no talking). Prepare everyone and say 'Ready, set, GO! After 2 minutes, stop the game.

Debriefing: Ask participants to sit in a circle and start debriefing: 1. How do you feel? 2. What happened? Why did it happen? What was the aim of the activity? Did any group complete their task? If yes, how? If no, why not? Ask each team to share their tasks, then ask – could you have completed all 3 tasks together? 3. In real life, what prevents us from collaborating with others? Why do we compete? Why do we think that by having the same resources, our goals would be incompatible? How else can we related this to real life? In the debriefing, you can focus on conflict escalation, and how often individuals assume that they are engaged in a conflict (incompatible goals, which was not even the case of this activity) and/or the spontaneous use of violence to address the conflict.



Tip: If they ask you if they can see other team's tasks, say it's up to them (try to pressure them not to talk to each other because of time constraints). You can try to create an environment of competition by separating the groups away from each other. A video that can be used in understanding and debating conflict escalation: '*Neighbors*' (1952) Since this is an activity that is physical, make sure that you tell participants and suggest that some can be observers during the activity if they do not feel comfortable with that aspect. Make sure you relate the concept of conflict escalation to a conflict they may have lived or experienced so they can relate and understand the process better.



KEY LEARNINGS FOR YOUR GROUP:

- Conflict is dynamic: it may go from one stage to another. Conflict can escalate very quickly if no measures of management are taken.
- Usually, the longer the person/group wait to address a conflict the more complicated it will be to transform it. However, depending on the circumstance, sometimes you cannot address the conflict in that moment, and it might be beneficial to wait some time.
- Not all conflicts will rigorously go through each phase (as presented above). It can be that from tension it gets transformed or after violence, go back to another crisis or vice versa.

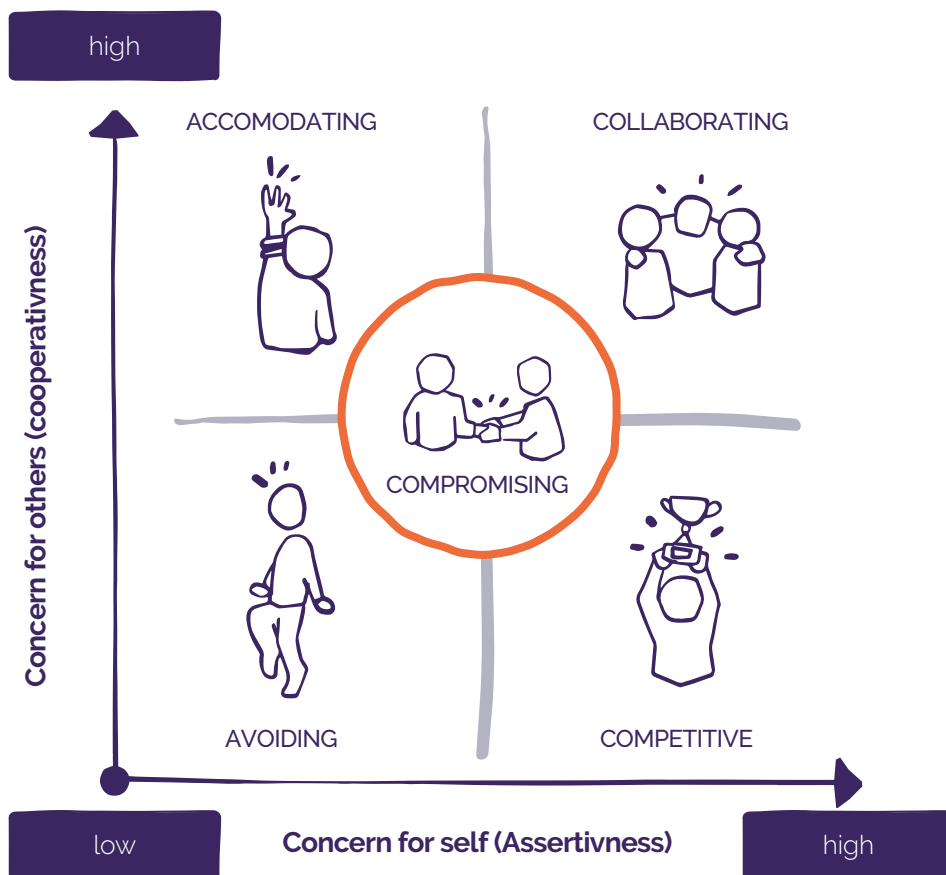


YOU WANT TO KNOW MORE:

- Understanding, Negotiating and Mediating Conflict (*Centre for Humanitarian Dialogue*)
- Conflict Stages model (*Mainstreaming Peace Education*)
- Conflict Transformation (*Beyond Intractability*)

Conflict management strategies

Once participants have an understanding of the notion of conflict, how to analyse it and what conflict phases and process of escalation are, you may want to explore with them the different ways of managing a conflict. We would recommend you to have at least discussed with the participants beforehand the concept of conflict escalation and how usually society has taught us to use violence to manage a conflict. It is very important to highlight during this part that there are different ways of managing a conflict and that it will depend on different factors, such as: time, interdependence on the other party, personality, own interests and needs.



Source: Thomas, K.W., Kilmann, R.H. 2008, p.2.

As you can see from this chart, there are 5 main ways of dealing with conflict, using a scale based on two main axes: 1) Concern for Others or Degree of Cooperativeness and 2) Concern for Self or degree of assertiveness.

From avoiding: you avoid the conflict leading to a lose-lose situation, to accommodating: you basically give up and surrender to the needs of the other (win-lose situation). or you compete (using power, authority, violence) and basically the other loses and you win, or you compromise: you both find a mid-way solution where none are completely satisfied but it is a short-term solution (half win-half lose) and finally you can collaborate where both parties understand their needs being fulfilled in a win-win situation.



HOW CAN YOU INTRODUCE THIS TO YOUR GROUP?

45-60 minutes, 10 - 60 participants

PULL ACTIVITY



Preparation/Materials: Using tape/string, make a long straight line in the middle of the room.



Instructions: Ask for 10 volunteers, 5 pairs. Ask each pair to position themselves standing opposite each other/(facing each other), one feet away from the line (with the line in between them). Make sure the line is long enough so that the 5 pairs are not cramped up and have space to move. Give the group the following instruction once: (1) To those not in the middle of the room: please observe the volunteers and take notes if you want. (2) To the 5 pairs: you have 2 minutes to accomplish your task. (3) Your task is to get the person in front of you (your partner) on your side of the line. After 2 minutes, stop the activity and ask participants to sit in a circle.

Debriefing: First ask the observers to share what they have seen and then take each pair and ask them to share about their process: what did they do? Did they accomplish their task? Then - if they have not been explored yet - introduce the conflict management styles one by one and emphasize on the win/win, win/lose aspects. While the volunteers are still in the middle of the room, introduce the five Conflict Management Strategies (Compromising – Competition – Collaboration/Cooperation – Avoidance – Accommodation). You may ask the volunteers to show (1 pair each) each of the Conflict management styles/strategies.



Tip: It is crucial to keep the instructions - especially about the task - short and clear. The point of this activity is that you did not ask them to be on the same side nor keep their initial positions. The task is not incompatible and can be fulfilled by switching sides, or by one crossing the line to the other side, and then the other person does the same thing after. Basically, there is more than one way to achieve a win-win situation. Therefore it is crucial to ask the participants that are not directly taking part in the exercise to watch carefully and take note of the different approaches they observe. As you discuss on the cooperation strategy, you may refer to the onion tool in conflict analysis to differentiate between position, interest and need and be able to apply that strategy.

Advanced level: If you have a more advanced group, there is actually a sixth form of addressing this conflict which is removing the tape. If you feel your group is ready for it, you might want to introduce it (or perhaps one of your participants might suggest it) as such that removing the tape is an analogy of reflecting if there is a conflict altogether, or if the conflict might come from the structure itself. Sometimes, we think there is a conflict only to realise it is being imposed by our own structures/society. You can also reflect on how manipulation and power are used in the activity, the trainer/facilitator giving instructions once (communication dynamics or lack of one) and imposing the line in the first place.

Another reflective activity is to ask participants to explore on *their own conflict management styles*.





KEY LEARNINGS FOR YOUR GROUP:

- There are various ways to deal with conflict.
- Cooperation may not always be easy, but it is the only approach that allows for a sustainable and peaceful transformation of the conflict.
- Cooperation may not always be an option, and sometimes you may use other strategies (such as avoiding or accommodating), depending on the priority of your need(s), time or relationship with the person/group you are encountering the conflict with.
- To enter into a cooperation style you will need to understand the needs of the other as well as your own.
- Think outside the box and look at whether the conflict is imposed by the structure/society. Learn how to analyse the root causes of that conflict.



YOU WANT TO KNOW MORE ABOUT:

- Conflict management (*Peace Education Programme Manual for Training of Facilitators 1*)
- Conflict transformation and resolution (*Reflective Peacebuilding*)
- Conflict transformation (*Berghof Foundation*)
- Conflict transformation (*Conflict Transformation by Peaceful means - the Transcend Method*)

1.2. Transforming narratives

With so many years of working on conflict transformation and peacebuilding, we realised that narratives are such an important element in this field. **Narratives, just as conflicts, are neither positive or negative, but the way we present, reproduce, promote or silence them has a large impact on fostering peace or fueling violence.**

In addition, narratives are a daily decision for all of us: as narratives are powerful tools in shaping minds, attitudes and behaviors, as well as transmitting values and emotions, it is our responsibility as peacebuilders to create narratives that are inclusive, nonviolent, and transformative.

This is exactly what we will explore together in this section: from understanding a narrative, its structure and categories, to the power dynamics embedded in it, to its formation; the role played by the perception and the impact on our identity. Finally, we will see how on one hand narratives can become the roots for violence to emerge or on the other can feed positive transformation.

Just as in the previous section, we will also suggest some ideas of activities that can be helpful in introducing these concepts and further reflecting on them with your group.

We hope you will learn and enjoy!

Understanding narratives with its power dynamics

What are narratives?

The concept of narratives can be closely associated with the idea of a story. Both stories and narratives can be fictional or real (or partially both), with characters and a plot.

The difference between narratives and stories is that narratives can be defined as the way you tell (and keep telling) a particular story. How you decide the order of the story, how much importance you provide to certain characters in front of others, how you emphasise certain actions to the detriment of others. A narrative is a story among many other possible versions (*Beemgee blog: Story vs. Narrative*).

STRUCTURE OF A NARRATIVE

Narratives have a certain structure, like a story, that is comprised of 5 elements:

1. **Structure:** with an initial situation, then a turnaround comes in, a moment of change (positive or negative) that interrupts that initial frame and that will be followed by a solution/reaction to that conflict. There is a “before” and an “after” to the story.
2. **Characters:** different characters enter into the narrative usually divided into “them” and “us”.
3. **Context:** the wider cultural, social and historical context within which the story takes place.
4. **Relationship:** the connections between characters.
5. **Meaning:** this is about the bigger connection between certain characters (with specific characteristics) and the disturbance of the initial situation (*WE CAN, CoE*, p.63).

CATEGORIES OF NARRATIVES:

“Until the lion learns how to write, every story will glorify the hunter”. — African proverb

Since narratives are a decision to tell the story in a certain way, they are also a way of understanding and explaining a reality, a society, its norms and values which can tell you how to act and react to certain situations. The story is affected by the lens through which you look at it, and by how you experience the world.

The risk is when that subjective story becomes the only story or truth, or when we bring in only the predominant view or what is considered “normal” by certain social norms and values. (*WE CAN, CoE*, p.10). Let’s explore the different types of stories that create a certain narrative.

The Storytelling Project Model (*Bell and Roberts*) differentiates among four categories of stories, or “story types”:

1. **Dominant story (or stock story):** these are the stories that are usually told by the dominant group. Since they are told by a majority, they usually become a narrative that is considered as the norm. Those are the stories that we take for granted, narratives that we believe as the unique truth. Since they usually come from a dominant group, most of the time they keep them in a certain power relation with other groups. Let’s take an example: the story of youth as perpetrators of violence... rings a bell, right? Because of this narrative becoming the norm, the attitudes and behaviors will follow it: immediately considering young people as the ones who create violence and all efforts (programming, policies, etc.) will go in that direction. Do you realise what happens here? Because of a certain belief and constructed narrative, we might act in a certain direction that in this case is judgmental and highly discriminatory.

Difference between dominant story and a repressive one. While a dominant story is always related to power, it might not always be that the intention or results would be the repression. However, it is as important to be aware of the power dynamics forming the dominant story to then tackle the oppression/discrimination coming from certain dominant stories.

2. **Forgotten story (or concealed story):** the opposite of the dominant story. These are the stories that have with time been forgotten, or maybe even oppressed. These stories actually challenge the assumptions created by the dominant stories and bring a different perspective on that narrative. In the example we previously took, this would be the story of young people as peacebuilders. Young peacebuilders might be a majority in numbers but the story that is told about them has made a narrative about them being violent. Being peacebuilders has long been the forgotten story.
3. **Resistance story:** these are the stories of people who have challenged and resisted the dominant stories. These stories are important as they might come as guides and inspiration for conflict transformation and peacebuilding. This might be the story of a particular young peacebuilder who despite the stereotypes has been working hard to strive for peace. But could also be the story of the police or politician who tried to support the role of youth in peacebuilding. You can use them as good examples, heroes, symbols.

4. **Transformational story (or emerging story):** here you are! These are the stories that can help in transforming the previous ones: they support new narratives, more inclusive, more just, more peaceful. This is the story of you, as a peacebuilder.

You might be starting to understand that our daily lives are created of narratives that we tell ourselves and to others, about ourselves and others. When we do so, there is the chance that we - by only telling the story as understood by the majority - reproduce stereotypes that can lead to discrimination, or that we actually build peace, by creating stories that are representative of different opinions, perspectives, understandings, respecting diversity and fostering empathy.



HOW CAN YOU INTRODUCE THIS TO YOUR GROUP?

60 min, min. 10 - 60 participants.

VIDEO "The Danger of a Single Story" AND SMALL GROUP DISCUSSION

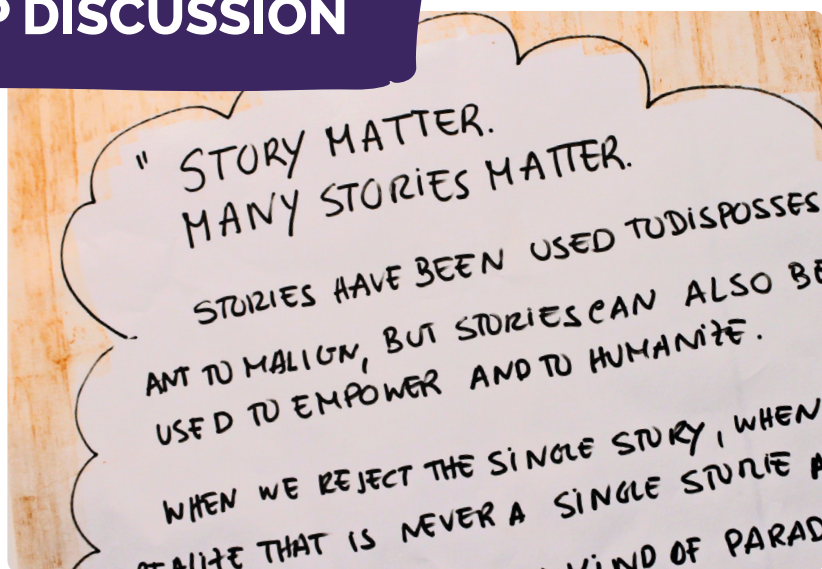


Preparation/Materials: Tedx talk of *Chimamanda Adichie* "the danger of a single story" (you will need a laptop, internet connection or video downloaded and projector), flipcharts and markers.



Instructions: Put on the video of *Chimamanda Adichie*. Divide your group into smaller groups of 5-6 participants and ask them to discuss on the following guiding questions: how did you feel when listening to the story of Chimamanda Adichie? How many single stories do you think you reproduce usually? Which are the common elements you can find in those stories? How do you build those stories and how do you deconstruct/change it? Make sure those questions are visible in the room (either projected or in a flipchart/board). Give each group a flipchart and markers to write their answers. Give them 20-30 min to discuss this in their groups and then bring them back in plenary to discuss the main discussions.

Debriefing: As a closing of the sharing and group discussion you may want to draw their attention to the following elements: the risk of having a single story, how they might have been affected themselves by single stories, how they have themselves reproduced single stories and the importance of transforming it.



Tip: Depending on how many groups you have and being conscious of time, you may want to go question by question and have all groups sharing their discussions rather than group by group.

60 minutes, 10 - 25 participants

CINDERELLA ACTIVITY



Preparation/Materials: printed fairy tale story (summary version), we provide here the example of Cinderella. A4 sheets for each group.

There once was a widower who remarried. His second wife was ill-natured, and she had two daughters who were just as unpleasant as their mother. The man had a beautiful, gentle daughter of his own, and she was soon to become the servant of her evil-step-mother and step-sisters. They made her do all the chores around the house, and she was named Cinderella, after the cinder she swept out of the fireplace.

The King needed to find a queen for his prince, so he threw a huge ball. The evil step-mother and step-sisters were invited, but Cinderella was not allowed to go. After they left, Cinderella's fairy godmother appeared and changed her dirty rags into a beautiful gown with glass slippers. Next the fairy godmother changed a pumpkin into a coach and some mice into footmen. Before Cinderella left, the fairy godmother warned her to be home before midnight, because the spell would only last till then.

Cinderella was a hit at the ball. The prince fell in love with her and asked her name. Just then the clock struck midnight, and Cinderella ran away. She was in such a hurry, she lost one of her glass slippers. It was the only clue the prince had to find his true love. He went to every home in the kingdom and had every single young girl try on the slipper to see if it fit. The evil step-sisters couldn't fit the slipper, but Cinderella did. The prince married her and they all lived happily ever after.

Source: Disney story, adapted for the Training "BE THE KEY: Empowering European Youth Workers through Conflict Management Skills" organised by- CULTURE GOES EUROPE (CGE), 5-13 May 2014, Sajan, Serbia.



Instructions: You randomly divide your group in 4 smaller groups and without giving any further instructions you ask them to listen very carefully to the story you will read out to them. You start reading the story of Cinderella (or of any other popular stories that everyone would know and preferably that is a "simple" story). You then tell each group they have 30 min to rewrite the story from a different perspective. Before giving the character they will re-write the story on behalf of, you re-read the story one more time and then assign one character per group:

1. Older Sister
2. Prince
3. Stepmother
4. Neighbour

They have 30 minutes in groups to re-write the story. After 30 minutes, you invite the 4 groups to read their stories to the rest of the group and you debrief on first reactions from participants.

Debriefing: 1. How did you feel when re-writing the story? (few answers for each group), 2. How different is the new story? How difficult was it to create a new narrative? 3. How important is it to have invisible narratives? Did their perceptions of the original version? How can they relate this to their life/own experiences? You may want to have the group reflecting on the concept of empathy and of different truths/versions in all stories.



Tip: Choose a story that is sensitive to the context you are implementing the activity. If needed, you could have more characters but keep in mind that this will probably take longer.



KEY LEARNINGS FOR YOUR GROUP:

- In one story there are many other stories: we cannot think of a single and unique truth. Everyone has his/her own story and understanding.
- Empathy, as the ability to understand and share the feelings of another, can support understanding and listening to other stories.
- The “forgotten” stories are much needed if we want to rethink structures and challenge privileges.
- Dominant stories tend to make all the other stories invisible. It is important to be aware of those dominant stories in our societies and be conscious about the forgotten ones as well as to be more open to listen to resistance stories to transform the narratives.



YOU WANT TO KNOW MORE:

- Narratives (*Working Narratives*)
- Counter and Alternative Narratives (*WE CAN! Taking Actions against Hate Speech through Counter and Alternative Narratives, Council of Europe*)

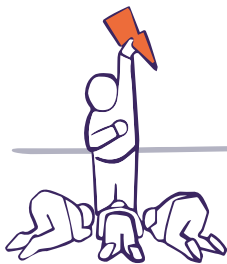
Power

As we have seen in the different categories of stories, narratives are constructed on the basis of a certain power. For that reason, it is crucial that each participant in your group understands which expression of power they are supporting in their everyday life that in turn supports a certain narrative.

Power is usually understood as a negative term, as a form of domination, but just as conflict, it can also be a positive force for individuals and groups to transform a reality, to transform narratives.

Lisa VeneKlasen and Valeries Miller in *A New Weave of Power* (2002, p.55) describe four ‘expressions of power’ as follows:

Expressions of power



Power over

use of power at the cost of someone else (negative connotation)



Power to

use of power by handovering it to somebody else (empowerment) (positive connotation)



Power within

use power within oneself (self-empowerment) (positive connotation)



Power with

use of power with somebody else (building power in collaboration) (positive connotation)

- **Power Over:** if you ask participants what is power, there is a high chance they will define “power over” meaning a negative definition of power, where power is used over the other: repression, coercion, discrimination, abuse, etc. Just as the case of force in the conflict management style, we are in win-lose situation: “I have power over you” (I can take your resources, land, job, rights, etc.). But there are three other positive ways of expressing power that provides the possibility to form more equitable relationships;
- **Power To:** ‘Power to’ refers to the unique potential of every person to shape his or her life and world. When based on mutual support, it opens up the possibilities of joint action, or ‘power with’. Citizen education and leadership development for advocacy are based on the belief that each individual has the power to make a difference;
- **Power With:** ‘Power with’ has to do with finding common ground among different interests and building collective strength. Based on mutual support, solidarity and collaboration, ‘power with’ multiplies individual talents and knowledge. ‘Power with’ can help build bridges across different interests to transform or reduce conflict and promote equitable relations.
- **Power Within:** ‘Power within’ has to do with a person’s sense of self-worth and self-knowledge; it includes an ability to recognise individual differences while respecting others. ‘Power within’ is the capacity to imagine and have hope; it affirms the common human search for dignity and fulfilment. Many grassroots efforts use individual storytelling and reflection to help people affirm personal worth and recognise their ‘power to’ and ‘power with’. Both these forms of power are referred to as agency – the ability to act and change the world – by scholars writing about development and social change.



HOW CAN YOU INTRODUCE THIS TO YOUR GROUP?

45 minutes, 20 - 30 participants

POWER CHAIRS ACTIVITY



Preparation/Materials: Put three or four chairs in the middle of your training room. Participants will be sitting in circle around these chairs.



Instructions: Simply ask participants, to make a representation with the chairs of what power is., in silence and whenever they feel like it. Give the group around 20 minutes to explore different forms to visualise “power” with the chairs.

Debriefing: Introduce the four expressions of power and most importantly relate it to transforming narratives: are participants creating, reproducing narratives that are power with or power over? How can they make a change?



Tip: Make your instructions simple and clear as participants might overthink and not be able to perform. Remind them to be spontaneous and creative.



KEY LEARNINGS:

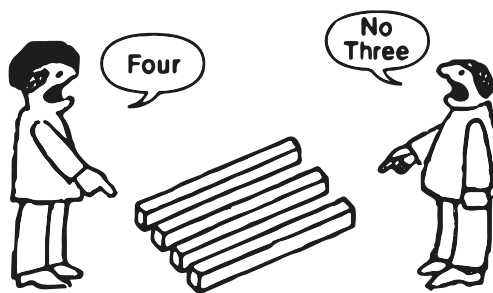
- Power is not necessarily negative and is not always expressed as “power over”.
- Power can be positive and a chance for transformation of relationships.
- If aware, participants can transform power over into power with.
- Since power is intimately related to narratives, the moment you deconstruct or review power you will also challenge the associated narratives.



YOU WANT TO KNOW MORE:

- Power (*Youth Transforming conflict, Council of Europe, p.112*)

Formation of narratives through perception and identity



Source: *Physicsquizmania* blogspot

So, at this point, your group is hopefully starting to grasp how powerful the narratives we create are and how they are most of the time representative of one's perception.

How you told your friend about what happened to you last night on your way back home, the story you were told about the next project proposal in your office, or the TV show you watched or even the cultural event you attended - all are narratives constructed from our perceptions and perspectives...

Are you confused between perception and perspective? Normal... so let's keep it simple:

Perception: A way of regarding, understanding, or interpreting something, it's a mental impression.

Perspective: A particular point of view.

So basically, what we will try to practice here is to put ourselves in others' perspectives and see how it changes our initial perception. It is the perception of our reality that governs the perspective towards our life.

Perception process

1. Selection
2. Organisation
3. Interpretation

Don't panic, please! We will see in basic terms how the perception process works. Basically, this is just to understand that each of us decides to understand a particular reality in our own way, this will create a certain narrative of that reality.

The perception process is a series of steps that starts with inputs coming from our immediate environment (for instance verbal information, or the community we see with their houses, religious icons, buildings, people and how they dress etc.) and in front of that multitude of

information (visual, verbal) we select some parts of that information to create a story about that reality in front of us. This usually happens subconsciously, we might do this process without even being aware of it.

So, it goes like this:

1. **Selection:** In a world full of inputs (information) we are only capable of process some of those, so usually we subconsciously select some of those inputs and ignore others.
2. **Organisation:** Once we have chosen to proocess a particular input (consciously or subconsciously), the choice sets off a series of reactions in our brain. In short, we start organising.
3. **Interpretation:** After we have processed an input, and our brains have received and organised the information, we interpret it in a way that makes sense using our existing understanding of the world. Interpretation simply means that we take the information that we have sensed and organised and turn it into something that we can categorise. Basically, we start creating the story based on the selected input and on previous experiences.

Most important is that you can make your group realise that in front of a million pieces of information in the situation/context we live, we only have the capacity to attend to some of those and based on that selection we create a story on that reality. Do you start realising something? Yes, the world as we see it and tell about it is just one story among many.



HOW CAN YOU INTRODUCE THIS TO YOUR GROUP?

60 minutes, around 25 participants

THE BOX ACTIVITY



Preparation/Materials: Prepare a box (size of a shoe box or bigger, if possible) and decorate each side with different symbols, colours, numbers. Participants should have a piece of paper or their notebooks.



Instructions: Put the box in the middle of your training room and have your group sit in circle around the box. Ask each participant individually and in silence to write down what they see of the box from where they sit. Give them around 10-15 minutes to write down everything they see. Ask them to free their mind, to not overthink it and just write all that they see in and from the box.

Debriefing: Ask participants who are sit in different parts of the room to share a few of the answers they have written (without moving from their seats). Give a couple of minutes for participants to change positions and observe other parts of the box. Ask them to sit back in their initial position and ask: 1. How did you feel when writing your observations? 2. Is what you wrote only observations or also interpretations of what you saw? Why? Do you think you could write a “full story” about that box? What did you miss? 3. How similar is in life when we reproduce stories that are incomplete? Make the link with perceptions and perspectives.



See here an example from Myanmar



Tip: Prepare a creative box that could be interpreted in different ways. Some participants might actually only share observations but still that would be only one part of the story as they do not describe the full box, so it is only an observation from a certain perspective. If they make a “story” out of the box, then that would be a perception on the box.

60 minutes, 20 - 30 participants

ALL THAT WE SHARE ACTIVITY

(adapted from <https://www.youtube.com/watch?v=jD8tjhVO1Tc>)



Preparation/Materials: Prepare a big space in your room and statements for you to read. Divide the room in 4 squares with a space in the middle.



Instructions: Ask participants to group themselves by very visible physical characteristics that you have previously decided: gender, being short or tall, light or dark hair... According to these criteria they will be « inside the boxes », meaning in the squares on the floor. Then read the following statements and ask them to go in the middle if the statement applies to them. **Statements you can use:** You were the class clown, You are religious, You are afraid of spiders, You were born in the countryside, You love to dance, You did never meet one of your parents, You have been bullied, You bullied others, You believe in life after death, You are heart broken, You are madly in love.

Debriefing: How do you feel? Did you expect what happened in the room? What surprised you? Did you label some people and now have a different understanding of them? Why? How does this reflect in our daily lives? How can we transform those stories we make about others? Reflect with them on how we tend to create stories about the “other” based on the visible perceptions of the “other” while this person might have a lot in common with us beyond the physical appearance.



Tip: If you ask participants to group by gender it can be sensitive in some contexts, so you may want to choose another criteria.



KEY LEARNINGS FOR YOUR GROUP:

- The story we tell about a person or a situation is just one story among others, based on our own perspective and perceptions.
- Some stories travel in time and spaces but may carry different meanings and interpretations. Stories vary in time and between people.
- We sometimes look at our differences more than our similarities. It is also easier to identify what makes us different rather than what brings us together. Sometimes, we let our own prejudices decide how we interact with the rest of society.



YOU WANT TO KNOW MORE:

- Intercultural learning (*T-Kit 4: Intercultural Learning*)

At this stage it should be more and more clear that stories are not the only truth but one among many and one that is coming from our own story and identity as much as our perceptions and perspectives on things.

Identity

If we understand that narratives are one story among others based on our perceptions and perspectives of the reality around us, you might also understand that **your identity is probably one of the first stories you tell yourself and others. The person you are and your own story influences how you understand and defines the others and even yourself.** And eventually everything is coming from a certain point of view.

For this reason, we wanted to make a small stop at understanding what is identity and how it is defined and by whom, and most importantly how is this related to transforming narratives and building peace (Youth Transforming Conflict, CoE, p.145).

Identity: It is usually understood as an individual and personal process for the person to define themselves. But it is crucial to note that while it is an individual process it is also largely influenced by the society/family you are growing up with. Your surroundings and “your world” (your community, family, school, friends...) do play a role in supporting or discouraging you into appropriating yourself with certain characteristics that shape your identity. In addition, by identifying yourself to other larger identities (a certain culture, nationality, religion, gender, etc.) you also embrace an identity that is representative of others. We would also like to highlight that an identity is something that evolves and keep changing with time. The question you may ask your group is to what extent are your individual or collective identities more important or relevant for you? Do you identify yourself as an individual or as part of a collective group?



HOW TO INTRODUCE THIS TO MY GROUP?

30 minutes, 10 - 60 participants

WHO ARE YOU ACTIVITY



Preparation/Materials: You would need enough space for participants to stand in front of their pair and have enough space not to be distracted by other pairs in the room.



Instructions: Ask your participants to group in pairs and for the next two minutes: person A keeps asking person B “Who are you?” and person B has to reply with one word. What will most probably happen is that they will first say obvious elements about themselves (name, age, gender, physical features, etc.) but then they will have to start sharing on more personal things (naming things they like, etc.). After two minutes, persons A and B exchange roles. Two minutes look short, but you will see that your participants will struggle, so make sure you ask them to keep asking and replying for two minutes.

Debriefing: Take a first round and ask them: How do you feel (in one word)? What happened? What did you share? What is difficult? Why? How is this similar to our daily life? How do others perceive us? How do we define/present ourselves? You can reflect with your group on how we might tend to first share the “visible” or obvious about ourselves before going more into depth, and on the challenge of defining ourselves with just a series of words (without explaining). You can also discuss if they learned anything unexpected about the person they had in front of them when it was their turn to ask and how it changed their perspective on the other.



Tip: Depending on how ready and mature you feel your group is, you can ask them to pair with someone they feel comfortable with or someone they do not know very well. Make sure to tell participants not to overthink and just reply whatever comes first to their mind.

45-60minutes, around 25 participants

SUN OF IDENTITY ACTIVITY

(adapted from *Compass* p.332)



Preparation/Materials: Pieces of A4 paper and pens. Start by reflecting with participants on what is interesting or important to know about someone else when you first meet, and brainstorm about the general categories of information. For example, name, sex, nationality, family role, religion, age, gender, ethnicity, job/study (taste in music, hobbies, sports, general likes and dislikes and more).



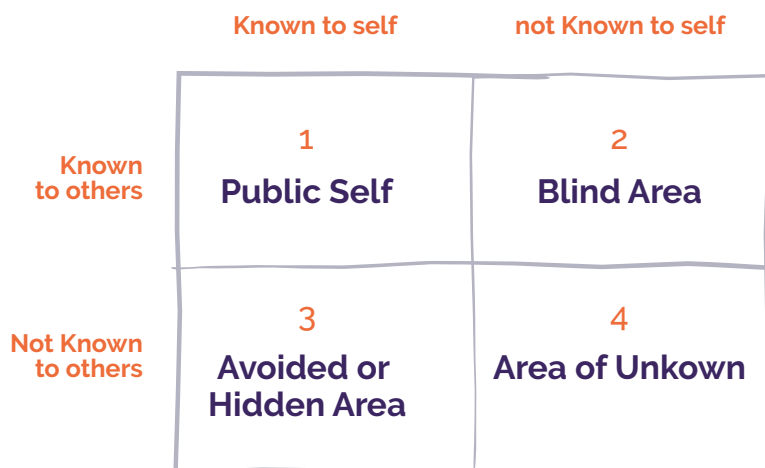
Instructions: 1. Explain that participants are going to find out how much each of them has in common with others in the group. 2. Distribute the paper and pens and explain that the first step is to draw a representation of their identity. They should think of themselves as the Sun, rays of their identity radiate out into their society and to draw their personal sun. 3. Instruct the group to move around and compare the suns. When they find someone else with whom they share a ray, they should write that person's name near the ray. (For example, if X and Y both have a "teacher" ray, they should write each other's names along with that ray). Give the group 15 minutes for this.

Debriefing: Ask 1. How did you feel? (one round, one word per person on their feeling after the activity) 2. What did you learn about yourselves? Was it hard to decide which were the 6 most significant aspects of their identity? Were you surprised at the results of comparing suns? Did you have more or less in common than you expected? How did you feel about the diversity in the group? 3. How do you connect this with our lives and society? How does identity develop? Which aspects are social constructs and which are inherent or fixed?



Tip: if you focus too much on common characteristics, then those who cannot find much in common with others might feel left out (which is the opposite of what we would like to achieve with this activity). Normally, when we do this activity we also focus on which parts of one's identity empower them and which parts disempower - and also, through debriefing, on how focusing on a specific aspect of our identity can lead to racism, exclusion, violence and so forth (for example: hooliganism, and gender stereotypical roles).

Advanced group: you may also want to introduce Johari's window around the concept of identity:



The Johari Window originated in a 1955 paper by Joseph Luft and Harrington Ingham, "*The Johari window, a graphic model of interpersonal awareness*"

The main idea is that our identity is composed by 4 windows: one part is known to ourselves and others, one to ourselves but not to others. One is known to others but not ourselves and finally, one part is unknown by both parties.



KEY LEARNINGS FOR YOUR GROUP:

- Identity evolves in time and is complex. This is quite a crucial point: if your participants reflect on the person they are today, they were 5 years ago and the one they will be in 10 years, they will most probably realise they are not the same. And if they can change, so can the people we do not like, including the so-called “enemy”. This is important to highlight to your group because it can be a quite important breakthrough to realise that the person I do not appreciate can change into someone I actually like. The image we have of the “other” can change just as we can change.
- Identity is ultimately an individual and personal decision on who you are, but it is definitely influenced by the society, culture, religion, family, education, etc.
- Identity might have some visible elements but most importantly it entails a whole range of invisible characteristics.
- One does not have a single identity; we are not only this or that. We have multiple identities and affiliations at the same time.



YOU WANT TO KNOW MORE:

- Identity (*Youth Transforming Conflict, Council of Europe, Manual- TKit 12* p.145)
- Religion and Belief (*Compass*)

So, at this point, your group is hopefully starting to grasp the complexity of the individual.

Narratives as an expression of violence

Narratives carry significant power, because “not all stories are equally acknowledged, affirmed or valued” (Bell). As we have seen in the categories of stories, dominant stories and the power given to them is also a choice for each one of us. Therefore, it is crucial for your participants to understand how they contribute to give more power to dominant narratives that can escalate in oppressing others.

From attitudes to violence

As we have seen earlier a conflict can escalate quickly and can lead to violence. The same goes for narratives: as we, during the perception process, select certain information above others, we might focus on the negative and easily move from stereotyping towards discrimination or even direct violence.

The process is presented as such:

HATE CRIME is an unlawful act against a group or individual based on a prejudice about their perceived identity.



HATE SPEECH is a negative expression - about an individual or group - often based on prejudice, spreading, inciting, promoting or justifying racial hatred and intolerance. Specific instances may or may not be a crime depending on the laws of the country and the context of the speech.



DISCRIMINATION is unfair treatment resulting from any prejudice, including non-racial prejudice.



RACISM is a prejudice based on the idea of 'race' or ethnicity or any other characteristic connected to these, often leading to someone being treated unfairly.



A PREJUDICE is a generalisation containing a judgment which is usually negative about other people or social groups.



STEREOTYPES are generalisations about other groups of people, which may or may not contain judgments.

Source: Bookmarks CoE, 2016, p. 168.

Simple and seemingly harmless stereotypes can quickly turn into prejudices, a form of racism, discrimination, hate speech and hate crime.

Pyramid of Hate

Another interesting perspective on how narratives can escalate to violence is represented by the pyramid of hate. This pyramid illustrates how from attitudes that are based on prejudices, again this can lead in those prejudices becoming discrimination and violence.



Source: *Anti-Defamation League*.

These two figures demonstrate that narratives have the power to become means for violence and oppression.



HOW CAN I INTRODUCE THIS TO MY GROUP?

45 minutes, 15 to 25 participants

DOTS ACTIVITY

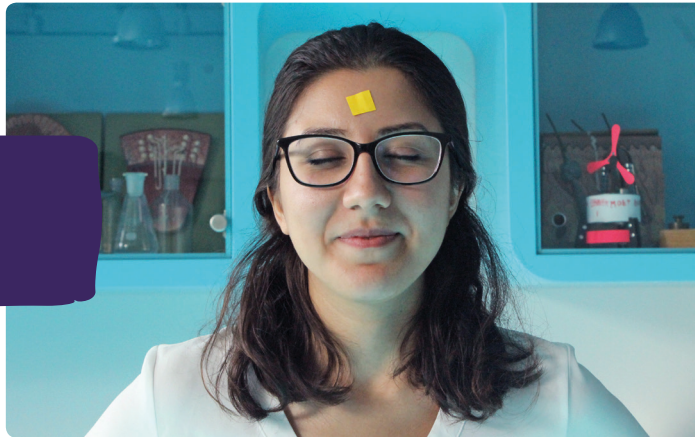


Preparation/Materials: Dot stickers in different colours (min. 2 of each), and 1 white dot sticker



Instructions: 1. Ask all participants to stand in a circle with their eyes closed. Tell them that they are not allowed to talk for the whole duration of the game. 2. Stick one dot on the forehead of each participant. Make sure that only ONE participant has a white dot. 3. When you are finished sticking the dots, ask the participants to open their eyes. 4. Say this phrase loudly and repeat only 3 x. "Group yourselves according to what you have on your forehead. You have 3 minutes to do this." You will notice that people will start grouping themselves according to the colour of the dots on their forehead. Observe the person with the white dot – how he or she is treated, thrown away from a group, or unwanted. 5. After 3 minutes, ask the groups to sit down, and start the discussion.

Debriefing: 1. In one round, ask everyone: How do you feel? 2. What happened? How did you group yourselves? Did you use a strategy? How did you feel not knowing what you have on your forehead? Ask the person with the white dot: What happened during the whole game and how did you feel? At this point, ask them to take the stickers from their forehead to reveal what they have. 3. Ask participants to relate this game with reality. Tell them that the instruction was simple, that they grouped themselves according to what they had in their forehead, but you did not say if it is according to shape or colour. Tell them that they could have all formed one group, because they all had a DOT on their foreheads – regardless of its colour. Encourage participants to give real life examples that can be related with the game. Ask participants to also reflect on the stereotypes that exist between people of different cultures, races and gender. What does this mean to the group? Finally, you can also link this activity with the concepts of inclusion and diversity.



Tip: You can have some participants who could observe the activity. Note that this activity can be sensitive if the participant with the white dot has been discriminated against in the past. Make sure you do a good debriefing and address feelings that arose during the activity. This is not an activity to be done at an early stage of a training, it should come when the group is comfortable and has created a safe space.



KEY LEARNINGS FOR YOUR GROUP:

- Just as with conflict escalation, our behaviours can be triggered by stories about others, for example the narratives in our societies about certain groups of people. Stories can then contribute to fostering violence when we are not conscious of it and do not take the necessary preventive measures to avoid the escalation.
- Stereotypes are not necessarily bad. They are our way of simplifying how we see the world in more generalised terms. It is important to be aware of our own stereotypes, especially when these stereotypes start containing judgments, and eventually becomes prejudice and acts of discrimination.

YOU WANT TO KNOW MORE:

- Intercultural Learning (*Intercultural Learning, Council of Europe, T-Kit 4*)
- Discrimination and Intolerance (*Compass*)

Strategies to (re) act to hate speech narratives

So, conflict can escalate into violence and narratives too as we can decide to focus our perceptions on certain aspects that might reproduce injustices and foster discrimination. Narratives can then also be filled by hate that supports the spiral of violence.

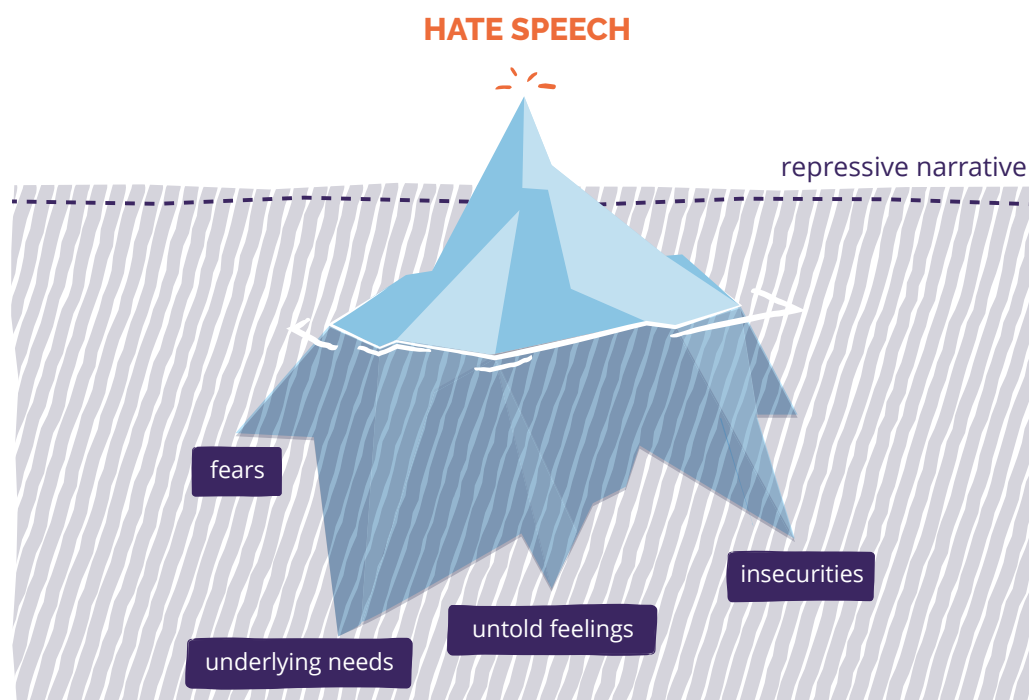
Let's see here how we can actually act or react to those narratives.

First of all, let us define hate speech:

Hate speech is "verbal and non-verbal (images, videos) expressions or any communicative forms of online and offline activity which are discriminatory towards people or groups due to characteristics such as ethnicity, origin and cultural background, nationality, religion, gender, sexual orientation or disability" (*WE CAN*).

In addition, hate speech as violence can be represented by an iceberg (please refer to Part 1, page 17). Hate speech is the top of the iceberg; just as with direct violence, it is the extreme form, the visible one, but right below the surface are the underlying needs, the untold feelings, fears, insecurities of the person or institution promoting the hate speech that are caused by the perception that their needs are not being met. The sea around the iceberg would represent the repressive narrative that allows the hate speech to be possible.

Do you see the connection? Because of a **perception** of unmet need with narratives that supports it, it can **escalate** into **violence**, in this case, hate speech or narrative.



Some strategies to manage hate speech...

Just as with conflict, there are different ways of dealing with hate speech. Some are simply countering the narratives that carried hate by discrediting and deconstructing them, while other go towards transformation and providing alternatives based on human rights and democratic values (*WE CAN*).



1. Avoid (passive countering)	<i>You don't want to pay attention to the hate speech.</i>	Just as in the conflict management styles, avoidance is not a solution in the long-term but sometimes we might have to use this strategy or we think it is the best one as we rather not give extra attention to the hater. However, remember that you are not transforming the situation.
2. Draw a line (active countering)	<i>You want to indicate that the choice of words is undesirable, or that it does not represent your opinion/ of the organisation.</i>	You simply disengage from that that is being said. You might not have or not be able to bring in the arguments to do so, but you firmly disagree with what is being said or how it is being said.
3. Report (active countering)	<i>You want the hate message to be suppressed.</i>	In need of immediate visible action, suppression of the hate messages (when it has materialised in a post, video, image, etc.) might be one of your strategies. You can achieve this by confronting the person who produced the hate message, by asking the owner of the profile or platform, or by reporting it to the social network or the administrator of the page where the message has been posted. You can contact hotlines, the government or the police to report discrimination.
4. Refute (active countering)	<i>You want to refute or debunk a hate message or repressive narrative, because it is factually incorrect.</i>	Important that if you decide to refute this comes with actual facts that contradict and prove the irrelevance of the hate speech.
5. Alternative (transformation)	<i>You want to show that there is a different way!</i>	Here, we do not react but rather transform, we bring in a new positive perspective. In addition, you could use your onion tool of conflict analysis to understand the needs from the other and why that person or group is using hate speech as most probably some of their needs are unmet (love, security, being approved, etc.). When proposing an alternative, it is important to do so by "providing accurate information, by using humor and appealing to emotions on the issues involved, and by accounting for different perspectives and views" (WE CAN!, CoE, p.12). When creating a new narrative, make sure you ask your group to be aware of: • The target audience: what is their position towards the new narrative? • There could be more than one target audience • How to reach the target audience and ensure inclusion? • Reflect on levels and channels to implement the new narrative • Think on the process and about the long-term: creating a new peaceful narrative is not project based nor does it happen overnight; it needs to be mainstreamed.
6. Dialogue (transformation)	<i>You want to understand where they're coming from and search for a shared solution.</i>	A third possible strategy is to engage in dialogue and we would engage using nonviolent communication. A dialogue is not about convincing the other, it is rather on understanding the needs, and what drives them. While this strategy seems more apt if you know the agents involved, you can always try even we perfect strangers as it can be very impactful.

Source: *Mediawijs*



HOW CAN YOU INTRODUCE THIS TO YOUR GROUP?

60 minutes, around 25 participants

CASE STUDY ACTIVITY

(adapted from "Confronting Cyberbullying" Bookmarks Manual, CoE, p. 68),



Preparation/Materials: In different places of your training room place the strategies to address hate speech. Have the following scenarios ready to read.

Scenarios:

- You have received a number of abusive emails and text messages from addresses or numbers you don't recognise. Some have been threatening. What do you do?
- Some people from your school/university have edited some photos of yours and posted them online with nasty comments. You think you know who it is. What do you do?
- A Facebook group has been created to promote hate against refugees and saying that these refugees should go back to their own countries. Some people you know keep telling you to re-tweet or re-post the jokes. What do you do?
- A dominant group has been spreading a hurtful rumour about a minority group on social networking sites. What do you do?



Instructions: 1. Start by asking participants what they understand by hate speech. Prompt them to think about different forms of hate speech. 2. Point out the strategies in the corners of the room and explain that you will read out a number of different scenarios. Everyone should choose which of the following options best fits what they would do to respond to the hate speech (based on the different strategies: ignore, draw a line, refute, report, alternative, dialogue). 3. Explain that after each scenario has been read out, participants should go to the corner which is closest to the way they would probably respond. Tell them to be honest about what they think they would do! 4. Read out the first scenario and give participants time to select their corner. Once they have taken a position, ask a few in each group to explain why they chose that response. Then read out the next scenario and continue until you feel enough cases have been discussed.

Debriefing: Ask: How did you feel during the activity? How did you find the activity? Which scenarios did you find most difficult to respond to and why? Have you ever come across hate speech—either as a victim or a bystander? What can you say about the relation between offline and online hate speech? Are there any important differences? Has the activity made you look at hate speech in a different way? Has it made you think about how you might respond differently in future? Who should take action to prevent hate speech online? What should the role of the media networks, service providers, the police, parents, the school authorities, and so on, be? How different would you have replied if you were the victim? Why do you think the people promoting hate have done so? What were their unmet needs?



Tip: Participants may want to choose more than one option, you can tell them to take the corner which seems most important, then give them the chance to explain their position. Be aware that some participants may be experiencing hate speech, perhaps from others in the group. You will need to be sensitive to the different personal needs or conflicts and should not press anyone to respond if they do not seem willing to. Draw the parallel with conflict management styles.



KEY LEARNINGS FOR YOUR GROUP:

- Hate speech does not belong to any group; it emerges within the context of particular social relations (*WE CAN*).
- There are multiple strategies for dealing with hate speech, from not doing anything to countering or transforming.
- Depending on the context and circumstances, we might choose a strategy (or a combination of few) above others.
- No strategy is better or worse but only the transformative ones are sustainable and create nonviolent spaces.
- Important to understand is that hate speech is rooted in the fears of the “other”. Without humanising the “other”, we would not be able to have positive transformation.



YOU WANT TO KNOW MORE:

- Ways to deal with hate speech (*Alternarratief, Mediawijs*)

Transforming narratives through communication and media

So, yes, stories can support discrimination, violent conflicts and injustices but the good news is that stories can also be an opportunity for positive change and transformation. Hereafter we will depict key elements of the spectrum of domination, oppression and transformation. From being aware of the power dynamics to practicing the tools of transforming narratives and creating peaceful ones, all are crucial for your group.

When we hear the word “transformation”, we often think of a process of long-term, sustainable change. But of course, the change could be negative and/or superficial. What we will be looking into in this section is exactly on how to transform (change) the narratives into stories that are more just, peaceful and inclusive but also that allow a change in behaviours, relationships and structures. **We aim to have change that is sustainable and that can transform structures and relationships, not only at the level of the discourse.** That is what we understand by transformation.

We will here present different tools that can support these transformations:

NONVIOLENT COMMUNICATION

Without noticing, in our everyday life, we tend to use language that can be aggressive, blaming, judging, where we basically tend to place the fault and responsibility on the other, making them feel guilty rather than opening up and sharing our feelings and needs. We construct stories through language that can be violent. A framework that can support a reflection on the language we use is **Nonviolent Communication (NVC)**. Marshall Rosenberg developed this model **where communication and language could be used in a more empathic way, connecting with the humanity of the person in front of us while we are focusing on our needs, avoiding the situation to escalate into violence.**

The model involves:

- “I-messages”: speak from your own perspective, opinions, feelings and needs. Do not pretend you know what is happening inside the other person or why she/he acted like that. We do not know.
- Active listening: be silent and listen, listen deeply and carefully, connecting with the needs of the person, not taking anything personally.

According to Rosenberg's model, there are four steps to communicating nonviolently, as follows:

Step	How
1.Observation without evaluation	You start by describing the action or the situation that is causing the problem. This usually can be understood as a neutral statement: you state what you observe from your perspective without introducing any judgement or accusation. Example: Yesterday I could not sleep because the music was loud.
2. Express your feelings	In this step, you express your feelings, you take responsibility for them and do not blame others. Share with the other how you feel in that particular situation, which are the emotions that you feel. Example: I felt deeply frustrated and stressed as I could not fall asleep.
3. Connecting feelings to needs	The next step involves trying to describe why you had the feeling you just expressed. You have to express the hidden need behind the feelings, but at the same time, it is crucial to separate positions and interests from needs, as they really are different (remember the onion tool). The needs are what you need to achieve in order to feel secure and fulfilled. Try to be honest and open as you express your needs. Entering into NVC is also an act of faith and vulnerability as you express your deep needs. Example: I need to have at least eight hours of sleep to be able to function correctly at work and I am afraid to lose my job and miss my family responsibilities.
4. Making requests not demands	The last step is to express your preferred outcome with no demands. This means that you have to decide what you would like to happen, and what you would like your conflict partner to do. It is important to be as specific as possible and to try to come up with creative solutions. It is helpful to provide as many options as possible, leaving the choice of solution open to the other person. Example: I would like to ask you to please turn off the music from 10pm.

Source: Youth Transforming Conflict Manual, CoE, p.136-138.



HOW CAN YOU INTRODUCE THIS TO YOUR GROUP?

45 -60 minutes, 10 - 25 participants

PRACTICING NVC ACTIVITY



Instructions: You can simply explain and discuss NVC with your group and then ask them in small groups to share a real conflict they have lived, how they reacted and how they could have done using the 4 steps of NVC

Debriefing: After you can debrief with your group and discuss the main challenges and added-value of using NVC. In addition, it would be great for you to highlight during the debriefing that most of the time our needs and the needs of the other are very similar, while the strategies to fulfill those needs might be different and how important it would be to find common strategies where both parties feel that they are in a winning situation.



Tip: make sure you introduce well the 4 steps in NVC as it might not be that intuitive to participants. provide examples and prompt questions.

90-120 minutes, around 25 participants

NVC INTERVENTION USING THE THEATRE OF THE OPPRESSED



Preparation/Materials: You can divide your group of participants into 3-4 groups of around 8 participants each (maximum).



Instructions: For the first round, ask them to share a conflict situation in their smaller groups, and after everyone has shared, they have to pick one story from what they have heard (15-20 min). For the second round, ask them to create/prepare a role play of the chosen conflict situation. In the performance of the roleplay, they should clearly identify the main victim, main perpetrator and other characters. Ask them to think of the different characters and on how each of them reacts in that particular situation. Remind them to create clear dialogues. Give them 30 minutes to prepare and practice their play. Each role play should not take more than 3 minutes. Give them around 40 minutes to prepare and 5-10 minutes to perform. Each group performs the full completed story and will repeat. During the repetition of the performance, other participants who are in the audience can stop the play and change the actions/responses of the main character to empower him/her into a more resistant role. Each group goes through the same process of performance (one full performance and one interrupted to transform the character/victim into an active resistant).

Debriefing: At the end, you debrief with the whole group on their feelings. How did they feel when seeing these injustices and when the character was transformed? How does it relate to everyday life? And finally, how do they think their society/communities are accepting of these resistant roles?



Tip: Theatre of the oppressed is a very strong tool but you also need a good debriefing/ reflection at the end to highlight the key learnings you want your group to leave with. Some groups take it lightly because it is a performance and seems more as a relaxing time. Make sure you pass the message on the key learnings behind your session learning outcomes.



KEY LEARNINGS FOR YOUR GROUP:

- While we should try to use NVC, in case of direct violence, NVC might not be appropriate and you have to consider your safety and security first.
- You might not always be in a position that allows you to ask for the needs of the others (certain cultures especially if the communication is between junior and senior) but you can still connect with the humanity of the other and understand he/she has needs behind the request.
- Only through NVC you can have a real dialogue that supports sustainable and peaceful solution to the conflict.
- NVC appears as a crucial method when designing and spreading alternative peaceful narratives.
- To increase the impact of NVC, we have to see the others as equal, even when they do not see us as equal.



YOU WANT TO KNOW MORE:

- **Tools for transforming narratives**

- *Theatre of the oppressed*
- *The Dardians and Engineers activity* (p.62)
- *Intercultural Learning T-Kit 4*

- **Transformation:**

- *Conflict Transformation by Peaceful means - the Transcend Method*
- Intelligent groups (*Handbook for training in nonviolence and social transformation*)
- *Strategic nonviolent struggle: training manual*
- *198 methods of nonviolent actions*
- Transforming the world together (*Ethics in Education - Learning to Live Together*)
- Youth Theatre for Peace (*Drama for Conflict Transformation Toolkit*)
- *Participatory theatre for conflict transformation*

Transforming narratives through media

As we have just seen, narratives are deeply embedded in our language, our culture, our history and in that, media plays a crucial role in disseminating narratives, some peaceful, others not.

Let's explore this...

Media is very influential when it comes to creating and transforming narratives. Especially journalists or social media influencers can make a big difference in fostering violence, hate and discrimination or in the opposite to promote a culture of peace.

In this part, we would like to briefly introduce you to "peace journalism". Be aware that peace journalism is a quite a large topic, so take it as a short introduction and feel free to explore it further.

Peace journalism is defined as "when editors and reporters make choices on what to report, and how to report it that creates opportunities for society at large to consider and value non-violent responses to conflict" by Dr. Jake Lynch and Annabel McGoldrick, in their book *Peace Journalism*. It presents a "road map that traces the connections between journalists, their sources and the consequences of their reporting."

Based on The Center for Global Peace Journalism, using the Lynch/McGoldrick 17 points as a foundation, peace journalism (PJ) is characterised thusly:

1. PJ is proactive, examining the causes of conflict, and leading discussions about solutions.
2. PJ looks to unite parties, rather than divide them, and avoids oversimplified "us vs. them" and "good guy vs. bad guy" reporting.
3. Peace reporters reject official propaganda, and instead seek facts from all sources.
4. PJ is balanced, covering issues/suffering/peace proposals from all sides of a conflict.
5. PJ gives voice to the voiceless, instead of just reporting for and about elites and those in power.
6. Peace journalists provide depth and context, rather than just superficial and sensational stories of violence and conflict.
7. Peace journalists consider the consequences of their reporting.

Source: *Youngblood, What is Peace Journalism?, 2017.*

As you may realise, this is quite similar to the perception process we just saw previously...



HOW TO INTRODUCE THIS TO MY GROUP?

60 minutes, 10 - 30 participants

PEACE JOURNALISM ACTIVITY



Preparation/Materials: select a few articles from the press (online and offline mainstream media) that are discussing/presenting a conflict situation.



Instructions: Divide your group into subgroups of 4-5 participants and give them 1 or 2 articles per group. Ask them to analyse those articles for the principles of peace journalism through the following guiding questions: 1. How many parties of the conflict are presented? Could there be more? If yes, which ones? 2. Are the voices of all groups represented equally? Are some given more space than others? Why? 3. Is the article providing any conflict management strategy? If not, which ones could you imagine? 4. Is the article fostering violence? How? 5. Are they supporting transformative narratives such as peace stories? If so, which ones? If not, why? Provide them flipcharts and markers to write their reflections. Sharing: ask each group to present in 5 minutes their main findings and reflections. Write on a flipchart common answers and reflections from the different groups.

Debriefing: Reflection with the entire group about what are the current trends in media in their context and what could they do to influence it and advocate for peace journalism. Input and joint reflection: reflect with the group and with support of the flipchart with answers from different groups about what are the current trends in media in their context and what they could do to influence it and advocate for peace journalism. End by presenting to them the principles in peace journalism as seen above.



Tip: Depending on your context, it could be interesting to have articles on a similar conflict from different media. Present to your group the similarities with perception process.



KEY LEARNINGS FOR YOUR GROUP:

- Peace journalism is closely linked to the concept of positive and negative peace, since peace journalists are supposed to strive towards the promotion of positive peace highlighting stories that seek to promote the conditions of peace, justice and equity.
- Peace journalism gives voice to the forgotten stories, instead of just reporting on dominant and powerful stories.
- Peace journalism offers counter-narratives to transform stereotypes, myths, and misperceptions.
- Peace journalists carefully choose and analyse the words they use, being very conscious of its power.
- Peace journalists thoughtfully select the images they use, understanding that they can misrepresent an event, exacerbate an already difficult situation, and re-victimise those who have suffered.

Source: *Youngblood, What is Peace Journalism?, 2017.*



YOU WANT TO KNOW MORE:

- *Transcend*
- *Park University*
- *MAP Lebanon*
- *UPeace*

1.3. Youth, Peace and Security: UNSCR 2250

When it comes to peace and security, youth has for very long be considered as either the victim (most of the time young women) or perpetrators of violence (most of the time young men). That has been (and still is in many contexts) the dominant narrative. However, through a strong and long advocacy, UNOY Peacebuilders together with other key stakeholders have managed to start changing that narrative and to give voice to the forgotten story of youth as peacebuilders, to recognising young people as contributors to peace - as peacebuilders. The adoption of the United Nations Security Council Resolution 2250 on Youth, Peace and Security is crucial in changing the perceptions of young people, in recognising their role in peace and security and ensuring more meaningful tools, strategies, and space for participation and influence in decision making processes.

We will here present the background, the story behind the adoption of the resolution and the main content of it (its five pillars). At the end, we propose different ways that the resolution can be facilitated in sessions with youth participants.

Background

In December 2015 the United Nations Security Council adopted Resolution 2250, the first ever thematic resolution on Youth, Peace and Security (UNSCR 2250). This historic document is very important for all young peacebuilders worldwide because it brings recognition and legitimacy for youth's efforts in building peace. UNSCR 2250 is considered a landmark international legal framework as it sheds light on the positive role of youth in peace and requests for policies and programmes by the international community and member states to ensure meaningful contribution and participation of youth in the peace and security agenda.

(A Guide to Kick-off starting 2250).

Pillars of UNSCR 2250

UNSCR 2250 recognises for the first time the **positive role of young people in preventing violence and being active agents in peacebuilding**. It identifies 5 action areas. They are:



Participation: Calls for the meaningful participation of youth into the peace and security agenda, not only from a beneficiary perspective but most important as equal partners.



Prevention: Recognises the role of youth in preventing violence. It also highlights the need to facilitate an enabling environment and improve investments in socio-economic development and quality education for youth, and to

create mechanisms to promote a culture of peace, tolerance, intercultural and interreligious dialogue that involve youth.



Protection: Recalls the obligations to protect civilians, including young people, and in particular from all forms of sexual and gender-based violence.



Disengagement and reintegration: Support the meaningful reintegration of young women and men directly involved in armed conflict or other violent initiatives (gangs, etc.).



Partnership: UN entities, international organisations and civil society to actively increase political, financial, technical and logistical support for young people's participation in peacebuilding. It also highlights the importance of partnering

with youth, local communities and non-governmental actors in countering violent extremism.



HOW CAN YOU INTRODUCE THIS TO YOUR GROUP?

Depending on your group, you might be able to facilitate one activity or another.

- **If it is the first time your group hears about UNSCR 2250** (and that would be perfectly normal!), you may want to divide them in sub groups and provide them with some time to explore and learn about the resolution and then make a creative presentation to the rest of the group. You can divide the group into 3 groups: One group exploring the 5 pillars of the resolution, another group looking into the background and the needs for such resolution (how youth advocated for it); and a last group exploring the current context on 2250 (plans for implementation, the progress study, etc.). Most important is that you have the (basic) knowledge on 2250 so you can help them with their presentation and in providing clarifications/rectifications after the presentations. Make sure you give them proper instructions on the time they have for preparation and presentation, how they can do their presentations, etc.
- **Alternatively, if you do not want to focus so much on the resolution but rather on its principles** you can simply divide your group and ask them to reflect on 1. challenges of youth participation in peacebuilding, 2. opportunities for youth engagement in peacebuilding (you can even ask them to reflect on that based on the 5 pillars of the resolution) 3. how UNSCR 2250 can help them in the work they are doing (or how the activities/work they do in their communities/organisations is related to 2250).
- **If your group is familiar with the resolution** you might just do a quick reminder and then make them work in smaller groups on how to localise the resolution. Kindly refer to: *"Guide to kick-starting UNSCR 2250. Locally and Nationally"*. Please refer to the workshop outline on page 8-10 of the document. Make sure they can reflect on opportunities to implement 2250 in their own context but also what is already being done and what could be further strengthened or given more visibility (for instance: there is are specific programmes on youth and peace in their communities).
- **If you just want your group to discuss on youth and peace**, you may want to organise a debate on "The role of youth in peacebuilding". At the end (or beginning) you can link and introduce UNSCR 2250.



Tip: in certain contexts introducing a UN resolution might be sensitive because of young people's perceptions of the UN system itself. If that is the case, take it easy and approach 2250 as a resolution led by a youth movement that identified the need for a new narrative on youth as peacebuilder. We suggest you avoid entering into uncomfortable debates about the UN or the Security Council and really concentrate the discussion on the change of narratives or the potential of the resolution to be an instrument and a new international framework in advocating for the positive recognition of youth in peacebuilding.



KEY LEARNINGS FOR YOUR GROUP:

- While it is a UN Security Council Resolution, it is mainly a resolution that was advocated by a youth movement: 2250 is not an end in itself but rather a tool.
- It supports a new narrative: having a framework such as 2250 is a shift in mentalities that is crucial to providing impulse to a vision where young people are key agents for peace.
- It provides recognition and legitimacy for youth and youth led organisations into working for the peace and security agenda, as well as bringing visibility of the positive role of youth in peace and security.
- Localising 2250 must be rooted in local realities: 2250 can be seen as a global agenda that is far away from the reality of your group. Youth would need to take ownership of the resolution and put it into action in their own reality.
- 2250 is not a tool for putting youth in competition with other groups, it should rather look into partnership than into dividing groups.



YOU WANT TO KNOW MORE:

- *The resolution itself*
- *Guide to 2250*: Everything you need to know about 2250 in one place: what does the resolution say? Why does it matter? What can you do with it?
- *2250 explained*: For a more in-depth explanation of the resolution and what it means, read the annotated version.
- *Translating Youth, Peace & Security Policy into Practice: Guide to kick-starting UNSCR 2250 Locally and National*
- The Progress Study on 2250 Youth, Peace and Security: in UNSCR 2250 it requested the Secretary-General of the UN to present a study on the current panorama of youth, peace and security field. In 2018, an independent author presented that study, *The Missing Peace*, and it might be an interesting study if you want to present or discuss with your group more on the recommendations on youth, peace and security.
- In 2018 the UN Security Council adopted another resolution on youth, peace and security: *UNSCR 2419* on Increasing Role of Youth in Negotiating, Implementing Peace Agreements. Yes, another resolution, another number. But do not panic or get overwhelmed by it. The most important is just to know that following UNSCR 2250 there is already another resolution, 2419 which focus on the role of youth in formal peace processes and is looking into how to ensure and increase their meaningful participation in negotiating and implementing peace agreements.

Wow! You made it through Part 1 - congratulations! We hope you enjoyed it and enriched your knowledge, learned something new and/or refreshed your understanding of the key concepts relevant for educational activities with youth on peacebuilding. It is now time to start designing and implementing your own programmes on conflict transformation, peacebuilding and creating peaceful narratives!



Photo © Jan Oberg - obergphotographics.com (Bujumbura, Burundi 2012)

PART 2.

DESIGNING AND IMPLEMENTING YOUR EDUCATIONAL ACTIVITY

Welcome to Part 2 of the toolkit, a step by step guide to design and implement your educational activity! In this part of the toolkit we present everything you need to know for the preparation and implementation of your learning programme.

Please remember, if you are beginner-intermediate level trainer, your preparation is crucial, not only to feel confident in your delivery but most importantly, to make sure you pass the right message on to your group. And if you are a senior/experienced trainer, you might know most of these things, but let's be honest... the more experienced you are, the less time you need to spend on preparing your work. So you might take this as a good reminder and perhaps include (again) some into your preparation work.

First, we would like to introduce you to the educational approach that UNOY Peacebuilders has been using in its trainings which is **non-formal education**. We go through its methodologies, methods and associated activities and then go into the design of your programme: How do you come up with a programme? From needs assessment to defining the overall aim and learning objectives to monitoring and evaluation. We will also review the key concrete and logistical steps you need to take when implementing a programme: from call of participants, to deciding on the format or preparing the materials. In this part you can also find concrete samples and templates ready to adapt and use!

All these best practices and lessons learned are aimed at preparing and implementing a programme on conflict transformation, peacebuilding and creating peaceful narratives which falls under the larger umbrella of peace education.

What is Peace Education? “Any holistic, multidisciplinary and transformative educational activity that aids the competence development for (living and) building peace”
(*Designing Learning for Peace*, 2016, p.9).

Holistic	Approach where the participant can develop knowledge, but also skills and values.
Multidisciplinary	If you remember the definition of positive peace, peace is not only the absence of violent conflict but it is the conditions for fair, just and sustainable peace, meaning that we also would need to consider inner peace, human rights, environment, justice, gender, etc.
Transformative	Striving for a positive transformation of those narratives that are oppressing and discriminating, but also a transformation in attitudes, behaviours and principles.

So indeed, for us at UNOY Peacebuilders, a training on conflict transformation, peacebuilding and creating peaceful narratives.... is peace education done through non-formal education.

2.1. Non-formal education

UNOY Peacebuilders’ experience and expertise over the years largely relies in implementing non-formal education programmes. This is definitely not the only valid educational approach in the field of youth and peace, but it is the chosen and suggested approach which has proven very beneficial in many contexts, particularly when working with youth groups.

Based on UNESCO definitions and categorisations, there are three types of learning to which different types of methodology can be associated. However, please note that there might be more or they might be called differently in certain regions or in different languages. In addition, those forms of education are not exclusionary towards one another but could rather be complementary.

Defining formal, informal and non-formal education:

1. Formal education	A structured and formalised education under the generally hierarchical educational system that has chronological degrees. It is the education that is acquired in elementary school, high school, university, technical schools or specialised and institutionalised programs.
2. Informal education	A process of learning through life itself where each individual is acquiring skills throughout the experience of daily life and through the influences of the environment. That can for instance include family, friends, neighbours, trips, games, etc. What is important to keep in mind is that with this type of education, learning is not necessarily planned, but it still happens.
3. Non-formal education	Education that has a clear learning purpose but that occurs outside the established formal system. Generally, it has participatory learning methodologies centred on the participant. This type of education usually happens in workshops, projects, initiatives, training, etc. organised by civil society groups, by communities, etc.

Source: Young Adult and Infed.



YOU WANT TO KNOW MORE:

- *Definition of non-formal education*

Main Principles of NFE

The most important principles of non-formal education in the context of peace education training for youth are:

- **Planned:** Non-formal education always has a clear learning objective (please refer to the glossary page 136). It is not a casual or ad hoc learning; it is planned through its objectives, content and methodology. You will see in part 3 that we put a lot of emphasis on how you can be clear about the learning objectives of your activities.
- **Participant-centred:** Although non-formal education has specific and planned learning objectives, it must always be adjusted to the background, competences and needs of your group. Learners are at the centre of non-formal education activities, and you must be able to review and adapt your session and learning plan based on feedback, experiences and knowledge of your participants. As a trainer, while you lead the process, the learning is two-way, and participants are still responsible of their own learning, also because NFE is not based on a hierarchical system. This is very important because it goes also in line with the principle of empowerment and active participation: you want your group to take ownership, to feel included and that they can contribute to the process. Actually, in some topics or sessions, they might know more than you and that is completely fine! Just take advantage of that and invite them to share their competences with the rest of the group to reinforce the sense of peer-to-peer learning as well.
- **Flexible:** In line with the previous characteristic, the learning, in particular the content and methodology you choose, should be flexible and you should be able to adapt to the needs and expectations of the group as long as they remain aligned to the initial learning objective. Again, very important that while you are flexible you always have a focus on the overall objective of your programme so that you do not end up discussing topics disconnected from your objectives.
- **Active and voluntary participation:** participation in a non-formal education activity is always voluntary and based on free-will. No participant can be forced to participate and at any time can decide to leave the learning process. That might sound a bit scary, but in some conflict situations (please refer to Part 3 Page 77), it can be for you, as trainer, an important reminder: participants are there because they have decided to be there. On the other hand, it is expected that the participants of a non-formal education activity will take the lead and responsibility of their own learning by being active and proactive. It is important to highlight this characteristic at the beginning and throughout your training since learning will happen only if your group, including you as trainer, consider everyone at the same level: open to learn from peers.
- **Inclusive:** No learning obstacles shall affect the participation of the learner in the educational programme. That is why it is essential to create a barrier-free programme making it accessible to everyone. This can be done by ensuring conflict and context-sensitive use of exercises and language. The level of complexity raises with the participants and not against them.
- **Recognised and certified:** Non-formal education aims to be recognised both by society and by institutions as a valid and valued learning model. In addition, non-formal education activities should generally include a certificate by the organisation hosting the activity that allows the participant to endorse and certify their participation. So, yes, do not forget to give your participants their certificate at the end of the programme.

Adopted from: [Mainstreaming Peace Education](#) 2014, p.41.



YOU WANT TO KNOW MORE:

- Non-formal education ([Manual for Facilitators in Non-Formal Education, Council of Europe](#))

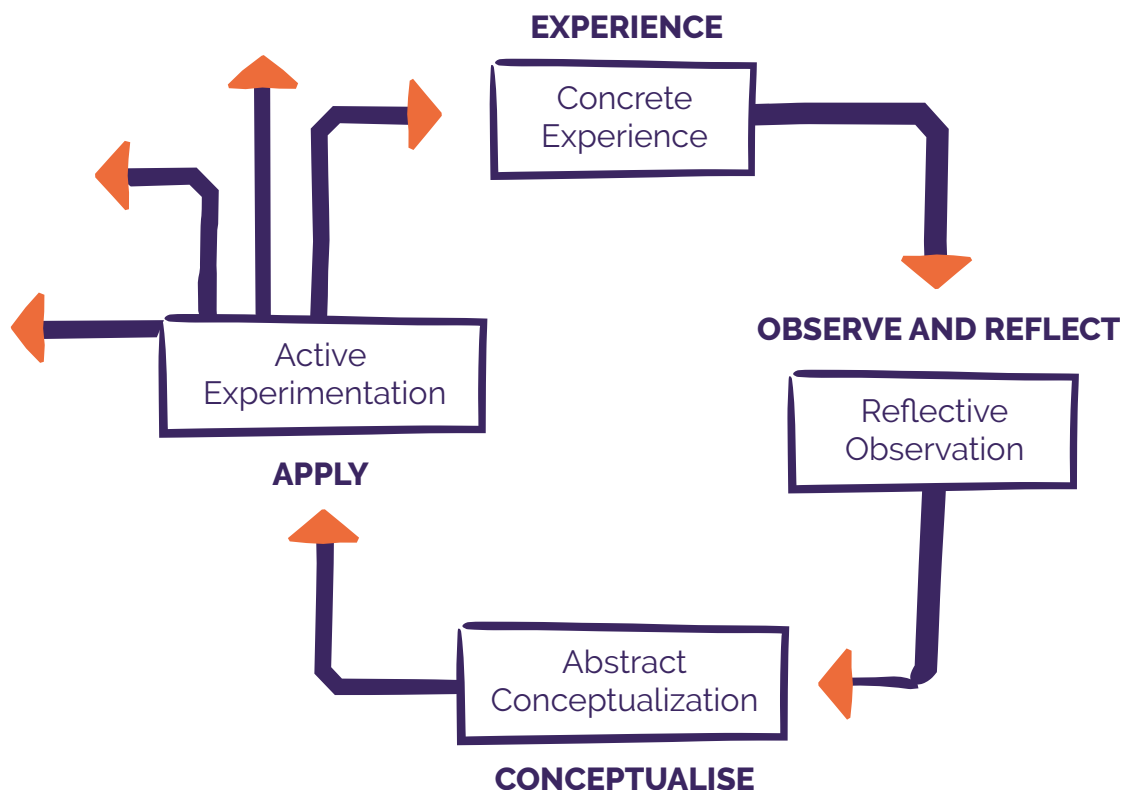
Methodologies

Due to the nature and principles of non-formal education that we have just seen, there are certain methodologies that are usually associated with it. Below are some methodologies or approaches to training that we at UNOY Peacebuilders use.

1. EXPERIENTIAL LEARNING METHODOLOGY:

Just as its name indicates it is based on learning from **experience**. The main idea is that (1- EXPERIENCE) the participant goes through an experience (an activity, an exercise, etc.) and with the support of the trainer (usually through debriefing) goes through (2- OBSERVE AND REFLECT) some **reflections on the experience** that he/she has just lived to then be able to (3- CONCEPTUALISE) conceptualise and transfer to everyday life and to understand how this experience relates to real life and finally (4 - APPLY) can draw some learning conclusions that he/she can apply in a similar upcoming experience. This is called the Kolb's Cycle (in case some participants ask you). What is important to highlight is that this methodology is open-ended, rather than offering a definitive answer. It challenges the participant to draw their own conclusions.

You must have noticed that there is a rich set of exercises and activities presented in Part I using the experiential learning methodology, and it is very refreshing to challenge ourselves during these kinds of activities. Experiential learning activities need a very good and well-prepared debriefing. Below, we will walk you through what you need to know about debriefing.



Source: Jenkins, A. 1998, p. 43.

Debriefing

Debriefing is the moment in your session/activity when your participants will make sense and understand the learning behind the activity/experience they have gone through. The debriefing of an activity is crucial as it is the moment for participants to reflect on what happened and how is this connected to their everyday life. If the participant lives the experience but cannot relate how this is a metaphor of what happens in life, the main learning will be missed.

The technique of “**debriefing**” usually happens in plenary for the whole group to reflect and draw the conclusions together. It consists of three moments where you would ask your group about:

A. Emotions: how did you feel during the experience / activity? This debriefing question is particularly important if you are implementing an activity that is either sensitive or could be emotionally challenging. It is crucial that you make sure that the participants can express how they feel and what happened to them in terms of emotions. You can encourage them to share it or to write it down on paper, as sometimes it is easier to take a moment of reflection or it might be too personal to share it in plenary. Still it is crucial that the participants reflect on it.



Tip: Ask each participant to share one word (only one word, no explanations) about how they are feeling right now/at that moment. This will allow you to have a fair understanding of how the activity went for the group and to start making participants practice verbalising emotions and personal feelings.

B. What happened during the experiential activity? The trainer will ask these particular questions: What actually happened? Was the goal achieved? Why? What factors influenced this? Here you want them to reflect on **what happened during the activity in itself**, without analysing or comparing it with previous experiences; it is a factual discussion. Remember, focus here is on the activity!

C. How can I transfer this activity and my/our reflections to everyday life? What conclusions can I draw for my life and my environment, including the society that surrounds me? This third part is eventually the most important one and here you should be capable of steering the discussion aligned with your learning objective of the session. This part is the core of the learning where participants will start realising how this activity is connected with life and society.



Tip: Some activities might be very emotional, especially if you have asked participants to take over certain roles. To ensure that they leave behind their roles for the debriefing, you could ask them to take a moment to go outside and leave training room, before coming back “as themselves” (out of their role - “de-roling”). You could also ask them to scratch the piece of paper that assigned their role.



YOU WANT TO KNOW MORE:

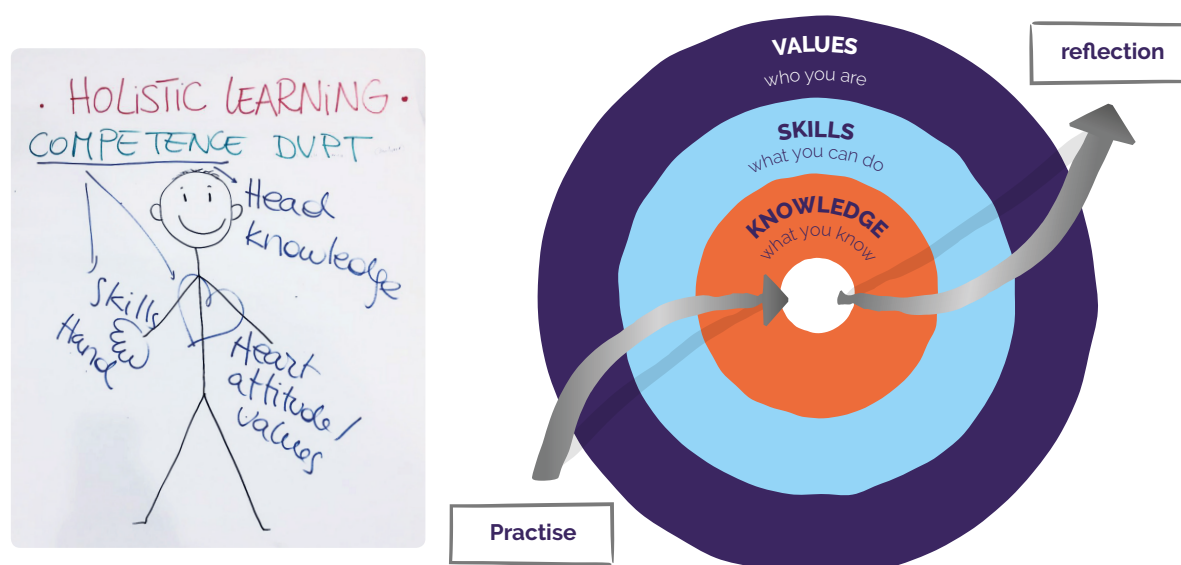
- *TKit on Training Essentials* (p.104)
- *Jump Foundation*

2. HOLISTIC LEARNING METHODOLOGY

This means that the objective is to acquire knowledge, skills (know-how/to do) and attitudes (know to be). We also refer to it as 'competence' for the combination of knowledge, skills and attitudes. Therefore, the methodology used in non-formal education should allow the participant to consciously and subconsciously acquire not only knowledge, definitions, theories, concepts, but also skills, abilities to act, and more importantly attitudes, values, behaviors, forms to be more civically engaged and conscious, positively transformative in society and nonviolent. Does this remind you of something? Yes, this is exactly what peace education is aiming for. However, it is only fair to also warn you that the transformation of behavior and attitudes into a nonviolent way is definitely challenging and it is hard to measure in the short-term.

Finally, for a change in attitude, usually experiential learning (as we have experienced in our many years of doing peacebuilding trainings) seems most adequate as it allows participants to reflect on their specific experiences, how they react under certain circumstances and how their attitudes could be transformed.

Another simple way of presenting this methodology is through a drawing of a human body, highlighting 3 important parts - with head (knowledge), hands (skills) and heart (attitudes.) See an example here:



Source: NFE Book, AEGEE, p. 15.

In a more graphic way, holistic learning is usually represented based on competencies such as head-knowledge, hand-skills and attitudes/values-heart.

3. INCLUSION AND DIVERSITY IN LEARNING:

Non-formal education should be inclusive and should encourage diversity and the participation of traditionally excluded (i.e. those with low socioeconomic backgrounds, those who are differently-abled, or simply those who could not speak English well) or minority groups. Being inclusive also means being able to appreciate and embrace the diversity of your group. As a trainer, this means being able to recognise the different ways your group acquires competences.

Below are different types of learners presented, based on Kolb cycle-based learning styles developed by Peter Honey and Alan Mumford and on the senses based learning styles (visual, auditory, sensory):

Based on the content used during the Training of Trainers on Conflict Transformation in 2015 organised by UNOY Peacebuilders, we also present some methods to use based on your type of learner. Indeed, it is very important that, as trainer, you are aware of the different kinds of learners and start identifying what is their preferred style of learning and then train in such a way that

allows variety to ensure that all participants in the programme feel comfortable. While each activity may not always have a different type of learning, it is essential that each non-formal education learning programme reflects a methodology that is diverse enough to cover the three major types of learning.

Type of learner	Description	Method
Visual learners	Participants who need visual support to gain the competencies that are being presented to them.	Make sure you have flipcharts with the main learnings and messages, use pictures, images, films, symbols, powerpoint presentations, etc.
Auditory learners	Participants who understand and assimilate better by sounds and hearing. It can be as much through sounds or music but also talks and discussions.	They will appreciate music during the activities, change of voice and tonalities, oral presentations, reading out loud what is written, etc.
Sensory learners	Participants who are more at ease in learning when they can do it through sensory experiences, physical activities or touching.	Energisers, simulations, cooperation games, team-building/trust building exercises, are methods (painting, plasticine, etc.) will be very convenient for them.
Analytical learners	Participants who enjoy and learn through analysing, solving problems, creating mental models.	Providing case studies, problems to solve, strategies, and formulate questions and debriefing will work quite well with them.



Tip: In certain contexts or for certain participants, physical activities might not be allowed or might make them feel uncomfortable. Keep that in mind - when you are facilitating a session that includes (potentially) physical contact (could be as simple as holding hands), inform participants beforehand and give the option to be an observer to those who do not feel at ease.

4. DIVERSITY IN LEARNING SETTINGS:

In the same way that each person tends to learn better based on one of their senses, the space and the format in which the activities are facilitated can have a great influence when it comes to acquiring the learning.

Different settings:

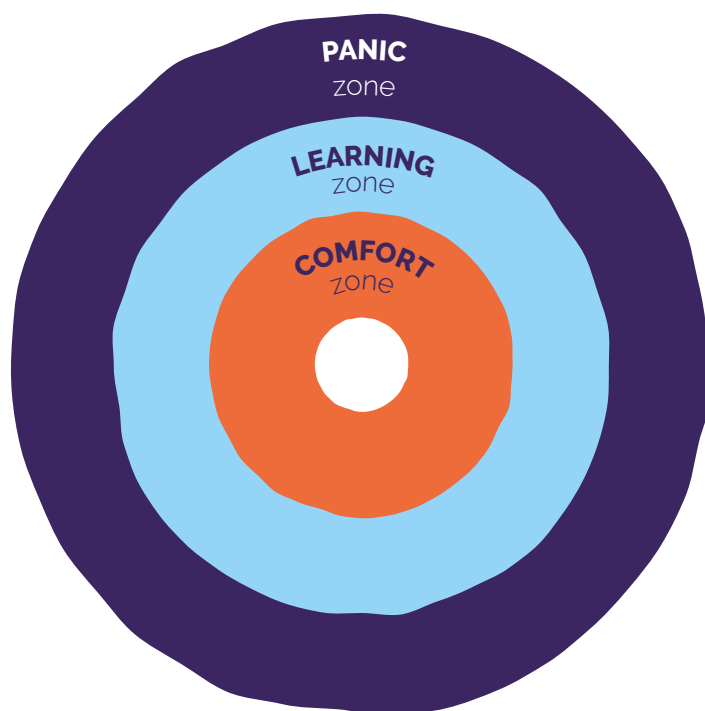
- Individual work
- Group work
- Plenary

Kindly be aware that in NFE it is suggested that you change the learning settings, not only to ensure that participants can learn through different approaches, but it can also support the participation of some of them who might be more shy in plenaries or, on the contrary, more comfortable. Lastly, also think if you plan to do some outdoors or indoors activities and how this may affect the group dynamics.

5. LEARNING ZONES:

It's crucial for your group to understand the different existing learning zones, so that they become aware of their expectations and their responsibility to acquire the learning. We mentioned earlier that your educational programme is a shared responsibility between you and your participants. There are usually three learning zones based on the Learning Zone Model, developed by Tom Senninger.

- **Comfort zone:** in this area participants do not learn anything or learn very little since they are situated in a known area, where they feel calm, comfortable, and at the same time only marginally stimulated, if at all.
- **Learning zone:** when leaving the comfort zone, the participant enters an unknown area that may cause fear or restlessness but at the same time provokes and allows learning. In this area, learning usually occurs in a more tangible and sustainable way.
- **Panic zone:** when the participant moves too far from its comfort zone and leaves the learning zone, the person can reach moments of fear or even panic. For instance, if a certain activity is putting them into a tense or stressful situation, or is shaking their core values and principles too much, they might just close down/ block themselves to anything and the learning will also not happen as they will not be open to it.



Source: Senniger, The Learning Zone Model, 2000.

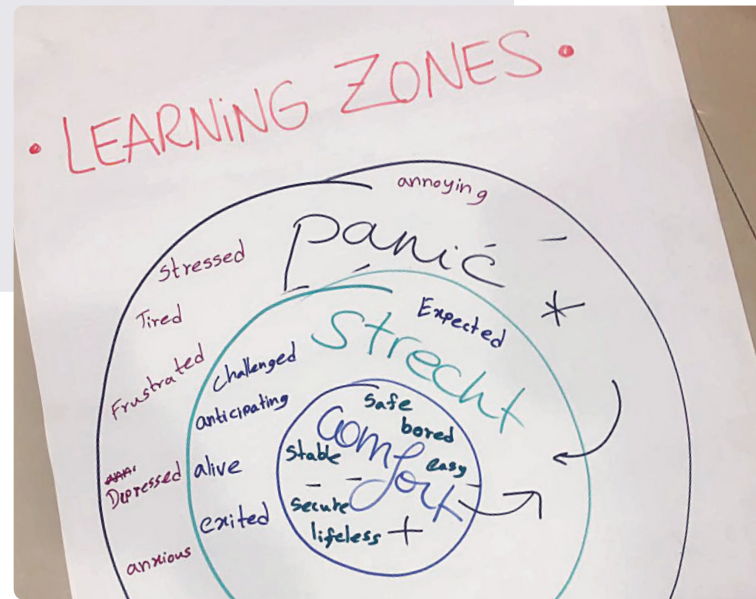
From experience and particularly if you have a group who is experiencing NFE for the first time, we would suggest that you present these methodologies in your first session. Why? Because it is important for the group to understand that it is also their responsibility to leave their comfort zone and advance to the stretch zone. It is a shared responsibility to encourage participants, through appropriate methodologies, to reflect on their habits and learn new skills and reinforce others, and at the same time that the participants themselves intend to leave that comfortable area with courage and determination.

Finally, it should also be noted that they may have moments of panic, in which they do not fully understand why they are doing what they are doing or that their values and principles are being reviewed. For example, it is possible that by the mere fact of having a diversity in spaces and formats of activities some participants feel uncomfortable, but if the reflection is correctly led, the participant should be able to understand that when leaving their area of comfort is when they are learning.



Tip: Keep a flipchart on the learning zones in your training room, throughout the entire training, as it can be a good reminder for any moment of “panic” or “too comfortable”. Making people visually see where they are standing throughout the activities can help you in addressing potential issues or concerns.

Finally, as UNOY Peacebuilders, through non-formal learning methodology, we hope to bring in a **multiplier effect**: provide the tools and inspiration for the participants to further share and replicate it with their peers and other circles of influence.



Methods

What? Methodology, and now methods? Are they not the same?

Sorry to have to tell you no, they are not.

And it is actually important that you understand the difference between the two.

Methodology functions as your overall guiding principles or approach for the educational activity you are conducting. Through non-formal education, you will mainly aim to have methods that allow **learning through experience**, that are **inclusive**, **diverse** and **holistic**.

Methods are the answer to “how” you will conduct the activities to actually manage to reach and respect your principles: What processes will you use? How will you do it?

So, here we go, some common methods used in non-formal education:

1. **Icebreakers:** activities or games that help the participants to break the ice and to be more comfortable as a group. They are short activities that support building trust among the group and creating a safe space.
2. **Energisers:** short activities (preferably not longer than 5 minutes) before a session or in between sessions that can help in putting some humour, be relaxing and bring back some energy.
3. **Games:** from sports to table game, if developed and adapted to the subject of the learning objective and content of the session, games can prove to be very valuable tools to promote a relevant learning experience.
4. **Group discussion methods:** some concepts could be interesting for participants to discuss in smaller groups. This might help them in getting more space for sharing and reflecting on the specific topic and to build common ground. This can be done for instance through: brainstorming, world café, open space technology, jigsaw and small group discussions.
5. **Role play:** participants are invited to experience what it means to take over someone else's role. They become someone else, different from their usual reality, representing the other's behaviors, thoughts, reactions and so on. This method allows participants to develop empathy and understand its value. Although it is for a short time, participants are invited to feel what it means to be in the skin of another person.
6. **Simulation:** although it seems similar to a role play, the difference is that the participant keeps his/her own characteristics but has to simulate how he/she would react in a specific situation.

7. **Case study:** participants can be provided with a case study about a particular real or fictitious situation in which the group should read, investigate and debate based on some guiding questions. Generally, the sharing is done in plenary to allow sharing and joint learning.
8. **Debate:** participants discuss a sensitive or controversial topic, usually supported by a moderator (can be the trainer or a participant). They will discuss the issue from different positions and perspectives and you can ask them at some point to switch their positions.
9. **Quiz or test:** can be used for the pre/post assessment or to present some knowledge or inputs on an engaging topic.
10. **Storytelling:** by sharing a personal story (can be from participants, trainer or external guests), the group can reflect and discuss key issues/topics embedded in the story.
11. **Field trip:** if time permits, an interesting training method can be to organise a field trip for your group to learn in situ. By being directly exposed to their environment, they can learn by interviewing people in the communities, visiting certain historical sites, etc.
12. **Inputs:** some sessions can be less proactive or engaging and can come in a presentation format, with direct inputs provided by the trainer or an external expert on a specific topic. Input presentations that allow some interaction between the trainer and participant (i.e. with Q&A in between, or sharing of examples from the group) would be ideal when using non-formal methodology.

In conclusion, this non-exhaustive list of methods used under the non-formal education methodologies allows you to implement and practice the principles of active participation, holistic learning and flexibility, among others.



YOU WANT TO KNOW MORE

- Methods ([SALTO Webpage](#))

Types of activities

While this toolkit is mainly providing examples of educational activities that would mainly be happening in the framework of a regular training course, there are other types of activities under non-formal education:

- **Training course:** “An educational learning programme on specific topics, aiming to improve participants’ competences, knowledge, skills and attitudes” (*EC Programme Guide Youth in Action* p.75).
- **Training of Trainers:** An educational programme with the objective to build or strengthen the competences of participants so that they can implement and facilitate their own training courses. This will imply a strong focus on facilitation skills.



- **Seminar:** “An event organised to provide a platform for discussion and exchange of good practice, based on theoretical inputs, around a chosen theme or themes which are relevant to the youth work field” (*EC Programme Guide Youth in Action* p.75).
- **Study Visit:** “An organised study programme, for a short period, that offers a view of (youth) work and/or youth policy provisions in one country. Study visits focus on a theme and consist of visits and meetings to different projects and organisations in a chosen country” (*EC Programme Guide Youth in Action* p.75).
- **Conference:** A formal meeting of people with a shared interest, typically one that takes place over several days (Wikipedia).
- **Forum:** “Form of assembly that encourages round-table discussion, talk or argument. In other words, it is open and empowers its attendees or participants” (*Quora*).
- **Workshop:** Day or two-day long event, dedicated to discussing a specific topic (*Conference Monkey*).

2.2. Designing your programme

So, are you now so excited about all these topics that you cannot wait to start implementing your own educational activity? But where to start? No worries, we will try to provide you with the key steps to make it as successful as possible.

Before starting anything, we suggest that you have at least an understanding of the context of where (the locality) you will intervene, or where your activity will take place. Read on the history of the conflict, for instance, or at least have a general aim and objective of what you have in mind. If the area has a conflict background, maybe time for a quick conflict analysis (see part 1, page 16-19)? It is also important to have a main theme for what you want to do, and be as concrete as possible. Please note that this theme might be fixed as per donor or funding requirements.

Is your main theme about conflict transformation? Reconciliation? Transforming narratives? Dealing with the past? Once you have it defined, then you will be able to start defining it more in detail and to customise it:

Needs assessment

This is one of the most important steps to take in planning an educational programme, but sometimes we tend to skip it because of time or limited resources to conduct such an assessment. Please don't do this because it actually is crucial.

Why? It is indispensable that you ensure your programme is addressing needs, whether of young people or the community you will be intervening. **It is not enough to assume that your target group needs something or to just go with the flow of the latest most popular topics.** Through UNOY Peacebuilders' experiences, we have noticed that consulting your target group about what it needs and expects does not only bring credibility and legitimacy to your activity, but also relevance and ownership. If your group feels consulted and part of the initiative, there is a higher chance participants will remain engaged and your programme can be more sustainable. The main objective of your needs assessment is to get an understanding of what participants need to improve their work on the specific area you are trying to have an impact on. You can also get insights on their hopes and aspirations.

When to do your needs assessment? You could do it as a very first step, once you know the target group (their profile and background) - even if the people consulted might not be the ones who eventually participate in your activity, you would have ensured they fairly represent the group you are targeting - or once you have your participants selected you can directly ask them more about their expectations, etc.

How to do this?

There are different kinds of needs assessment:

1. **Online:** Create a form online and ask key questions to better understand young people's needs and profile. Attention! Be aware that if you do it online, for certain contexts, this would mean only youth who have access to internet and who are digitally skilled will be able to respond to that assessment and it might provide a biased understanding of the context. See an *example* here.
2. **Onsite:** Go to the targeted area/community, meet with the young people, organise a group discussion, individual interviews, etc. Of course, this option means you would need perhaps a certain budget for the travel, to organise the meetings, to secure some spaces and mobilise the youth - but it might be more efficient and also provide you with a first contact with your group, which can help to break the ice! Of course, it might be that you already know the group and have easy access and contact with them. If so, then we would suggest an onsite needs assessment.

The needs assessment will also help you decide on which type of format to implement for your educational activity (a study visit, a training, a seminar, etc.).



Tip: Conflict analysis can be used as a pre-assessment tool before starting any project and be more conscious of the type of intervention to be implemented or even about our own biases towards that conflict.

YOU WANT TO KNOW MORE:



- *A community Needs Assessment Guide: Needs Assessment Survey*
- *Needs Assessment tool: Interviews*
- *Needs Assessment tool: Focus Group Discussions*
- *Needs Assessment tool: Photo Interviews (example)*
- *Needs Assessment process - T-Kit on Training Essentials, Council of Europe* (p.39)

Defining learning objectives, outcomes and its indicators

Once you are clear on the needs of your target group and you have defined the main theme of your training, including its objectives, you also develop the learning outcomes and its indicators.

The objectives are what you intend to accomplish while the learning outcomes are the results you expect to see among your participants in the long term in terms of competencies (attitudes, skills, knowledge). At the same time, for you to evaluate if indeed your educational activity was able to trigger and enable those learnings, you will have to set indicators. Indicators are the “specific evidence that enables you to determine whether the learning outcomes of an educational activity have been achieved. Indicators can relate to all aspects of a competence: knowledge, skills and attitudes” (Designing Learning for Peace 2016, p.49).

Here are some examples:

- **Learning objective** (in this case of an attitude): Development of tolerance
- **Learning outcome:** Participants will demonstrate attitudes of acceptance and respect for persons who are different from themselves in terms of race or ethnicity.
- **Possible indicators:** When asked to work together to complete a task in a group composed of peers of varying racial or ethnic groups, students will cooperate effectively. Students will demonstrate that they can refrain from using racial or ethnic stereotypes in their speech.

Source: Designing Learning for Peace, 2006 p.50.



YOU WANT TO KNOW MORE:

- Learning Needs, Objectives, Outcomes & Indicators
(*Designing Learning for Peace* 2016, p.48)

Monitoring and Evaluation

If you implement a learning programme, it is as important to properly prepare as it is to properly monitor and evaluate your programme. So, let's make sure we understand the difference between monitoring and evaluation:

Monitoring: The systematic collection and analysis of information during the implementation of a project or program to make necessary changes when needed.

(*Youth impact for Peace*, 2015, p.9)

Evaluation: The systematic assessment of an ongoing or completed project, programme or policy; its design, implementation and results (*Youth Impact for Peace*, 2015, p.9).

Kindly note that evaluation is usually done on educational activities with two objectives in mind: 1. to improve our practice, how we deliver, how we transfer competences and 2. for external purposes, to report back to other partners, stakeholders or donors (accountability).

In brief, through M&E, we are trying to assess to what extent the programme we implemented brought a positive change. Different levels of that change:

- 1. Outputs:** New activities, projects and services that are implemented or delivered as planned.
Examples:
 - 20 participants participated and completed the Training course on Conflict Transformation
 - 24 participants developed an action plan for a small-scale local training
- 2. Outcomes:** Actual changes as a result or consequence of any output. Examples are changes in attitudes, like being more open to the ideas of others, or developed skills, like conflict transformation, cultural expression or digital competence.
- 3. Impact:** Sustainable changes in social reality that can be reasonably attributed reached outcomes. An example of impact can be the reduction of violence in the respective setting or community where one or more of the participants are living and or working.

Source: *The Learning Curve*, online evaluation guide UNOY Peacebuilders.

And how to know if I am achieving my goals? Indicators!

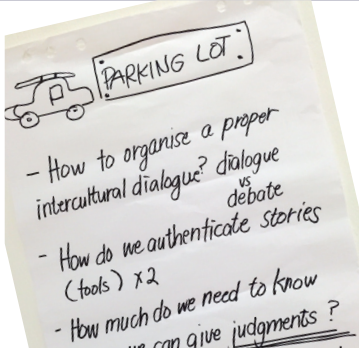
Indicators are tangible and measurable markers that visualise results at all these levels. They help to assess the progress towards the achievement of the expected results. There are two main types of indicators: quantitative (i.e. number of participants, percentage of young people with conflict resolution skills) and qualitative (i.e. presence of an attitude of dialogue, quality of interactions) (*The Learning Curve*).

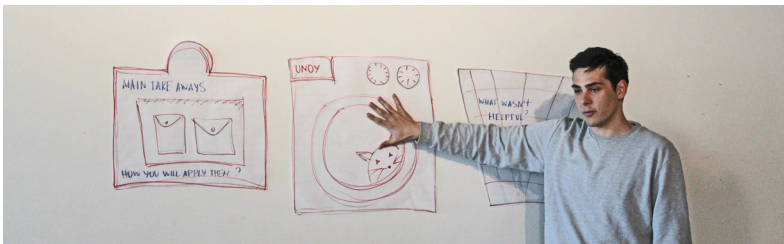
How to do it?

- Step 1:** Develop your M&E plan against your learning objectives and the indicators set. Please see: Defining learning objectives, outcomes and its indicators.
- Step 2:** Define what you are monitoring or evaluating: the activity? The methodology? The entire programme? The satisfaction of the participants?
- Step 3:** Select the best method!

MONITORING & EVALUATION METHODS

Here we present to you a few methods that we have been using as UNOY Peacebuilders:

Description of the method	What for?
Pre-Post self-assessment survey: Based on your learning objectives, you can have a pre-assessment survey (right before your programme starts) to evaluate the learnings of your participants by making a comparison with the pre and post assessment. Both assessments would have the same questions. Be mindful that since it is self-assessment, participants might rate themselves quite high in the survey. The post-assessment is a form with the same questions as in the pre-assessment but in the past ("what is, after your participation in this training, your understanding/skills on...") See here an example.  Tip: Leave a space for comments in those surveys so that they can explain their knowledge and also make sure to tell them that this is not a test. Encourage them to be honest and realistic.	Evaluation of learnings objectives
Participants' intentions: If you ask your group on the first session what their learning objectives for this programme are, you may also want to see by the end of the programme to what extent they actually achieved it. You could use informal sharing in plenary or in groups, or any particular activity, but this could provide some useful information about their evaluation of the programme	Evaluation of their expectations
 Parking Lot Throughout the whole programme you can make sure to have a space (could be a flipchart, a box...) where participants can freely express any doubt, suggestion, ideas they have.	Monitoring (learnings, methodology) Integrate suggestions
Daily reflections: If your programme is longer than one day, it might be interesting to have a reflection moment at the end of each day for participants to reflect on what they liked, what they learnt, what they did not understand, what they would change/improve for the next day, and this could give you daily feedback that you could review with the team and incorporate the next day. Two methods that have been used by UNOY Peacebuilders: 1. In groups (usually groups of 4), participants will discuss their answers to the main questions and add their answers on post-its and jointly on a common flipchart; 2. In smalls groups, participants will discuss their personal answers to each question and one rapporteur for each group (preferably rotating every day) summarises their joint answers to the trainer(s).	Monitoring (learnings, methodology) Integrate suggestions  <i>Photo © Francis Nii Obodai Provencal (Abuja, Nigeria 2016)</i>

Team meetings during the programme: Usually the team would meet every day at the end of the programme to debrief and reflect on how the day went. It might be interesting to reflect on the group dynamics, learning, elements that worked well or not so well, review the daily reflections from participants and discuss how to review/ adapt the programme for the following day.	Monitoring (learnings, methodology) Integrate suggestions
Formal and informal final evaluation: At the end of the programme, it is highly recommended that you have an evaluation that can be informal or formal or combined depending on your format.  If it is only one workshop or session, you may have an informal discussion with participants about their learnings, how they liked the methodology, etc. If longer, you may want to have a formal form for them to fill in and reflect more in detail about the programme. Find an example here.  Tips: Always ask questions related to the objectives of the programme so you can assess if your programme has achieved the expected outputs, outcomes and some cases even impact, if the learning objectives were fulfilled, etc. You may also want to add a section for any comments they may want to add. This can be done through a form right after the activity has finished so that participants can reflect on their learning when memories are still fresh. A second form (or brief interviews) can be conducted a few months after the activity to assess to what extent new developed competences have been applied and exercised in practice. Additionally, you can also include questions about newly implemented actions or projects, level of cooperation among participants (for example, have they stayed in touch? Have they organised follow-up projects together?)	Evaluation of the learning objectives



Certificates are something we would usually encourage to prepare and give to participants who have been participating in the entire programme. It might be important for certain context where non-formal education is usually not recognised. You may want to add a section in the certificate for participants to reflect on what they gained and learned out of it. A template to use yourself can be found [here](#), as well as an actual [example](#).



YOU WANT TO KNOW MORE:

- Monitoring & Evaluation ([Youth Impact for Peace: Monitoring, Evaluation and Learning in Six European Youth Organisations](#))
- Creating Educational Pathways ([Designing Learning for Peace](#))

Designing your programme content and flow

DECIDING ON THE CONTENT OF YOUR PROGRAMME

As you are developing your programme, you should also start deciding on the particular sessions and related content you are delivering. The content of the session needs to be primarily connected to your overall objective and needs to address the needs of your group. The planning of your content and sessions needs to answer that question first before deciding on the activity/methodology. If you first choose the activity it might mislead you on a different topic/learning as certain activities can be used for very different learning objectives.



Tip: Make sure you develop your sessions based on objectives you want to reach: what do you want your group to learn out of the session? This is why we strongly recommend that you first set and define the learning objectives for each session rather than deciding on the activity.

In part 4, we provide you with some samples and templates. You might want to use others, but keep in mind to, at least, be clear with your objectives, methodology, time and materials needed.

WHAT IS A USUAL FLOW OF A PROGRAMME?

This is very important tool as it can have a great impact not only in the learning of your group but also on its dynamics. You cannot start discussing a sensitive topic if the participants do not trust each other.

1 Welcome, introductions, getting to know each other and teambuilding

The first days or first session should be dedicated to framing your activity: introductions to the activity, methodology and objectives, getting to know each other, building the team and sharing expectations and contributions. We hereby present key elements that are usually introduced in these sessions:

In these boxes you can find a brief introduction to these sessions, explaining what is usually the flow of that session and key elements to be approached. Please note that the order of the sessions in the boxes might differ. For a more concrete flow and detailed session outlines, kindly refer to part 4 of this toolkit.



Objective and methodologies: Short or long trainings, it does not matter, it is always important to start presenting your programme: the overall aim, the learning objectives, what is expected from participants, if this is part of a larger programme composed by different phases, etc. Depending on your time, you would also present the methodology of the training, that it is based on non-formal education and that will address different types of learnings. Participants need to be clear on why they are there and how and why this programme came to be.

Getting to know each other: From a first round of names to more elaborate activities to get to know one another in more depth, participants need to be given time to know who is in the room, from personal and professional perspectives.



Tip: Make sure to review the profiles of your participants to adapt the activities accordingly. No need to spend a lot of time on getting to know each other if the group is familiar with each other. However, it would always be needed (even briefly) as they might not know you or the rest of the training team!

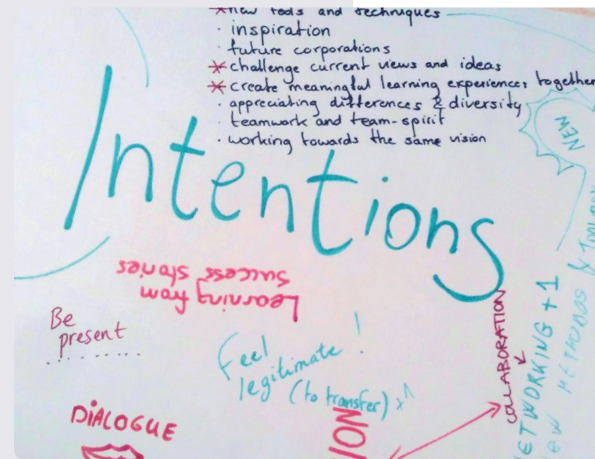
Expectations (Intentions), Contributions and Fears: Discuss with your group their expectations of the programme: What do they expect to learn/to gain out of their participation in your programme? What are the experiences, knowledge, skills, attitudes they can bring and share with the group throughout the programme? It is equally important to understand how each participant can contribute: what is their particular experience and expertise that they will be able to share and bring into the discussions? And finally, what are their fears or worries regarding this training; any challenge they anticipate?



Tip: it can be a bit tricky because you might have participants that will have very high/non-realistic expectations about the programme and/or expect everything to come from the trainer. We can suggest that you state very clearly that everyone in the room has the obligation to support each other in fulfilling their expectations, and that primarily each one of them is responsible for their own learning. You may also want to use the word “intention” instead of “expectation”: keep changing and transforming the narrative! Example of a guiding question: “what is your personal intention in this training?”

Tip: being aware of the experience of your group will help you in identifying participants that might be able to contribute to certain sessions right from the beginning. Remember that they are here to learn from each other.

Tip: if participants have filled in an application form where you asked about their experiences and motivation, we suggest you prepare a summary of those in a flipchart. This is for your participants to realise you have not only read what they wrote but also worked on it; this will certainly be very positive and appreciated.



Teambuilding: this moment is crucial, and we believe that it should always be included in any educational activity. The group needs to feel confident and in a safe environment where they can express themselves without being judged while respecting core values (such as diversity or nonviolence).

In this session it is usually the moment in which the rules of coexistence (or group contract or working principles) are established. The group decides on attitudes and principles they will work with together throughout the programme.



2 Sharing, learning, unlearning

Once your group has agreed on how to work together, you can start with some activities that gradually increase in difficulty but also sensitivity. You may want to start with the core concepts and sharing experiences. Introducing new knowledge or skills might be done in a way that you are building from one session to another. You are navigating your group from analysing and reflecting to incorporating new knowledge or unlearning old knowledge to finally creating common ground and understanding as a group. For the methods, you can refer to the previous part on “methods”. In Part 4, we also provide you with concrete samples of session outlines (refer to part 4 page 92).



Tip: If your programme is 7 days or longer, you may want to include a free afternoon for participants to refresh, disconnect but also visit the surroundings. This is particularly important for participants who travel for the first time to this place as the programme might not allow other free moments. In addition, you can also suggest some tourist sites or organise a guided visit to a particular site. **End of the day informal sessions.**

In UNOY Peacebuilders' experience, we usually add some informal sessions at the end of each day where participants can relax and continue to get to know each other at different levels. Most common session that we have planned are:

- Organisations fair/Networking: provides participants the opportunity to present the work of their organisations. You can ask them to bring materials, make a collage or to prepare some stands/stalls where participants can freely visit, similar to a market place.
- Multicultural night: this can be particularly enriching if your group comes from different cultural backgrounds; you can ask them to present their cultures through different (interactive) means (food, dances, traditional costumes, etc.).
- Farewell night: organise a nice space for the last evening where participants are able to enjoy an informal session to say goodbye and perhaps show their hidden talents?



Tip: These activities can be led and organised by the participants themselves; make sure you encourage inclusion and respect for diversity. You can also keep one evening free for them to decide what to do. Other options could be: movie night, talent show, theatre...

3 Reflections

In our experience, in programmes of more than one day we dedicate a session per day for participants to express themselves in a constructive way and to propose improvements and changes to the programme (kindly refer to M&E part on page 61-63).



Tip: If you are asking your participants for feedback during your programme with the aim of reflecting daily and being able to improve and adapt some sessions, you will have to make sure that you are open to it and comply with feedback given. How frustrating would it be for participants to provide feedback that is not actually being considered? That does not mean that you will be able to address every single piece of feedback or that you should change your entire programme; trust your methodology and sessions and most important keep any changes within your framework and your main objectives.

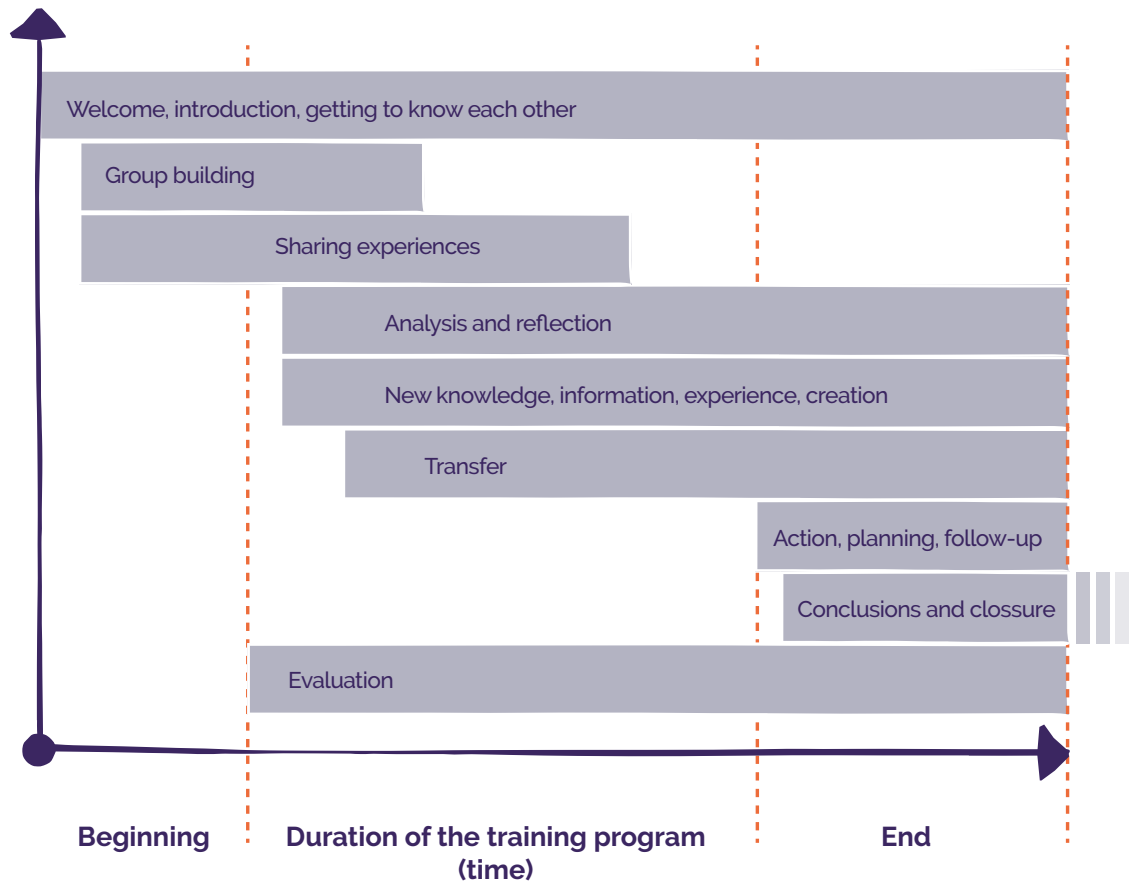
4 Planning the follow-up and final evaluation

Towards the end of your programme, we usually dedicate at least one session to plan the follow-up. As we hope the activity is a first step for your group to continue implementing and multiplying the learnings from your programme, this is also the moment to wrap up the programme and end with a closure.

Evaluation: It is essential that each programme ends with a formal and non-formal evaluation where you evaluate to what extent the learning objectives were achieved and the competences goals reinforced. In addition, this is also a space for the participants to express themselves regarding the whole programme; about the content, methodology and relevance of the methods used, the spaces, the logistics, etc.



For more information about evaluation please refer to page 61.



Group development

Be aware of group dynamics: just as your programme follows a certain flow, your group of participants is also in constant development. According to Bruce Tuckman (1965) it goes through different phases:

1. **Forming**: the participants are yet to feel comfortable amongst each other, they are getting to know each other and are assessing how to work with each other.
2. **Storming**: the participants feel more at ease and have a better understanding of the programme and methodologies. They start to state strongly their opinions and beliefs and conflict might arise.
3. **Norming**: in this phase, the group is both more clear on how they feel about each other as well as on how to work together and they start developing their own rules, dynamics, "norms".
4. **Performing**: the participants are more comfortable with each other and have created their own rules on how to work together, which they now start implementing. It is the time for action.
5. **Adjourning**: this is the moment for the participants to break apart as their objectives have been fulfilled. It is usually the end of the training and the moment to think about the next steps to move forward

Format

You will need to decide on the format of your programme. First question: is it online or onsite? Or a combination? UNOY Peacebuilders has lately been working on onsite trainings that have an online component, where most of the time the preparation part of the training is done online, such as reviewing online key concepts, and getting to know each other etc.

The second question you need to think about is if your programme is residential (i.e. participants will stay overnight) or not.

We present here a review of the options with some advantages and disadvantages (this is not exhaustive but based on our experience):

Format	Advantages	Disadvantages
Onsite	· Nothing like the human connections! · You can better understand the dynamics in the group, mingle with your participants, have informal chats during breaks and get closer to each other.	· Not all participants can afford to come to an onsite programme: budget, security, permissions, visa and entry requirements etc.
(Onsite) Residential	· Supports creating strong ties among your group as they spend 24 hours together. · Time-saving and logistically easier	· You need the budget for it! · Very demanding as you will need to be with your group 24 hours. · Depending on your context, you might need to assess the security conditions: is it safe for your group to stay overnight?
(Onsite) Non-residential	· Good option if your budget is limited. · Can provide the opportunity for the participation in certain contexts of groups who have traditionally been less empowered such as women who might not be allowed to stay overnight.	· May break the flow of the programme, especially if participants are not all leaving at the same time at the end of the day.
Online	· Open to participants that might not have the chance to travel (visa requirements, coming from areas with difficult access or having a limited budget). · You can have a bigger group and give more youth the chance to participate. · In difficult conditions, it can be the only option due to security concerns (youth not being able to travel to a training venue etc.)	· It will be only accessible for youth who have access to internet and computer skills (you might exclude those who do not). · You miss the human contact · Participants should be able to work independently, as the follow-up might be more limited than onsite.

In addition, you will need to consider:

- **Number of days:** You can have a one day workshop with 1 to 4 sessions or trainings/ programmes or multiple days with up to 5 sessions per day. Of course, this may depend on the budget you have and also the availability of your group. During your needs assessment, it is recommended to also ask about the practicalities of your programme: when could the youth attend? You might need to have it take place after school/university, during holidays or weekends. And for how many days? Depending on your objectives, you might decide on a shorter or longer version of your programme. Most importantly, it satisfies the needs of your group and your objective. According to UNOY Peacebuilders' experience, we usually run trainings for a duration of 7 full days (excluding the days for travel).
- **Length of sessions:** From our experience, we usually suggest to have sessions between 1h and 1h30. If sessions run longer it can be difficult for participants to stay focused, and shorter sessions mean it would be hard for you to explore in depth. If your programme is longer than one day, we suggest to start every morning with an overview of what will happen throughout that day. It is also good to end the day with some reflections/feedback as this helps you to understand how the participants are progressing and how they are achieving the learning objectives you have set. Also, if you request daily feedback on elements that could be improved, make sure you are actually considering it and take actions to adapt/review your programme. A suggestion is that you start the next day by also sharing their feedback from the day before and reflect on how you have incorporated it or not. Be honest! If you were not able to address some of their requests, it is also completely fine but at least make sure to explain it to your group. This also contributes to building trust between you and the participants. Finally, regarding breaks, we suggest to have at least one coffee/tea break in the morning (15-30 min) and two in the afternoon, depending on the group size.
- **Size of the group:** You need to decide on the size of your group. Through UNOY Peacebuilders' experience, most of the trainings have counted with a maximum of between 20-24 participants in on-site training (it can go up to 70 in online trainings) as it seems a good number to handle dynamics, to make it participatory and based on non-formal learning methodology. However, the size can vary.

2.3. Practical preparations before the start of your programme

Call for participants

Time to identify your group! Depending on how widely you open applications for your activity and how you select your participants, it might affect your overall activity and the group dynamics.

When you prepare the call for participants, include some background information about the programme (how it came that you are organising this), the objectives and criteria to apply. Then provide the form to apply for the programme (you may have questions around experiences and motivation/intention most of the time). Find an example [here](#) as well as an example of an actual [application form](#).

There are a few options:

- **Open call:** The open call has the advantage of being a transparent process and being accessible to anyone who is aware of the call and matches the criteria. Of course, this means that you need to be aware of the places where your call will be visible: is it only on online platforms? Which ones? Who has access to it? In which language is your call? Do you also have it available in printed forms? Can youth apply through other means (through a motivational video for instance, as not all might have the same level of literacy depending on the context you are working).

- **Semi-open call:** This might be useful if you are working with a certain group or organisation and you make your call only open for the youth of that group/organisation. Of course, this means that you would not have people from “outside” that group but you might still want to select from those, the ones who have more interest or motivation.
- **Closed call/no call:** Your group is pre-identified and you know from the start the participants you will be working with. If this is the case, you may want to consider having a targeted needs assessment with them.
- **Selection:** It is important that the call reflects the criteria of selection so that it is transparent for everyone what the selection will look like. Some people choose to reflect the rate for each question, to specify the criteria of selection and/or which groups are given priority. The most important, or so we feel, is to be honest and open. Most common criteria of selection that we use are: experience, personal motivation from the participant and content but also gender and geographical locations to ensure a balanced and diverse group



Tip: If you select certain participants based on personal connections or interests, or if you make some exceptions, be ready for critique and for being called out by participants at some point about this, as it is quite likely that your group will find out that some people were treated differently. It will directly impact the trust and values in your training.

Infokit

A good practice is to provide information beforehand to your participants for them to prepare for the programme they are about to take part in it. One option is to send them some pre-assignments that can be done online. Alternatively, you can simply share some reference documents that you encourage them to read before they join the training. Of course, you cannot guarantee that they will actually read or prepare, but at least some of them will and it can help in starting your programme from a common ground.

From experience, we believe it is essential to at least provide your participants with an infokit that compiles key information about the programme: venue, logistics, programme, objectives, methodology used, information about the trainer(s), materials they should bring or even about reimbursement procedures (if it applies to your programme).

Find an example [here](#).

Logistical considerations

Venue: The choice of your venue can have quite an impact on how your programme will flow, so we suggest you do not underestimate this part. Key elements we suggest you consider before choosing the venue:

- **Accessibility:** Is it easily accessible for participants, including those participants who are differently abled?
- **Spaces and surroundings:** How much space can you use? Do you have outdoor spaces you can use? Can you split your group in groups using different spaces if needed? Is the venue surrounded by a noisy environment that could affect your training? Is it a public space where people come in and out and could easily distract your group? Do you have natural light coming in (in a dark space or only artificial light participants can tire very quickly)?
- **Training room:** Is your training room in alignment with your programme, methodology and size of your group? Can you move the chairs and/or tables?



- **Equipment:** Does your venue have the sounds/light equipment that you might need? If not, you can of course always bring it yourself but make sure to put it on your to do list.
- **Food:** Does the venue provide the food or do you need to pick it up from somewhere else (and in this case, who will be in charge of it)? Does the place provide vegetarian, vegan, halal options? And do not forget to ask participants about their food preference and/or allergies/intolerances.
- **Safety/connotations:** Is it a safe space for participants to go? Is it a space related or controlled by a security force (is it for instance controlled by the army or police) or by a particular religious/ethnic group that could make some people reluctant to take part?
- **Materials:** Do not forget to buy, borrow or gather all needed materials for your programme! This should be based in line with the development of your session outlines that indicate the required materials for each session. Basic materials that we usually need in a training are: markers, flipcharts, A4 sheets, coloured papers, scissors, glue, tape, notebooks, pens, post-its, flashcards, etc. Do not forget to print the programme, evaluation forms, pre- and post-assessment forms and the certificates, in case you don't use online forms!

Language

The language in which you will deliver your programme definitely makes a difference who would be able to attend your activity. If you are conducting an international programme, you may choose English by default, but remember that it might not be the native language for most of your participants. This might affect not only the way they will express themselves but also how confident they feel in interacting.



Tip: If English is also not your native language, an easy way to break the ice is to tell them that **you** also do not speak the language perfectly, but that you are trying your best and encourage your group to do the same.

During your needs assessment, or at least during the selection process, you have analysed this and therefore prepared your programme accordingly. It is important that your programme design and methods are also diverse so that it can allow your group to participate in different formats.

Translation

If you are communicating in a foreign language and need translation during your programme, this would require some preparation beforehand.

1. First, you need to be sensitive to your context as you might be perceived as an outsider coming to “teach” them as if nobody in their context could do so. In this case, you may want to first assess if there is a local trainer that could lead the programme and you could be there as a support. This may support ownership but of course you would not be leading and would be less in control of what is happening in the training room.
2. If you go for the option of having a translator, you may want to meet your translator one or two days before to check on the terminologies used. For example, in some languages conflict and violence are translated into the same word! It is important that you are aware of it so you can prepare accordingly. Also try to learn some words in the local language to break the ice with your group and most importantly make sure you understand the context of where you are delivering the training. Important! If you have translation, be mindful of time as it takes usually twice as long and you need to calculate and reflect this into your session outlines. Also, opt for simpler activities and make sure you give your translator a copy of the activities you are implementing. Also, try to have a translator who is familiar with the terminologies and concepts, it will help a lot to ease the process along and make sure that everything is well understood.
3. Finally, do not forget that languages are not only the spoken ones, you also have sign language. If you have participants who speak sign language, you might need to ensure proper interpretation for them but also the adequate methodology so that they feel included.



Template: as you can see, there are many things that need to be kept in mind and where we need to properly follow up and to be prepared. You can create your own to do list, or you can use this *preparation form template*.

2.4. Implementing your programme

The training team

In most of the programmes we deliver, it is not only us, the trainers, who develop and implement the programme, but we are usually supported by a team. Who are those people and what are the different roles of each one?

- **Coordination:** There is usually a person who is the overall coordinator of not only the educational activity but also the project this activity falls under: supervising the whole process from developing the project, including the budget and finances to the monitoring and evaluation.
- **Logistics:** You may have one or more person from your organisation, from the host organisation or from outside who will be in charge of the logistics: from picking up participants from a certain place and making sure they arrive to the venue, to ensuring the coordination of meals, to being in charge of the materials, etc. Very important: this person might also be in charge of buying/preparing materials needed for the programme.
- **Trainer(s):** Depending on the length of your programme and the size of your group, you may need to have more than one trainer - highly recommended when your group is larger than 15 participants. It would then be very important that you carefully prepare together the design, flow and session outlines of the programme, and that you are clear on the roles and responsibilities of each one and to get to know each other (in particular in terms of strengths and weaknesses when delivering a programme) well in advance.

- **External resource persons:** For certain sessions you may want to invite some external resource persons who have a particular experience or expertise to share with the group that you as trainer cannot provide. This can be done by inviting a professional photographer who can show how to use images and media to create alternative narratives, or a policy maker working on security issues at the municipality or national level, or a youth-led organisation representative sharing their work at a grassroots level. This is usually beneficial for participants to get new perspectives or to discuss some more technical questions with a particular expert. However, remember that as a trainer you are responsible for the learning process of your group and you need to be present during those sessions in order to be aware of dynamics, concerns and to reflect back in other sessions or during feedback moments.



Tip: Make sure that your team is also balanced and diverse in terms of gender, geographical areas, ethnicities, religions, cultures... You can only be the perfect example for your group! In particular, we usually deliver trainings that are co-facilitated and we would strongly recommend having a gender balanced trainers team. In addition, if you are organising an international educational activity with an intercultural team and trainer, include at least one local trainer who should be familiar of the local context and respective conflicts.

Difference between facilitator and trainer:

The trainer is the one who, based on a training programme with clear learning objectives, seeks to provide and share a series of competencies with the participants through inputs and experiential and participatory methodology. On the other hand, the facilitator does not aim to lead the acquisition of skills and in particular knowledge, but instead aims to facilitate the process. Of course it can be that there will be some learning, but that is not the main goal. It is rather to ensure a space that encourages a process (networking, developing initiatives, in a seminar, etc.).

Excellent! You ended part 2, reviewing or discovering all the key elements that compose a training, from its design to its implementation. We will now move on to understanding how to manage your group and most important the key values and attitudes we hope you will carry as a trainer in peacebuilding.



PART 3.

PRINCIPLES AND VALUES FOR TRAINING IN PEACEBUILDING

Welcome to part 3! In this part, we present first of all some core principles that throughout the years we have found more than crucial for a trainer in peacebuilding. It is not enough to know the theory and concepts and to be able to successfully design and implement a training. How you deliver your training, your attitudes and behaviors need to embrace peace. This is what will be explored in this part. Finally, we also analyse what to do when certain delicate situations may occur within your group and how to handle some of those dynamics.

Core peacebuilding values while training:

- **Be sensitive to the context and the group:** in particular if you are coming from a different reality, context or background than your group, it appears crucial that you are aware and sensitive to the context in which you are about to intervene: what are the current tensions? How am I (as an outsider) perceived? What are the sensitive issues I need to be aware of?

- **Communicate nonviolently:** put into practice your NVC skills! Speak from “I” messages, do not take any comment personally, recognise the needs of your group, go beyond positions and interests. Feel empathy towards your group, feel the humanity in each one of your participants.
- **Be mindful and present:** be 100% in your training room, feel what happens and be present with and for you group. It does not matter if you are in a training session or not, or if your group is engaged in sub-group discussions: be there for them. Feel the power of being present right there with them. It will make a huge difference for them to feel you fully present. It will also set an example for them to act likewise.
- **Actively listen:** listen from the heart. It may sound cheesy, but if you are delivering a programme on peace and conflict, those are sensitive topics and you may have participants who might have been victims or perpetrators (or both) of violence and it might be difficult to share or open to certain things, but you need to be prepared for that.
- **Be compassionate:** do not judge your group or participants. Be caring, while you are not there to babysit them, in certain circumstances, this might be the only safe space where they feel comfortable to share intimate information, so make sure you create a loving, caring and compassionate environment.
- **Trust the process and the group:** while you are responsible for preparing and giving your best, what happens in the training room is a collective responsibility between you and your group, as well as other external factors: be open to whatever comes unexpectedly and be flexible to accompany your group in the moment. Trust the frame you have put in place as much as the process and the group.
- **Keep the right balance:** while you trust your group, be open for their feedback. Make sure to find the right balance in trusting your programme and being aware of time management and of needs of the whole group. Some participants might need more time to share their emotions or provide inputs, but some others might feel the need to move to the next session: find the right balance.
- **Be multi-partial:** make sure you encourage all opinions in the room to speak out and to avoid your opinion taking the lead in the discussion or becoming the only truth.
- **Give constructive feedback:** remember that whenever you give feedback, it should indicate clearly what you are giving feedback on (exercise, question asked, attitude or disposition) and you should provide an alternative to what could have been done instead. Be specific in your feedback and make sure to never make it personal.
- **Be modest:** during sessions and in particular when debriefing, remember that you are not in a position of knowing everything or having the truth in your hands; remain modest.
- **Do not judge while still firmly defending the principles of peace and nonviolence:** sometimes participants might challenge the principles of nonviolence and argue that violence might be used in some cases: stay firm in promoting nonviolence and challenging those ideas with your group.
- **Be honest:** do not lie to your group: if you do not know something, just say it, you are not supposed to know everything. As mentioned before, this programme is a co-learning space and you are not entitled to know all details or all answers. You do have a responsibility to prepare to the best of your ability and to be honest with your group.
- **Accept mistakes:** if you make a mistake, it is not a big deal, just acknowledge, share it with your group and move on!
- **Promote sustainability:** think of how much paper we use during a training... Be conscious of it and try to be environmental friendly: from not giving plastic bottles of water to being aware of the use of resources).
- **Don't be afraid to be vulnerable:** participants usually appreciate that you can share from your personal and professional experience. This may put you in a vulnerable position as it can also imply sharing mistakes or difficult, sensitive moments that you have lived as in a conflict situation for instance. However, it is usually greatly welcomed and helps reinforce the bond with your group. Make sure you find the right balance in not becoming the only centre of attention however.

All those attitudes and values are essential at any point during your delivery, but we found it particularly important when you provide feedback to participants. These are moments that can be more sensitive, so all these principles will come handy. Make sure to apply them!



YOU WANT TO KNOW MORE:

- *Peacebuilding Toolkit for Educators*
- *Inter-Agency Peace Education Programme*

Sustainability

It is crucial that you consider the sustainability aspect of your programme. Make sure you take conscious decision on the waste management and use of resources for instance. How much paper are you using? Can you re-use? Recycle? Can you provide participants with water refills instead of plastic bottles? Make sure you raise awareness among your group on all these questions.

Inclusion and gender

Keep in mind the principle of inclusion and how you include groups who usually are marginalised or faced difficulties in participating in this kind of programmes.

In some contexts, the participation of youth with disabilities, young women or LGBTQI (Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and Intersex) groups is really challenging and there are groups that can be confronted by many obstacles towards meaningful participation. In addition, sometimes you might have the participation of young women or people with disabilities and a certain gender balance, but make sure they have equal access and opportunities to be part of the discussions.

Some questions that can help you in that:

- Which are the conditions for the meaningful participation of young women/youth with disabilities etc?
- Do they need particular authorisation? Can you provide it?
- Do they need special assistance? Can you support the participation of their support person?
- Is your training team gender balanced?
- Who is speaking the most in your group?
- Do you support that in group presentations young women also take the lead?
- Did you incorporate a gender session in your training? Do you give gender sensitive examples during the sessions?
- Do you have a methodology that is adapted for youth with disabilities?



YOU WANT TO KNOW MORE:

- *Gender bread Person*
- *Concrete educational activity on gender*
- *Gender Inclusive Framework and Theory*

Group management

Be aware that you will experience certain conflicts with your group: it may be because of internal disagreements among participants or with you as a trainer, or because of the quality of the venue or for other reasons. You will also most probably face participants who are very vocal, others who are rather introvert and some who might, perhaps, try to boycott your programme. It can happen

so be prepared for it. To face these situations, you will be required to put into practice your facilitation skills and to embrace all the principles we enumerated. In addition, we are giving you some tips that could be useful in particular situations.

What to do if...

(adapted from Soliya Connect Program, Facilitation Trainee's Guide, 2014 and from discussions with trainers and participants of UNOY Peacebuilders Training of Trainers in 2017, 2018)

• You have very quiet participants:

1. Use rounds to ensure that everyone can speak.
2. Ask the group to take a moment to reflect before answering your question.
3. Use strategies such as smaller groups discussions (some people are not comfortable in plenary).
4. Call on the silent participants: encourage them to share their views, ask more specific questions (your question might have been too broad or was not understood, do not assume it is their fault, that "they do not want to speak").
5. Review how you interact with them, observe their body language: tell them what you observe and ask them to explain why they react in a certain way, you can always talk to them in the break, after sessions to understand better and directly if there is any particular concern from their side.

• You have very vocal participants:

1. Name the dynamic and acknowledge what is happening (they might not been aware of how much they are talking).
2. Refer back to your group contract/ working principles (about giving space for all to speak up).
3. Talk to them personally and understand their needs.
4. Support others to share their views.
5. Remind them to provide space for others.
6. A conflict starts within the group (in particular when those are part of groups in conflict in their own context):
7. Do not panic and let the conversation flow: do not try to stop it or change the topic as if nothing happened.
8. Let participants share their anger or frustration for a moment, preferably with the support of a neutral facilitator; this can lead to conflict transformation and it can also help them to go in depth into their emotions, feelings and needs.
9. Accompany the process and remind them about the group contract: not taking things personally and use NVC.
10. Take a round for each participant to state their feelings and thoughts in a few sentences (avoid long interventions but rather a round to understand where each one stands and ask everyone to listen carefully and without judging when they are not speaking).
11. Remind them that they are in a safe space that should allow them to practice conflict transformation.
12. Remind them the purpose of the conversation and the objective of the training: addressing and dealing with conflicts in a nonviolent way for instance.
13. Ask them to put themselves in the shoes of others and reflect on their arguments, points of view.
14. Encourage them to think what they could change from their own position and point of view.



15. Take a moment of silence/breathing with your group.
 16. If the conflict escalates, try to de-escalate it by either taking a break and holding an intervention with the conflicting parties, perhaps involving relevant support staff and trainers, as needed (in particular if you need support with local language or understanding local dynamics). Another option, but only if your group is at the stage of norming or performing (please see page 67), not when they are still forming, getting to know each other, you can let participants to self-organise the process. Of course, you will still need to play a mediator role.
 17. Make sure that you inform the entire group of what happened in brief, it's better to not go too deep into conflict and make clear that this escalation is also part of the process
- **You have a disengaged group or participant:**
 1. Acknowledge what is happening and ask participants to take responsibility.
 2. State the group dynamics that you are observing and ask your group if this is the best learning environment or what they could change/improve.
 3. If there is a clear distraction, name it and address it (if there is a lot of noise outside the room and people are getting distracted, do not act as if nothing happens, just name what you see and find solutions with your group: make them take ownership and leadership).
 - **You have an unbalanced group:** we have previously seen that it might happen that your group is unbalanced because of the language, of experience, of opportunities, etc. This is something that ideally you would have identified during the preparation of your training (either in the needs assessment or in the selection of participants phase). Preventive measures that can be taken to address it beforehand:
 1. Preparation before the training with certain participants, provide readings, having translators, etc. You might also only starting realising it on the spot;
 2. Discuss it in an open and honest manner in your group: acknowledge what you observe and find a solution with your group.
 3. Adapt/review your methodologies.
 4. Transform those power dynamics into guiding questions for your group to reflect in relation to peace and conflict.



Tip: We suggest to acknowledge those dynamics quite a lot and address it openly with your group. In certain contexts and cultures, this is not something accepted and you may need to take more indirect ways to do so. You may want to address in a more indirect manner, in smaller group or in individual reflections. The reflection groups might be a safe space for the participants to openly share about unbalanced dynamics. But in general, be open on what is happening in your group!

Amazing! Seems like you are ready to implement a programme in conflict transformation & peacebuilding and transforming narratives! In part 1, you learned and/or reviewed the basics around conflict violence, peace, transforming narratives and youth and peace. In part 2, you got all the information on the methodologies, how to design a programme and how to plan for it, and in part 3, you started valuing the principles of peacebuilding and nonviolence to be a live example of peace. So, indeed, you are ready to get into actual programmes and session outlines for you to deliver... The most exciting part is yet to come: the reality of a programme!



PART 4:

IN PRACTICE: PROGRAMMES AND SESSION OUTLINES

Welcome to part 4! In this part, we will provide you with examples and samples of programmes, related modules of the three main topics this toolkit is approaching (conflict transformation, peacebuilding and creation of peaceful narratives) and session outlines.

In part 1 you found all the necessary information on the basic concepts from the difference between conflict and violence to peace, conflict management, the role of identity and perceptions in creating narratives, strategies in transforming violent narratives and concrete tools such as peace journalism and NVC to UNSCR 2250.

In part 2, NFE was presented, with its principles, methodologies and methods and we brought all key steps into developing a programme from its needs assessment to its flow, learning objectives, M&E to practical steps in planning and delivery.

Part 3 was the “how to”: how to be a trainer in peacebuilder as important principles and values have to be embraced and promoted further, how to manage conflict and group dynamics in your training room, how to be coherent with what you preach -how to walk the talk.

Here, part 4, it is time to put everything into practice! Real examples of programmes are provided, one of a one day workshop, and a 7-day long programme. We present the programmes and how they have been developed as they included all detailed session outlines. These programmes are ready to use, to be reproduced or adapted.

Kindly remember that even before going into your session outlines, the first step is to develop the overall aim and the objectives of your programme. Remember that in part 2 page 64, we more extensively explained the importance of clearly setting the overall aim and learning objectives of your programme? Do not forget that should always be your key first step, as **only that will inform you on which themes need to be covered, through which activities and methods**. The overall aim of the programme might actually have been developed by someone other than the trainer but it is eventually the responsibility of the trainer to adapt it and make it coherent and aligned with the objectives.

At the end you will also find a template of a session outline, ready to be filled in by yourself for each session of your programme.

Ready? Let's go!

4.1. Session outlines

Session outline...

For most of us, it is quite a demanding step to develop session outlines but trust us, it is definitely the most useful and important tool contributing to the success of your programme. A session outline is a detailed plan of each session in your programme. It is basically your annotated version of the activity informing you as a trainer of each step within the activity (how to do it and for how long) but also on very crucial information on why we are doing this activity (which themes it addresses and the learning objectives it is intended to achieve).

Please keep in mind that these session outlines are just examples! You may want to take it as a reference and perhaps use some of them but as a trainer it is crucial that you develop your own session outlines and take full ownership and responsibility on it.



Session outline template:

You can also download the *template* as a word document and use it yourself.

Session x / x minutes

NAME YOUR SESSION



Objectives of the session

What is the objective of your session?
What do you try to achieve?



Themes addressed

Which are the main topics/concepts that the session will be covering?



Methods and Timing

Detailed explanation of the session with the timing for each step. This will help you in making a conscious decision of the method and activity and being realistic in its delivery.

5' Introduction:

Type here....

x' ...

Type here....

x' ...

Type here....



Room set-up

How does the room need to be arranged?
In circle? With chairs? Tables?



Materials

Materials that you need to prepare beforehand, both for your participants and for you.



Tips

Things to keep in mind, alternatives.



Source and references

Where did you find this activity? Any further reference that can help if you need to further prepare or read about the topic.

4.2. Sample of a 1-day programme

You have just one day, and you are not too sure what to do... here is a sample of a one-day workshop that you can facilitate. Of course, do not forget that this is supposed to just be an example, feel free to adapt, review, change and make it as relevant as possible for your group and context. There are millions of options and this is just one!

In this one-day workshop, called: "Dealing with Conflict: The Basics", we suggest you explore the basic concepts with your group on conflict, violence and peace.

This workshop has been developed for:

participants: 20-30 max

DEALING WITH CONFLICT: THE BASICS

FORMAT (OFFLINE, RESIDENTIAL ETC)

On-site

PARTICIPANTS (AGE - PROFILE - LEVEL OF EXPERIENCE)

Around 18-30 years old

Participants do not need to have previous experience in peacebuilding but should be interested in learning the basics around conflict, violence and peace and eager to further promote it at community level.

Suggested profiles: youth who are volunteering in an organisation or are leaders/activists in their communities to be able to multiply and share their learnings.



OVERALL AIM

To empower youth to deal with conflicts at personal and community level



LEARNING OBJECTIVES

- To raise awareness among youth participants on their role in managing and transforming conflict.
- To strengthen the understanding of the different concepts around conflict, violence and peace
- To provide participants with tools for dealing with conflict



Here is a suggested agenda for the programme:

Time	Day 1
8:30-9:00	ARRIVALS
9:00-10:30	Session 1 Official Welcome, Programme and Methodology Getting to Know Each Other
10:30-11:00	Tea/Coffee Break
11:00-12:30	Session 2 Peace, conflict, violence
12:30-13:30	Lunch
13:30-15:00	Session 3 Conflict escalation
15:00-15:30	Tea/Coffee Break
15:30-17:00	Session 4 Conflict management strategies
17:00-18:00	Session 5 Moving forward and evaluation

Competences breakdown: If you read part 2 this might ring a bell, if not, this is to show that through NFE holistic methodology we encourage strengthening not only knowledge-based sessions (concepts) but also the development of skills and embracing certain attitudes.

Knowledge understanding/discovering concepts	Skill practicing	Attitudes living and being
---	----------------------------	--------------------------------------

Flow: As you can see, in this programme, we suggest to go from getting to know each other, activities that allow the creation of a safe space to then explore the basic concepts of conflict, violence and peace. Once those are well understood, in particular the differences between conflict and violence and the connection between the different forms of violence with a positive definition of peace, the session continues by exploring the dynamics of conflict, the different stages and how to deal with it. We end with a session on what will happen after the training workshop and evaluation.

All the session outlines for the one-day workshop:

Session 1 - 90 minutes

OFFICIAL WELCOME, PROGRAMME AND METHODOLOGY, GETTING TO KNOW EACH OTHER

OBJECTIVES



- To officially launch the one-day training
- To introduce the objectives, the programme and methodology
- To get to know each other and break the ice among participants
- To build trust among participants



THEMES ADDRESSED

Non-formal learning methodology, Trust, Getting to know each other and breaking the ice



METHODS AND TIMING

5' Introduction and welcoming: organiser should make a welcome speech introducing the training, framework and objectives. Trainer(s) can also take the chance to quickly introduce themselves.

15' Round of names (in circle): you can ask participants to say their names and make a specific gesture that characterise them (variation instead of the gesture: an adjective that starts with the same letter as their first name or their super power). You can ask the next participant to repeat the names of all participants who introduced themselves before them or the whole group to repeat after each participant. This should help in start reminding names and breaking the ice.

20' Speed Dating: play some music and ask participants to find a pair every time the music stops. Once they are in pairs, provide guiding questions they can ask each other to start getting to know the person who is in front of them (examples: explain how you made it to the training, what is your bigger dream, who is your peace superhero, what is your biggest fear, ...). Give them a few minutes before starting the music again and finding a new pair. In between pairs, and with the music on, ask them to just mingle around and dance if they feel like.

30' Group contract - Tuk Tuk activity: ask participants if they know what a tuk-tuk is. If not, explain that is a means of transport quite common in Asia where usually very brave drivers sneak around cars and buses, sometimes in quite dangerous maneuvers...

Ask participants to pair up, with one who will act as the driver and the other one as the passenger. Ask the passenger to close his/her eyes and to put his/her hands on the shoulder of the driver as the driver will be driving them across the room emulating the tuk-tuk drivers. After a couple of minutes, ask to change roles. At the end, ask all participants to take a sit in circle and debrief.

Debriefing:

- How do you feel? (each participant replies one by one in circle with one word representing their feeling right now).
- What happened during the activity? What did you do? How did you react? Was it difficult to keep the eyes closed? Why?
- How do you interpret this with the key elements/values that we need for this one-day workshop?

Based on their answers, start writing key elements/principles needed for them to work as a group and achieve the objectives of the workshop (communication, trust, inclusion, nonviolence, respect, etc.). Once all written on the flipchart, ask if anybody has anything else to add and suggest that this becomes their group contract/community guidelines for the rest of the day.

20' Learning goals: ask each participant to write in silence in their notebooks their learning goals for the rest of the day.



ROOM SET-UP

Only chairs, in circle. Chairs will be removed for the speed dating and tuk-tuk activity.



MATERIALS

Music (speakers, laptop), flipcharts, markers



Tips: If your group already knows each other, you might only do one quick getting to know each other: remember that while they might know each other, they might not know you or other people in the room.

If they do not know what a tuk-tuk is, make sure to explain or to take another common means of transport for that group.

Session 2 - 90 minutes

PEACE, CONFLICT AND VIOLENCE



OBJECTIVES

- To get a clear understanding of the basic concepts of conflict, violence and peace
- To be able to differentiate between conflict and violence, negative and positive peace



THEMES ADDRESSED

- Peace (positive and negative)
- Difference between conflict and violence
- Forms of violence (direct, cultural, structural)



METHODS AND TIMING

5' Although this is still early in the programme, remember that you can have a quick energiser to keep breaking the ice and bring back some energy to the group if needed.

45' Silent Museum activity: Divide the group in three sub-groups, each group will be assigned one of the three concepts (violence, conflict or peace) and is given 15 minutes to prepare a silent presentation of the given concept. Tell them that they will have 2-3 minutes to represent the concept without speaking with the objective of the other groups guess the concept that is being presented, like visiting a museum. The group will visit the three stations one after the other in silence and with no comments or debriefing in between, When the three stations are visited, bring back the group to the main training room.

30' Debriefing: Ask the two groups that got the first visit experience (and without revealing yet which concept it was about):

- What did you experience?
- Which concept did you think was being represented?
- Would you represent that concept differently?
- Present the definition of the concept and pass to the next group until you cover the three concepts.



ROOM SET-UP

If you do the silent museum, you may want to explore the possibility of doing it outside.



MATERIALS

Any available material: flipcharts, post-its, newspapers, etc.



Tips: It is nicer to do this activity outside if you have the possibility or at least outside the main training room. Encourage the participants to be creative.

Session 3 - 90 minutes

CONFLICT ESCALATION



OBJECTIVES

- To understand how a conflict can quickly escalate and its phases
- To experience a conflict escalation situation



THEMES ADDRESSED

Conflict stages



METHODS AND TIMING

Chairs game Activity

10' Instructions: Divide the group into 3 equal teams. Team A, B and C. Try to separate them to create a "climate of competition" from the very beginning. Ask them to think of a group name and a group cheer. Tell them that this is a nonverbal activity, and they will only use the sound/cheer to communicate. Tell everyone that each team has a task, and the goal for each team is to fulfil the task in 2 minutes. Ask them to identify a leader who will come and pick their task.

10' Tasks: Green paper – all 6 chairs should be arranged in a circle; Pink paper – all 6 chairs should NOT be touching the ground; Blue paper – all 6 chairs should be OUTSIDE the square tape. As soon as each leader picks the task, tell them that they have 2 minutes with the rest of their group to strategise. After the 2 minutes for strategising, ask everyone to stand around the square tape. Remind them of the instructions again (Complete your tasks in 2 minutes, no talking). Prepare everyone and say 'Ready, set, GO!' After 2 minutes, stop the game.

30' Debriefing: Ask participants to sit in a circle and start debriefing: 1. How do you feel? 2. What happened? Why did it happen? What was the aim of the activity? Did any group complete their task? If yes, how? If no, why not? Ask each team to share their tasks, then ask – could you have completed all 3 tasks together? 3. In real life, what prevents us from collaborating with others? Why do we compete? Why do we think that by having the same resources, our goals would be incompatible? How else can we relate this to real life? In the debriefing, you can focus on conflict escalation, and how often individuals assume that they are in front of a conflict (incompatible goals, which was not even the case of this activity) and/or the spontaneous use of violence to address the conflict.

30' Show the following video: https://www.youtube.com/watch?v=P-o9dYwro_Q

And discuss with the group on the different stages of a conflict when it escalates and de-escalates. You can also debate the graph presented in part 1 of this toolkit.



ROOM SET-UP

For chairs activity: Using masking tape/white tape, make a square shape on the ground big enough to put the 6 chairs inside, randomly arranged.

For debriefing and video: in circle.

Materials: 6 chairs (preferably easy to move), masking tape, 3 'task cards' in different colours with group tasks written on it.

Projector, laptop and video (connection to internet or downloaded video) - for the video presentation.



Tips: If they ask you if they can see other team's tasks, say it's up to them (try to pressure them not to talk to each other because of time constraints).

Since this is an activity that is physical, make sure that you tell participants and suggest that some can be observers during the activity if they do not feel comfortable with that aspect.



SOURCES AND REFERENCES

- https://www.youtube.com/watch?v=P-o9dYwro_Q

CONFLICT MANAGEMENT



OBJECTIVES

- To understand the different conflict management styles
- To discuss the most sustainable and durable style for peacebuilding



THEMES ADDRESSED

Conflict management strategies



METHODOLOGY AND TIMING

10' Pull activity: Ask for 10 volunteers, 5 pairs. Ask each pair to position themselves standing opposite each other/ (facing each other), one feet away from the line (with the line in between them), (Make sure the line is long enough so that the 5 pairs are not cramped up and have space to move). Give them this instruction once: (1) Those not in the middle of the room, please observe the volunteers, take notes if you want. (2) To the 5 pairs, you have 2 minutes to accomplish your task. (3) Your task is 'get the person in front of you (your partner) on your side of the line. After 2 minutes, stop the activity and ask participants to sit in a circle.

30' Debriefing: First ask the observers to share what they have seen and then take each pair and ask them to share about their process: what did they do? Did they accomplish their task? Then, if not all the conflict management styles were explored, introduce them one by one and emphasise the win/win, win/lose aspects. While the volunteers are still in the middle of the room, introduce the five Conflict Management Strategies (Compromising – Competition – Collaboration/ Cooperation – Avoidance – Accommodation). You may ask the volunteers to show (1 pair each) each of the Conflict management styles/strategies.

Advanced level: If you have a more advanced group, there is actually a sixth form of addressing this conflict which is removing the tape. If you feel your group is ready for it, you might want to introduce it (or perhaps one of your participants might suggest it) as removing the tape is an analogy of actually reflecting if there is actually a conflict or if the conflict might come from the structure itself. Sometimes we think there is a conflict only to realise it is being imposed by our own structures/society. You can also reflect on how manipulation and power is used in the activity, the trainer/facilitator giving instructions once (communication dynamics or lack of one) and imposing the line in the first place.

40' You can ask participants to discuss in small groups about how they usually manage conflicts and the results it has had so far. Give them 10-15 minutes to discuss in small groups and then open the discussion with the whole group. Some key inputs and learnings to keep in mind:

- There are various ways to deal with conflict.
- Cooperation may not always be easy, but it should be the end goal to strive for it if we want transformation. Only the cooperation approach allows for a sustainable and peaceful transformation of the conflict.
- Cooperation may not always be an option, and sometimes you may use other strategies (such as avoiding or accommodating), depending on the priority of your need(s), time or relationship with the person/group you are encountering the conflict with.
- To enter into a cooperation style you will need to understand the needs of the other as well as your own.
- Thinking outside the box and look at whether the conflict is imposed by the structure/society and how to identify it through the analysis of the root causes of that conflict.



ROOM SET-UP

For Pull activity: make a long straight line in the middle of the room.

Debriefing and reflections: in circle



MATERIALS

Tape/string, flipchart or slide with the conflict management strategies.



Tips: It is crucial to keep the instructions, especially about the task - clear and to a minimum. The point of this activity is that you did not ask them to be on the same side nor keep their initial positions. The task is not incompatible and can be fulfilled by switching sides, or by one crossing the line to the other side, and then the other person does the same thing after. (Basically, there's more than one way to do the win-win!) For that, ask the participants that are not directly taking part in the exercise to be observers and note down the different styles they see in addressing the activity. As you discuss the cooperation strategy, you may refer participants to the onion tool in conflict analysis to differentiate between position, interest and need and be able to apply that strategy.

Session 5 - 90 minutes

MOVING FORWARD AND EVALUATION



OBJECTIVES

- To provide participants with a sense of responsibility to continue working on peace after the training
- To evaluate the programme and collect main feedback from the group



THEMES ADDRESSED

Evaluation, closing



METHODS AND TIMING

20' Informal evaluation: Temperature evaluation: you explain to participants that one side of the room is very positive and the other negative. You ask them to stand in the middle of the room and as you mention some elements of the training they should place themselves according to their satisfaction. You can mention: the contents of the training, methodology, the trainers, logistics, the group dynamics and their own participation.

30' formal evaluation: Participants are given time to complete the post-assessment (remind them as with the pre-assessment to be honest as this is not a test but a self-assessment of learning after the training) and formal evaluation forms.

Certificates 5-10' Distribution of certificates: you can make it more fun and distribute randomly one certificate per participant with the face down (so that they cannot read the name). When all participants have a certificate, they turned it and go to give it to the participant whose certificate they got.

Commitments 20' Last round of commitments: you can take a last round with participants one by one expressing their gratitude and commitment after the training.

5' Closing: formal thanks and closure of the training.



ROOM SET-UP

In circle. Space needed for the informal evaluations.



MATERIALS

Post assessment forms, evaluation forms, certificates



Tips: The last round of commitments and gratitude can be quite long if everyone starts talking for long. Ask participants to be concise or just open the floor for those who would like to say something.

4.3. Sample of a 7-day full programme

At UNOY Peacebuilders, our experience shows that a programme of 7 days seems a good compromise to go in depth into content but also for participants to put into practice certain skills. Also, in terms of groups dynamics, a 7-day programme allows the participant to go through the whole process of forming-storming-norming-performing-adjourning (see part 2 page 67). This sample programme, called “Transforming Conflicts and Narratives” has been developed for:

participants: 20-24 max

TRANSFORMING CONFLICT AND NARRATIVES

FORMAT (OFFLINE, RESIDENTIAL ETC)

Onsite

PARTICIPANTS (AGE - PROFILE - LEVEL OF EXPERIENCE)

Around 18-30 years old

Participants do not need to have previous experience in peacebuilding but should have a strong interest (and minimum understanding of the key concepts) in learning the basics around conflict, violence and peace and transforming narratives and eager to further promote it at the community level.

Suggested profiles: youth who are volunteering in an organisation or are leaders/activists in their communities to be able to multiply and share their learnings.

OVERALL AIM



To empower youth to become peacebuilders by the positive transformation of conflicts and narratives



LEARNING OBJECTIVES

- To strengthen the understanding of the different concepts around conflict, violence and peace
- To provide participants with tools for dealing with conflict and narratives
- To enable participants to explore the role of their identity and perceptions in shaping narratives

Here is a suggested agenda for the programme:

Time	Day 1 Setting the ground	Day 2 The basics	Day 3 Understanding the narratives	Day 4 Power and violence	Day 5 Transforming the narratives	Day 6 Applying	Day 7 Follow-up
08:00 – 08:30	ARRIVALS Session 1 Official Welcome & Getting to Know Each Other	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
08:30 – 09:00		Inner Peace	Inner Peace	Inner Peace	Inner Peace	Inner Peace	Inner Peace
09:00 - 09:30		Session 1 Recap and presentation of the day	Session 1 Recap and presentation of the day	Session 1 Recap and presentation of the day	Session 1 Recap and presentation of the day	Session 1 Recap and presentation of the day	Session 1 Recap and presentation of the day
09:30 - 11:00		Session 2 Peace, Conflict and Violence	Session 2 Structure and Categories of narratives	Session 2 Power	Session 2 Nonviolent communication	Session 2 Localising youth and peace agenda (UNSCR 2250)	Session 2 Moving forward: follow-up action plans
11:00 – 11:30		Break	Break	Break	Break	Break	Break
11:30 – 13:00		Session 3 Conflict escalation	Session 3 Perceptions and Perspectives	Session 3 Hate Speech	Nonviolent communication	Session 3 Action plan for youth and peace	Session 3 Final evaluation
13:00 - 14:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
14:00 - 15:30	Session 2 Programme Methodology	Session 4 Conflict analysis	Session 4 My identity, my story	Free afternoon	Session 3 Forum theatre	Session 4 Peer-to-peer learning	Departure
15:30 - 16:00	Break	Break	Break		Break	Break	
16:00 - 17:30	Session 3 Group contract and learning objectives	Session 5 Conflict management	Session 5 Stereotypes and discrimination		Forum theatre	Session 5 Toolbox	
17:30 - 18:30	Session 4 Reflections	Session 6 Reflections	Session 6 Reflections	Dinner	Session 4 Reflections	Session 6 Reflections	Dinner
19:00	Dinner	Dinner	Dinner		Dinner	Dinner	
20:30		Organisations fair	Movie night	Free evening	Talent show	Farewell night	

Competences breakdown:

Knowledge understanding/discovering concepts	Skill practicing	Attitudes living and being
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Flow: On the first day, the sessions are dedicated to getting to know each other, agreeing on a group contract with the aim of creating a safe space for participants to be able to genuinely share their thoughts and be confronted with new ideas. The second day is a critical stage as it sets the ground for the group to explore and strengthen their understanding of the key concepts of conflict, violence and peace as well as going more in depth in conflict dynamics, stages and ways to deal with conflict. Day 3 concentrates on understanding the key elements that make up a narrative: from the role of perspectives and perceptions in shaping our realities and how our identity can influence this, including to a level of stereotyping and discrimination. On day 4 we continue digging into the concept of power and how, if misused, it can escalate into hate speech and how to manage this. Day 5 is presenting tools to transform those narratives through communication and through the theatre method. There is also a session to learn from each other and share best practices and lessons learned. Day 6 is dedicated to action plans and discussing concrete tools that participants could use in positively transforming conflicts and narratives. The last day supports the reflections on what will happen after the training and how participants can take commitments to multiply their learnings. We end with evaluation and certificates.



Tip: Kindly note that in this programme we have added a 30 minutes session every morning on inner peace. This session could cover aspects or activities related to mindfulness or meditation practice, yoga or some reflections on the values and principles of peace. We do not provide session outlines as we believe you might have a certain experience and expertise in this field. Not everyone can start guiding a session of mindfulness and it could even be harmful if you do not know how to address it properly. However, by still including those sessions every morning we hope to draw your attention on the importance to find spaces in your training to reflect and practice self-care as a peace practitioner.

Tip: While we have put arrivals in the morning, make sure that if you are delivering a programme with international participants you will have to consider the day prior to the start of the programme as the arrival day. In addition, if participants are arriving from far and from different time zones, also give the time to rest and get adjusted to their new time.

Tip: In a programme of 7 days we usually also have a free afternoon to give the chance to participants to take a little break, disconnect and visit the surroundings. This is particularly important if you have participants traveling from other regions, or from abroad, as this might be the only chance for them to discover the new environment. This can be changed depending on your context and group.

Tip: Bear in mind to add energisers before the sessions whenever is needed. You can find a lot of examples here.

Hereafter we present and detail all session outlines for the 7-days programme on Transforming Conflicts and Narratives.

DAY 1

Session 1 - 90 minutes

OFFICIAL WELCOME AND GETTING TO KNOW EACH OTHER



OBJECTIVES

- To officially launch the 7-day training
- To get to know each other and break the ice among participants
- To build trust among participants



THEMES ADDRESSED

- Trust, getting to know each other and breaking the ice



METHODS AND TIMING

10' Introduction and welcoming: The organiser should hold a welcome speech introducing the training, framework and objectives. Trainer(s) can also take the chance to quickly introduce themselves.

15' Round of names (in circle): You can ask participants to say their names and make a specific gesture that characterises them (variation instead of the gesture: an adjective that starts with the same letter as their first name or their super power). You can ask the next participant to repeat the names of all participants who introduced themselves before them or the whole group to repeat after each participant. This should help in start reminding names and breaking the ice.

10' Greetings! An activity to break the ice and also make sure participants can greet each other is simply to ask participants to walk around the training room and give them some instructions on how they would greet each other:

- Handshake
- Tap on the shoulder
- High five
- Hugs

As trainer, you start shouting "handshake" and until you do not provide the next form of greeting, participants keep on greeting each other that way. You do not have to follow the order, you can just say "handshake", then "high five" then "handshake" again, then "hugs" then "tap" then... but be aware that some greetings are more personal than others, so make sure you go gradually to make participants feel comfortable as they break the ice.

20' Drawing the portraits: You ask participants to put chairs aside and to stand in a circle. Give them one A4 sheet and one pen. You ask them to write their name on the top of the sheet and to put it on the ground. Instructions: you tell them that when the music is on, they will walk in circle around the A4 sheets. When the music stops, they will stop in front of one paper that belongs to one of the participants. Give the instructions of which part of the face they will draw, for instance "right eye", "lips", "shape of the face", "hair" etc. Give one instruction (one trait to draw) at a time, give them few minutes to draw that trait, then play again the music and it goes on, until participants have completed the portrait of their peers.

30' Speed Dating: play some music and ask participants to make a pair every time the music

stops. Once they are in pairs, orally provide some guiding questions for them to start getting to know the person who is in front of them (examples: explain how you made it to the training, what is your biggest dream, who is your peace superhero, what is your biggest fear...). Give them a few minutes before starting the music again and finding a new pair. In between pairs, and with the music on, ask them to just mingle around and dance if they feel like.



ROOM SET-UP

Only chairs, in circle. Chairs will be removed for the speed dating and tuk-tuk activity.



MATERIAL

Music (speakers, laptop), flipcharts, markers



Tip: If your participants already know each other, you might only do one quick round of introduction. Remember, however, that while they might know each other, they might not know you or other people in the room.

Be mindful that the greeting activity implies some touching (through hugs) so adapt as needed for your group if there is any cultural reticence.

Drawing activity: if participants get in front of the paper with their own name, ask them to change with someone. Be creative and ask them to draw for instance the right eye and then the left one, to bring more participants to draw on different portraits and make it more fun. You can end with asking them to draw anything characteristic to that person, such as a piercing, glasses, scarf, etc. You can end the activity with a group picture of participants holding their new portraits.

PROGRAMME AND METHODOLOGY



OBJECTIVES

- To present the objectives and programme
- To introduce the methodology of the training



THEMES ADDRESSED

- Non-formal learning methodology



METHODS AND TIMING

5' Remind the participants of the main objectives of the training and the context (if the training is part of a larger programme, if there are different phases, etc.)

30' Present the methodology of your training. Usually we would start explaining the difference between formal, informal and non-formal learning education stating the principles of NFE and the associated methodologies: holistic, competencies based, learning zones, diversity and inclusion. You could also explain that the training will be using different methods to respond to different learners' needs. Refer to part 2 of this toolkit for detailed explanations. Ask if there are any questions or need for clarification.

20' Distribute the printed programme to each participant and review it with your group. Explain what will happen and a brief explanation of each session. Usually, what we do is to have a big programme on the wall and invite participants to stand in front of the big programme while you go through it. You can also have the sessions colour-coded based on if it is skills, knowledge or attitude related. This should help participants to better understand the connection between the methodology, the methods, flow and sessions. This would also be the moment when you explain about informal sessions such as the farewell night (in case you want participants to prepare it so that they can start thinking of it), about external guests who might have been invited to deliver some sessions or any other logistical considerations for the group.

30' Pre-assessment: As mentioned in part 2, we highly recommend that you have a pre- and post-assessment of the training so that you can assess the impact of your educational activity. Distribute the pre-assessment, check that they understand all the question, give them around 20 minutes (depending on how many questions you have) and then collect it.



ROOM SET-UP

You can have the programme of the training on the wall. Preferably make it big and in a place where it is visible for the rest of the days.



MATERIALS

- Printed programmes and pre-assessment forms for each participant



Tip: For the pre-assessment: make sure you explain to your group that this is not to test their knowledge, but it is a self-assessment. Request them to be honest on their pre-competences before starting the training.

Session 3 - 90 minutes

GROUP CONTRACT AND LEARNING OBJECTIVES

OBJECTIVES



- To build the team spirit
- To set the ground rules for the training
- To share expectations and contributions from the group to the training



THEMES ADDRESSED

- Trust, principles in teambuilding



METHODS AND TIMING

10' Explain the instructions: as a group you will have to complete the following tasks. You can tell them that they can decide how to organise themselves but the whole group needs to participate and contribute to the challenge. Ask them to have proofs for each task. They have 20 minutes to complete their tasks. Put countdown and music of mission impossible.

20' Complete the tasks:

1. 10 most exciting holidays places to go
2. Invent a slogan for the group (with favourite words of the group)
3. If they would have another life to live it would be...
4. List of names of pets of all
5. List the biggest passions in the group
6. Saying "I am madly in love with you!" in as many languages as possible
7. Drawing group portrait
8. Passionate dance on...

Once the time is off, ask participants to present all the tasks they have completed. Then ask them to take a seat for the debriefing.

30' Build the group contract through the following debriefing questions. 1. How do you feel? (one round where each participant replies with one word describing his/her feeling right now) 2. What happened during the activity? Did you manage to complete all the tasks? What helped you in completing it? What did you miss/what did you need to complete all your tasks more efficiently? 3. If this would become our group contract, what would you add? What do you need as a group to support each other in achieving the main objective of the training but also in supporting each other's' learning objectives?

As participants will state some core values and principles, make sure they do not miss important ones such as respect, nonviolence, diversity, active listening, commitment, participation, etc. If nobody mentions it, feel free to suggest it.

As the group answers the questions, we encourage you to write them on a flipchart.

15' Distribute to participants two post-its of two different colours and ask them to write on one their contributions to the training (what are they bringing in terms of experience/expertise) and on the other their expectations/learning objectives. Once ready, they can paste their post-its on the tree (contributions on the trunk and expectations on the branches).

15' Ask them to take a moment to read (in silence) the post-its from the group and read few for

the entire group (pick the ones that are most representative for the group - ideas that are repeated by few participants for instance).



ROOM SET-UP

Have the tree ready on a wall.



MATERIALS

- Provide the group flipcharts, pens, markers, music
- Prepare a big tree on three flipcharts, post-its in two colours



Tip: For the group contract activity: If you have participants with different abilities, this activity might work well as the tasks are quite diverse. You can have a countdown projected on the wall to build up the sense of challenge.

The group contract can remain open and participants can add more things in the upcoming days. Keep it visible on the wall as it might be very useful reminder in case conflicts arise among the group.

For the learning objectives: remind your group that while as a trainer you have prepared and are doing all that you can to have a successful programme, they are also responsible for their own learning and that of the group by creating an enabling environment and take every opportunity (also during breaks, after sessions, etc.,)

Session 4- 30-60 minutes

REFLECTIONS



OBJECTIVES

- To reflect individually and collectively on the learnings of the day, what went well and what could be improved
- To provide the trainer with an understanding on how the training is moving forward



THEMES ADDRESSED

Reflection, feedback



METHODS AND TIMING

20' Divide your group into small groups of 4-5 persons and ask them to reflect on:

- What they learnt today
- Highlights of the day
- What can be improved for the next day

Ask the group to compile their answers in a sheet of paper and handover it to you before leaving the room.



ROOM SET-UP

Space for smaller group reflections.



MATERIALS

One A4 per group



Tip: Remind them to be honest and inclusive. While they might not all agree, it is important they reflect all opinions. No need to put their names on the paper. Make sure to read all feedback as you prepare for the next day to see if you can incorporate some or keep some of the elements that are appreciated by the majority of the group.

DAY 2

Session 1 - 30 minutes

RECAP AND PRESENTATION OF THE DAY



OBJECTIVES

- To present the feedback received on the day before
- To reflect on the suggestions received
- To present what will happen in that day



THEMES ADDRESSED

- Reflection, feedback



METHODS AND TIMING

5' Energiser: It is also nice to start the day with a short but effective energiser. Since it is still the first days of the training and the group still is getting to know each other, you can opt for an ice-breaker (could be a game on names to see if they still remember each other for instance).

10' Feedback of feedback: It is a good practice to start your day by reflecting on the feedback from the reflections of the participants received the day before. Simply state the most common answers received (positive and negative) and mention if you are addressing any concern or suggestions. Imagine that participants have asked for more energisers, then you can tell them that today you will try your best to incorporate some more for instance. Or if some concepts remain unclear, you may want to start with some clarification of knowledge from the day before and it would be for sure appreciated if you mention that this comes from a request that you are addressing.

10' Presentation of the day: Run through the programme of the day, explain if there has been any change, if any logistics announcements have to be made, this is also the right time.



ROOM SET-UP

In circle



MATERIALS

- Your feedbacks of feedbacks prepared.



Tip: Be open during the feedback of feedback: say what you are addressing and what you are not. You can certainly not comply with all requests but you can at least explain to your group. In this moment, we suggest not to further open the floor for comments, except for very pressing ones from the group. It is more of a sharing moment from your side, so avoid dragging it out or being pulled into endless discussion on details.

Session 2 - 90 minutes

PEACE, CONFLICT AND VIOLENCE



OBJECTIVES

- To get a clear understanding of the basic concepts of conflict, violence and peace
- To be able to differentiate between conflict and violence, negative and positive peace



THEMES ADDRESSED

- Peace (positive and negative)
- Difference between conflict and violence
- Forms of violence (direct, cultural, structural)



METHODS AND TIMING

5' Although this is still early in the programme, remember that you can have a quick energiser to keep breaking the ice and bring back some energy to the group if needed.

45' Silent Museum activity: Divide the group in three sub-groups, each group is assigned with one of the three concepts (violence, conflict or peace) and is given 15 minutes to prepare a silent presentation of the given concept. Tell them that they have 2-3 minutes to represent the concept without speaking with the objective for the other groups to guess the concept that is being presented, like visiting a museum. The group will visit the three stations one after the other in silence and with no comments or debriefing in between, When the three stations are visited, bring back the group to the main training room.

30' Debriefing: Ask the two groups that got the first visit experience (and without revealing yet which concept it was about): 1. What did you experience? 2. Which concept did you think was being represented? 3. Would you represent that concept differently? 4. Present the definition of the concept and pass to the next group until you cover the three concepts.



ROOM SET-UP

If you do the silent museum, you may want to explore the possibility of doing it outside.



MATERIALS

- Any available material: flipcharts, post-its, newspapers, etc.



Tip: It is nicer to do this activity outside if you have the possibility or at least outside the main training room. Encourage the participants to be creative.

CONFLICT ANALYSIS



OBJECTIVES

- To understand the importance and the need to analyse conflicts
- To get an overview of the different tools needed to analyse a conflict
- To practice with one tool or more to analyse a conflict of their choice



THEMES ADDRESSED

- Tool for conflict analysis



METHODS AND TIMING

20' You first need to explain what conflict analysis is, its objective and the different tools (how and when to use them). Again, depending on your group, you will be able to introduce a different number of tools. Beginners-intermediate: try to limit to 1 tool (maximum 2 depending on the time available) and rather choose the conflict tree, onion and conflict mapping as they are usually easier to relate to. For advanced group, you can introduce all the tools.

30' Divide the group in smaller groups and ask them to analyse a conflict of their choice through one of the tool presented. It would always be better if they can choose a conflict they are familiar with (in their community, family, school...).

30' Debriefing: At the end, ask some groups (be mindful of time) to share their analysis through short presentations (it can become quite overwhelming if each groups goes into details) and focus on sharing challenges they might have faced while using these tools, what they realised, how useful it was and any doubt they might have.

10' Some key inputs that should come during the debriefing but that you can also highlight at the end of your sessions:

- Conflict analysis is a crucial tool to transform conflict and depending on the chosen tool it allows to have a deeper insight on actors involved, root cause, actual issues, phases of the conflict and triggers.
- Conflict analysis is also key when it comes to conflict sensitivity and be more aware of when and how to address or intervene in a conflict.
- Conflict analysis can be used as a pre-assessment tool before starting any project and be more conscious of the type of intervention to be implemented or even about our own biases towards that conflict.
- Conflict analysis emphasises that conflict is dynamic and that it changes very quickly. You might actually need to re-do your conflict analysis during different moments of your project.



ROOM SET-UP

Give space for participants to gather in smaller groups and work in their groups.



MATERIALS

- Flipcharts, markers.



Tip: It is important that you clearly explain the tools and provide participants with some examples. Unless the group is really advanced, do not bring very complex situations but try to simplify and give examples of conflict that they can relate to (conflict within the family, in the community, at university, etc.). Most important is that you are sensitive to your group, to their expertise, expectations and current context (please see part II for more details).

Session 4 - 90 minutes

CONFLICT ESCALATION



OBJECTIVES

- To understand how a conflict can quickly escalate and its phases
- To experience a conflict escalation situation



THEMES ADDRESSED

- Conflict stages



METHODS AND TIMING

10' Chairs game Activity Instructions: Divide the group into 3 equal teams. Team A, B and C. Try to separate them to create a "climate of competition" from the very beginning. Ask them to think of a group name and a group cheer. Tell them that this is a nonverbal activity, and they will only use the sound/cheer to communicate. Tell everyone that each team would have a task, and the goal for each team is to fulfil the task in 2 minutes. Ask them to identify a leader who will come and pick their task.

10' Tasks: Green paper – all 6 chairs should be arranged in a circle; Pink paper – all 6 chairs should NOT be touching the ground; Blue paper – all 6 chairs should be OUTSIDE the square tape. As soon as each leader picks the task, tell them that they have 2 minutes with the rest of their group to strategise. After the 2 minutes for strategising, ask everyone to stand around the square tape. Remind them of the instructions again (Complete your tasks in 2 minutes, no talking). Prepare everyone and say 'Ready, set, GO!'. After 2 minutes, stop the game.

30' Debriefing: Ask participants to sit in a circle and start debriefing: 1. How do you feel? 2. What happened? Why did it happen? What was the aim of the activity? Did any group complete their task? If yes, how? If no, why not? Ask each team to share their tasks, then ask – could you have completed all 3 tasks together? 3. In real life, what prevents us from collaborating with others? Why do we compete? Why do we think that by having the same resources, our goals would be incompatible? How else can we relate this to real life? In the debriefing, you can focus on conflict escalation, and how often individuals assume that they are in front of a conflict (incompatible goals, which was not even the case of this activity) and/or the spontaneous use of violence to address the conflict.

30' Show the following video: https://www.youtube.com/watch?v=P-o9dYwro_Q

And discuss with the group the different stages of a conflict when it escalates and de-escalates. You can also debate the graph presented in part 1 of this toolkit.



ROOM SET-UP

For chairs activity: Using a masking tape/white tape, make a square shape on the ground big enough to put the 6 chairs inside, randomly arranged.

For debriefing and video: in circle.



MATERIALS

- 6 chairs (preferably easy to move), masking tape, 3 'task cards' in different colours with group tasks written on it.
- Projector, laptop and video (connection to internet or downloaded video) - for the video presentation.



Tip: If they ask you if they can see other team's tasks, say it's up to them (try to pressure them not to talk to each other because of time constraints).

Since this is an activity that is physical, make sure that you tell participants and suggest that some can be observers during the activity if they do not feel comfortable with that aspect.



SOURCES AND REFERENCES

- Video https://www.youtube.com/watch?v=P-o9dYwro_Q

Session 5 - 90 minutes

CONFLICT MANAGEMENT



OBJECTIVES

- To understand the different conflict management styles
- To discuss the most sustainable and durable style for peacebuilding



THEMES ADDRESSED

- Conflict management strategies



METHODS AND TIMING

10' Pull activity: Ask for 10 volunteers, 5 pairs. Ask each pair to position themselves standing opposite each other/ (facing each other), one foot away from the line (with the line in between them). Make sure the line is long enough so that the 5 pairs are not cramped up and have space to move. Give them this instruction once: (1) Those not in the middle of the room, please observe the volunteers, take notes if you want. (2) To the 5 pairs, you have 2 minutes to accomplish your task. (3) Your task is 'get the person in front of you (your partner) on your side of the line. After 2 minutes, stop the activity and ask participants to sit in a circle.

30' Debriefing: First ask the observers to share what they have seen and then take each pair and ask them to share about their process: what did they do? Did they accomplish their task? Then, if not all the conflict management styles were explored, introduce them one by one and emphasise on the win/win, win/lose aspects. While the volunteers are still in the middle of the room, introduce the five Conflict Management Strategies (Compromising – Competition – Collaboration/ Cooperation – Avoidance – Accommodation). You may ask the volunteers to show (1 pair each) each of the Conflict management styles/strategies.

Advanced level: If you have a more advanced group, there is actually a sixth form of addressing this conflict which is removing the tape. If you feel your group is ready for it, you might want to introduce it (or perhaps one of your participants might suggest it) as removing the tape is an analogy of actually reflecting if there is actually a conflict or if the conflict might come from the structure itself. Sometimes we think there is a conflict only to realise it is being imposed by our own structures/society. You can also reflect on how manipulation and power is used in the activity, the trainer/facilitator giving instructions once (communication dynamics or lack thereof) and imposing the line in the first place.

40' You can ask participants to discuss in small groups about how they usually manage conflicts and the results they have had so far. Give them 10-15 minutes to discuss in small groups and then open the discussion with the whole group. Some key inputs and learnings to keep in mind:

- There are various ways to deal with conflict.
- Cooperation may not always be easy, but it should be the end goal /we should strive for if we want transformation. Only the cooperation approach allows for a sustainable and peaceful transformation of the conflict.
- Cooperation may not always be an option, and sometimes you may use other strategies (such as avoiding or accommodating), depending on the priority of your need(s), time or relationship with the person/group you are encountering the conflict with.
- To enter into a cooperation style you will need to understand the needs of the other as well as yours.
- Thinking outside the box and look at whether the conflict is imposed by the structure/society and how to identify it through the analysis of the root causes of that conflict.



ROOM SET-UP

For Pull activity: make a long straight line in the middle of the room.

Debriefing and reflections: in a circle



MATERIALS

- Tape/string
- flipchart or slide with the conflict management strategies.



Tip: It is crucial to keep the instructions, especially about the task - clear and to a minimum. The point of this activity is that you did not ask them to be on the same side nor keep their initial positions. The task is not incompatible and can be fulfilled by switching sides, or by one crossing the line to the other side, and then the other person does the same thing after. (Basically, there's more than 1 way to do the win-win!) For that, ask the participants that are not directly taking part in the exercise to be observers and note down the different styles they see in addressing the activity. As you discuss on the cooperation strategy, you may refer participants to the onion tool in conflict analysis to differentiate between position, interest and need and be able to apply that strategy.

Session 6 - 30-60 minutes

REFLECTIONS



OBJECTIVES

- To reflect individually and collectively on the learnings of the day, what went well and what could be improved
- To provide the trainer with an understanding on how the training is moving forward

Kindly refer to day 1 for detailed session outline.

Day 3

Session 1 - 30 minutes

RECAP AND PRESENTATION OF THE DAY



OBJECTIVES

- To present the feedback received on the day before
- To reflect on the suggestions received
- To present what will happen in that day

Kindly refer to day 1 for detailed session outline.

Session 2 - 90 minutes

STRUCTURE AND CATEGORIES OF NARRATIVES



OBJECTIVES

- To explore the concept of narratives and its categories
- To take a deeper look on forgotten stories
- To practice empathy
- To understand different points of view on a same story



THEMES ADDRESSED

- Narratives and its categories
- Empathy
- Perspective and perceptions



METHODS AND TIMING

10' You divide your group in 4 smaller groups (randomly) and without any instruction you just ask them to listen very carefully to the story you will read to them. You start reading the story of Cinderella (or of any other popular stories that everyone would know and preferably one that is a "simple" story).

30' You then tell each of groups that they have 30 min to rewrite the story from a different perspective. Before giving the character they will re-write the story on behalf of, you re-read the story one more time and then assign one character per group:

1. Older Sister
2. Prince
3. Stepmother
4. Neighbour

After 30 minutes, you invite the 4 groups to read their stories to the rest of the group and you debrief on first reactions from participants.

30' Debriefing: 1. How did you feel when re-writing the story? (few answers for each group), 2. How different is the new story? How difficult was it to create a new narrative? 3. How important is it to have invisible narratives? Did their perceptions change on the original version? How can they relate this to their life/own experiences? You may want to have the group reflecting on the concept of empathy and of different truths/versions in all stories.

20' Input: You can also introduce here the different categories of narratives/stories: see page 15 part 1 (dominant, forgotten, resistant and transformational stories).



ROOM SET-UP

- In circle for the instructions and debriefing.
- To prepare their stories, participants are in smaller groups in different parts of the training room.



MATERIALS

- Printed fairy tale story (summary version), we provide here the example of Cinderella. A4 sheets for each group.



Tip: Choose a story that is sensitive to the context in which you are implementing the activity. If needed, you could have more characters but then be mindful that is going to take longer.

This activity works also well to connect with the concept of historical memory in particular in a context where there is or there has been recently an armed conflict.



SOURCE/REFERENCES

- Disney story, adapted for the Training “BE THE KEY: Empowering European Youth Workers through Conflict Management Skills” organised by- CULTURE GOES EUROPE (CGE), 5-13 May 2014, Sajan, Serbia

PERCEPTIONS AND PERSPECTIVES



OBJECTIVES

- To experience the risk of stereotyping
- To be able to transform differences into commonalities



THEMES ADDRESSED

- Perceptions, perspectives, stereotypes, attitudes



METHODS AND TIMING

20' Ask participants to group themselves by very visible physical characteristics that you have previously decided: gender (attention this can be sensitive in some context so you may want to choose another criteria), being short or tall, light or dark hair. According to these criteria they will be «inside the boxes», meaning in the squares on the floor – make sure you keep a space in the middle.

Statements you can use: You were the class clown, You are religious, You are afraid of spiders, You were born in the countryside, You love to dance, You never met one of your parents, You have been bullied, You bullied others, You believe in life after death, You are heart broken, You are madly in love.

40' Debriefing: How do you feel? (one round with each participant replying with one word reflecting their emotion right now) Did you expect what happened in the room? What surprised you? Did you label some people and now have a different understanding of them? Why? How does this reflect in our daily lives? How can we transform those stories we make about others? Reflect with them on how we tend to create stories about “the other” based on the visible perceptions of the “other” while this person might have a lot in common with us beyond the physical appearance

20' Introduce the perception process (please see detailed explanation on part 1 page 38 of this toolkit):

The perception process is a series of steps that starts with inputs coming from our immediate environment (for instance verbal information, or the community we see with their houses, religious icons, buildings, people and how they dress etc.) and in front of that multitude of information (visual, verbal) we select some parts of that information to create a story about that reality in front of us. This usually happens unconsciously, we might do this process without even being aware of it. Process: 1. Selection, 2. Organisation and 3. Interpretation,

It is important that you can make your group realise that in front of a million pieces of information in the situation/context we live, we only have the capacity to attend some of those and based on that selection we create a story on that reality and that the world as we see it and tell about it is just one story among many.



ROOM SET-UP

Prepare a big space in your room and divide it into 4 squares with a space in the middle.



MATERIALS

- Statements



Tip: Some statements can be sensitive, this can be an advantage to really build the group spirit and make your group understand about what bonds them rather than what separates them, but it can also be emotional so make sure you have a debriefing on feelings as well to address those. If you ask participant to group by gender it can be sensitive or controversial, so you may want to choose another criteria.

Be sensitive of your context and adapt the statements as needed.



SOURCES AND REFERENCES

- Video: <https://www.youtube.com/watch?v=jD8tjhVO1Tc>

Session 4 - 90 minutes

MY IDENTITY, MY STORY



OBJECTIVES

- To explore the concept of identity and understand how this can change with time
- To foster empathy as we understand the change in identity
- To grasp the role of our identity in shaping narratives



THEMES ADDRESSED

- Identity



METHODS AND TIMING

10' Distribute an envelope per participant and ask them to write their name and decorate the envelope as per their personality. Ask them to take care of the envelope and be creative.

5' Instructions: Ask them to think (attention! they should not write it just to think about it) about three characteristics that define them. Once done you put on some music and when the music stops you ask them to pair up and give their envelope and say their three characteristics to the person in front of them. That person becomes her/him and in the next round will present himself/herself with the three elements of identity of the person of the envelope.

20' Rounds keep going with music. The last round you can ask the participants to find their original envelope and check with the person if she/he got the three elements right.

25' Debriefing (in plenary): 1. How do they feel? One round, one word per person describing their feeling right now, after the activity 2. What can we learn with this activity about our identity? 3. Do you think 3 years back or in three years you could have thought of the same elements? So if they can change, so can the people we do not like, including the so-called enemy. This is important to highlight to your group because it can be a quite an important breakthrough into realising that the person I do not appreciate can change into someone I actually like. The image we have of the "other" can change just as our own.

30' Reflections and inputs: You can end the session about Johari's window on identity.

The main idea is that our identity is composed by 4 windows: some are known to ourselves and others, some to ourselves but not to others, some by others but not ourselves and finally some parts are unknown by both parties.

Points for discussion:

- Identity might have some visible elements but most importantly it entails a whole range of invisible characteristics.
- One does not have a single identity, we are not only this or that. We have multiple identities and affiliations at the same time.
- Identity is ultimately an individual and personal decision on who you are, but it is definitely influenced by the society, culture, religion, family, education, etc.



ROOM SET-UP

Put chairs aside, and make sure to have space for participants to mingle around for the envelope activity,



MATERIALS

- Envelope, markers, colour pens
- Johari window in a flipchart



Tip: Make sure that this activity is taken seriously (insist to participants that they write the three important elements, give them time to think about it) and that you can do a good debriefing.



SOURCES AND REFERENCES

- UNOY ToT 2018, Transforming narratives
- The Johari Window originated in a 1955 paper by Joseph Luft and Harrington Ingham, *"The Johari window, a graphic model of interpersonal awareness"*

STEREOTYPES AND DISCRIMINATION



OBJECTIVES

- To explore the concept of discrimination as a tool of oppression



THEMES ADDRESSED

- Stereotype, discrimination



METHODS AND TIMING

10' Dot activity 1. Ask all participants to stand in a circle with their eyes closed. Tell them that they are not allowed to talk through the whole duration of the game. 2. Stick one dot on the forehead of each participant. Make sure that only ONE participant has a white dot. 3. When you are finished sticking the dots, ask the participants to open their eyes. 4. Say this phrase loudly and repeat only 3x. "Group yourselves according to what you have on your forehead. You have 3 minutes to do this." *You will notice that people will start grouping themselves according to the colour of the dots on their forehead. ** Observe the person with the white dot – how he or she is treated, thrown away from a group, or unwanted. 5. After 3 minutes, ask the groups to sit down, and start the discussion.

35' Debriefing 1. In 1 round, everyone shares. How do you feel? 2. What happened? How did you group yourselves? Did you use a strategy? How did you feel not knowing what you have on your forehead? Ask the person with the white dot: What happened during the whole game and how did you feel? At this point, ask them to take the stickers from their forehead to reveal what they have. 3. Ask participants to link this game with reality. Tell them that the instruction was simple, that they group themselves according to what they had on their forehead, but you did not say if it is according to shape or colour. Tell them that they could have all formed one group, because they all had a DOT on their foreheads – regardless of its colour. Encourage participants to give real life examples that can be related with the game. Ask participants to also reflect on the stereotypes that exist between people of different cultures, races and gender. What does this mean to the group? Finally, you can also link this activity with the concepts of inclusion and diversity.

40' Input and reflections: Ask them in small groups to brainstorm on how stereotypes can escalate and the different stages it could look like. Ask them to discuss this for 20 min and come up with some concrete examples. Then bring the discussion with the whole group and you can touch upon the following elements and introduce the following graph:

- Just as with conflict escalation, our behaviours can be triggered by stories about others, for example, the narratives in our societies about certain groups of people. Stories can then contribute to fostering

HATE CRIME is an unlawful act against a group or individual based on a prejudice about their perceived identity.

HATE SPEECH is a negative expression - about an individual or group - often based on prejudice, spreading, inciting, promoting or justifying racial hatred and intolerance. Specific instances may or may not be a crime depending on the laws of the country and the context of the speech.

DISCRIMINATION is unfair treatment resulting from any prejudice, including non-racial prejudice.

RACISM is a prejudice based on the idea of 'race' or ethnicity or any other characteristic connected to these, often leading to someone being treated unfairly.

A PREJUDICE is a generalisation containing a judgment which is usually negative about other people or social groups.

STEREOTYPES are generalisations about other groups of people, which may or may not contain judgments.

violence when we are not conscious of it and do not take the necessary preventive measures to avoid the escalation.

- Stereotypes are not necessarily bad. They are our way of simplifying how we see the world in more generalised terms. It is important to be aware of our own stereotypes, especially when these stereotypes start containing judgments, and eventually becomes prejudice and acts of discrimination.



ROOM SET-UP

Dot activity: chairs aside, give space to the participants to move around.

For debriefing and inputs: whole group in circle.



MATERIALS

- Dot stickers in different colours, and 1 white dot sticker
- Graph printed or in a flipchart.



Tip: You can have some participants who could observe the activity. Note that this activity can be sensitive if the participant with the white dot has been discriminated against in the past. Make sure you do a good debriefing and address feelings that arose during the activity. This is not an activity to be done at an early stage of a training, it should come when the group is comfortable and has created a safe space.



SOURCES AND REFERENCES

- *Peace bag*

Session 6 - 30 -60minutes

REFLECTIONS



OBJECTIVES

- To reflect individually and collectively on the learnings of the day, what went well and what could be improved
- To provide the trainer with an understanding on how the training is moving forward

TKindly refer to day 1 for a detailed session outline

Day 4

Session 1 - 30 minutes

RECAP AND PRESENTATION OF THE DAY



OBJECTIVES

- To present the feedback received on the day before
- To reflect on the suggestions received
- To present what will happen in that day

Kindly refer to day 1 for detailed session outline.



METHODS AND TIMING

5' Energiser

10' feedback of feedback: It is a good practice to start your day by reflecting on the feedback from the reflections of the participants received the day before. Simply state the most common answers received (positive and negative) and mention if you are addressing any concern or suggestions. If you have asked participants for ideas for more energisers, you can tell them that today you will try your best to incorporate some more. Or if some concepts remain unclear, you may want to start by some clarification of knowledge from the day before and it would be for sure appreciated if you mention that this comes from a request that you are addressing.

10' Presentation of the day: Run through the programme of the day, explain if there has been any change, if any logistics announcements have to be made, this is also the right time.



ROOM SET-UP

In circle



MATERIALS

Your feedbacks of feedbacks prepared.



Tip: Be open during the feedback of feedback: say what you are addressing and what you are not. You can certainly not comply with all requests but you can at least explain to your group. In this moment, we suggest not to further open the floor for comments, except for very pressing ones from the group. It is more of a sharing moment from your side, so avoid dragging it out or being pulled into endless discussion on details.

Session 2 - 90 minutes

POWER



OBJECTIVES

To learn to recognise how power and privilege are embedded in narratives



THEMES ADDRESSED

Power and privilege



METHODS AND TIMING

5' Have participants form a straight line across the room about an arm's length apart, leaving space in front and behind.

5' Give each of the participants a piece of paper with a character written on it. Ask them to keep the character to themselves and not show it to anyone. Give them a couple of minutes to get into their character, to imagine perhaps the name of the character, how their lives look; to become the character.

20' Give an instruction to participants to take one step forward if the statement applies to his/her given character. Read the following statements:

- If I was hungry, I could buy food
- I went to secondary school
- I can decide whom to marry
- If I got into a fight, people would ask for my side of the story
- Your family has health insurance
- You have ever felt unsafe walking alone at night
- You have never been the victim of physical violence based on your gender, ethnicity, age or sexual orientation
- If I am arrested, I get legal representation
- If I was arrested, I could afford bail
- If I am arrested, I would not be treated violently or roughly
- You feel good about how your identified culture is portrayed by the media
- You can influence decisions made by District Council or Government

20' After reading the statements ask those who have come forward and discuss why they are at the front, what those who remained at the back feel about those who moved forward. Explain that these are people who normally meet in a community. Also ask people at the back who they are and why they did not take steps. Explain that these are people who deserve attention.

30' Go back to your training room and follow with a debriefing: 1. One round, one word. Everyone answers: How do you feel right now? How did the people at the back feel when the others were stepping forward? How did the people at the front feel when they moved ahead of the others? 2. Why are some people at the back, and others are at the front? Can the participants who take none or only take a few steps have their voices heard by those at the front? How could they be heard? 3. What is the role of narratives in providing powers to some people in society and not to others? What makes the dominant narrative and what makes invisible ones? The distance between participants symbolises lots of real distances or inequities in communities. What are they? (Socio-economic, cultural, rural/urban, status, etc.) How can narratives support structures of discrimination?

You can give a reminder of the categories of narratives and how they are connected to power. If times allow, you can present the different forms of power (power over, with, within, to) in part 1 page 28-29.

Characters:

- Country Representative of NGO, Christian female, 42, living in the capital, university-educated
- Business CEO, Muslim male, living in the capital, aged 38
- Army General, Muslim male, aged 52
- MP, male aged 40, from rural area, did not complete secondary school
- District Health/Medical Officer, male, aged 45
- Child soldier, boy, aged 12, kidnapped by rebel group
- Internally displaced orphan girl, aged 12, living in IDP (Internally Displaced Person) camp
- Poor HIV positive rural woman
- Ethnically-discriminated woman, aged 34, married, has several children, husband has several wives, experiencing food insecurity and conflict
- Ethnically-discriminated male, aged 40, lost a leg in an ambush, 3 wives, 10 children, no income
- Young Christian woman, aged 22, living in refugee camp
- Poor male subsistence farmer, aged 34, with disability
- Village Leader, male aged 39, no secondary education
- Young unmarried mother of 2, aged 19, living in the capital
- Unemployed youth, aged 20, living in a rural area
- Soldier in army, aged 29, 10-year veteran
- Visually impaired young man living in a rural area
- Female sex worker aged 19, living in city, no secondary education
- Grandmother taking care of 4 orphans in rural area, no income, no assets.



ROOM SET-UP

Space large enough for participants to form a straight line with an arm's length between them and the person on their left; there should be space in front of the line to move forward 10 steps or behind to be able to move back 10 steps.

We would usually suggest to do this activity outside if possible.



MATERIALS

- Characters and statements.



Tip: Be sensitive to your context: adapt the characters and statements so that it is relevant to your context.

This can be a “high risk” activity that requires trust built among the group. As you can notice this comes in day 4 of our training, we would not recommend this activity too early when participants have not yet created a safe space or feel safe amongst each other as it can create resentment and hurt that can inhibit further sharing and openness.

Make sure you do not take out too many characters from one group (e.g. all the powerful ones, or all the vulnerable ones), it should be balanced.

Make sure to have done the session on understanding narratives to make the link with the power dynamics.



SOURCES AND REFERENCES

- *UNICEF*
- https://www.albany.edu/ssw/efc/pdf/Module%205_1_Privilege%20Walk%20Activity.pdf
- https://www.dmr.org/fileadmin/Filer/Dokumente/RBA_links/Power-Walk-ACT-Alliance.pdf

Session 3 - 90 minutes

HATE SPEECH



OBJECTIVES

- To understand and identify online hate speech



THEMES ADDRESSED

- Hate speech



METHODS AND TIMING

15' Instructions: 1. Ask participants what they understand by hate speech online. Ask whether anyone has ever seen hate speech online, either directed towards an individual or towards representatives of particular groups (for example, gays, blacks, Muslims, Jews, women, etc.) What do participants feel when they come across it? How do they think the victims must feel?

15' Explain that the term 'hate speech' is used to cover a wide range of content:

Firstly, it covers more than 'speech' in the common sense and can be used in relation to other forms of communication such as videos, images, music, and so on.

Secondly, the term can be used to describe very abusive and even threatening behaviour, as well as comments which are 'merely' offensive.

5' Explain to participants that they will analyse some real examples of hate speech online, looking particularly at the impact on the victims themselves and on society

5' Divide participants into groups and give each group one example of hate speech online (from the case studies, in the Bookmarks pages 127-130).

15' Ask them to discuss their case and answer the questions. Tell them they have 15 minutes for the task.

30'Debriefing: Go through each of the examples asking for the groups' responses. Make a note of responses to the questions on a flipchart. If groups give similar answers, indicate this by underlining the first instance, or put a number next to it to indicate that more than one group arrived at the same answer. After all the groups have presented their results, review the two flipchart sheets, and use the following questions to reflect on the activity with the whole group:

What did you think about the activity? What were your feelings about the example you analysed?

What were the most common 'consequences' of hate speech listed by groups?

Did the groups targeted by hate speech in the examples have anything in common? Were there any similarities in the consequences, regardless of the target group of hate speech?

What could be some of the consequences if this behaviour spreads online, and no-one does anything to address the problem?

What tools or methods can you think of for addressing hate speech online?

What can we do if we come across examples like these online?



ROOM SET-UP

Space for smaller groups discussions and plenary.



MATERIALS

- Photocopies of the examples of hate speech, papers and pens, flipcharts



Tip: Be mindful that if some people have experienced hate speech this activity could be sensitive.



SOURCES AND REFERENCES

- *bookmarks* <https://rm.coe.int/168065dac7>

Session 4 - 30 -60 minutes

REFLECTIONS



OBJECTIVES

- To reflect individually and collectively on the learnings of the day, what went well and what could be improved
- To provide the trainer with an understanding on how the training is moving forward

Kindly refer to day 1 for detailed session outline.

Day 5

Session 1 - 30 minutes

RECAP AND PRESENTATION OF THE DAY



OBJECTIVES

- To present the feedback received on the day before
- To reflect on the suggestions received
- To present what will happen in that day

Kindly refer to day 1 for detailed session outline.

NONVIOLENT COMMUNICATION



OBJECTIVES

- To practice the 4 steps of NVC
- To explore active listening



THEMES ADDRESSED

- Nonviolent communication, (self) empathy, active listening, assertiveness



METHODS AND TIMING

30' Introduce the concept of NVC and its 4 steps (please see part 1 page 41-42). Create a flipchart with information to support visual learners participants.

90' Tell participants that for the next hour they will be visiting 4 stations where they will practice the 4 steps of NVC (one step per station). Ask participants to divide themselves evenly and go to one station. It does not matter in which station they start as they will be visiting all stations. They have 15 minutes in each station before they move to the next one; tell them that some exercises are to be done individually, other in groups.

Station 1: SELF-EMPATHY and SHARING FEELINGS

Individual exercise

Step 1. Think about a situation or conflict in your life that you are not happy with. Note: It is best if it is a problem that is happening in your life now. **Step 2.** Create one sentence that describes that situation and your feeling related to it. For example, if the conflict is with a partner: "You never listen to me and it makes me feel sad". **Step 3.** Sit down and close your eyes and repeat this sentence to yourself 10 times. Note: It can be in your mind (not out loud!) if you like. While you are doing this, notice what is happening in your body and how you are feeling, what changes if anything. Short feedback with yourself: What did you notice happening in your body? Were you relaxed or tense? Were you breathing normally, breathing shorter, or faster or slower? **Step 4.** Change your sentence so it reflects the positive version of the situation that you want to see. For example, "I love it when my you listen to me". **Step 5.** Close your eyes and repeat this sentence to yourself 10 times and notice what happens in your body. Short feedback with yourself: What did you notice? What is happening? What happened to your breathing? Group feedback discussion: Do you see the difference? If there is a difference, why do you think it is?

Station 2: ACKNOWLEDGING NEEDS

Group exercise Step 1. Select the statements where the speaker is acknowledging responsibility for their feelings and needs. **Step 2.** Share and discuss your opinions on the statements.

Statements: 1. "You annoy me when you leave my computer on the floor" 2. "I feel angry when you say that, because I want respect and I hear your words as an insult" 3. "I feel frustrated when you come late" 4. "I'm sad that you won't be coming for dinner because I was hoping we could spend the evening together" 5. "I feel disappointed because you said you would do it and you didn't" 6. "I feel happy that you received that award" 7. "I feel scared when your voice gets louder" 8. "I am grateful that you offered me a ride because I needed to get home before my children"

Station 3: OBSERVATION or EVALUATION?

Group Exercise

Step 1. Play the Video from the start <https://www.youtube.com/watch?v=XPyPM25boh0> **Step 2.** Stop the Video at 00:54 seconds **Step 3.** First - make an Evaluation. What do you think is happening? **Step 4.** Now; make your Observations - without the Evaluation! Do your best to describe what you see without making any judgements or assumption. **Step 5.** Discuss in the group if you think what was said was Observation or Evaluation. **Step 6.** Now continue the video and watch until the end **Step 7.** Discuss the outcome and compare the results of Evaluation and Observation in the case of this video.

Station 4 EXPRESSING REQUESTS

Group Exercise: Of the 10 sentences below, only the first 2 that are in bold are considered to clearly express the person's request. The other ones do not clearly express the person's request.

Step 1. Take turns to say the sentences to each other - as if you were the person asking. **Step 2.** When the first 2 sentences are read to you, notice: a) How do you feel? b) Do you understand exactly what the person is asking? **Step 3.** When the others are read to you, notice: a) How do you feel? b) Do you understand exactly what the person is asking? **Step 4.** As a group, discuss why you think the first 2 sentences in bold clearly express the person's request. **Step 5.** As a group; discuss why you think the other sentences do not clearly express the person's request. **Step 6.** If you have time; re-write the other sentences so they clearly express the person's requests

Sentences: 1) "I would like you to tell me one more thing I did that you appreciate" 2) "I would like you to drive below the speed limit" 3) "I want you to understand me" 4) "I would like you to feel more confidence in yourself" 5) "I want you to stop drinking" 6) "I would like you to be honest with me about yesterday's meeting" 7) "I would like to get to know you better" 8) "I would like you to show respect for my privacy" 9) "I would like you to prepare dinner more often"

30' Ask the group to come back together in plenary and to share their main findings, reflections. Do it station by station. You can end by discussing with the group the main challenges and added-value of using NVC and how it supports a change in narratives,



ROOM SET-UP

Prepare 4 stations: mainly a table with instructions for each station and the name of the corresponding steps.



MATERIALS

- Flipchart of NVC steps
- Laptop or computer for showing Video link for Exercise 4 <https://www.youtube.com/watch?v=XPyPM25boh0>
- Flipchart, pens and paper (if needed by participants)



Tip: While participants are in the station, walk around, make sure all is understood in every station and keep an eye on time, to inform them when they are about to move to the next station.

Since these are in fact two sessions, you can break at some point for tea/coffee.



SOURCES AND REFERENCES

- Based on: <http://fishbowlyouth.org/wp-content/uploads/2016/07/NVC-Activity-.pdf>
- NVC Book "Nonviolent Communication: a Language of Life" by Marshall B. Rosenberg

Session 3- 120 minutes

FORUM THEATRE



OBJECTIVES

- To explore forum theatre as a tool for conflict transformation
- To understand different points of views



THEMES ADDRESSED

- creative conflict transformation
- nonviolent communication



METHODS AND TIMING

10' Present and explain Forum Theatre: "A technique pioneered by Brazilian radical Augusto Boal. A play or scene, usually indicating some kind of oppression, is shown twice. During the replay, any member of the audience ('spect-actor') is allowed to shout 'Stop!', step forward and take the place of one of the oppressed characters, showing how they could change the situation to enable a different outcome. Several alternatives may be explored by different spect-actors. The other actors remain in character, improvising their responses. A facilitator (joker) is necessary to enable communication between the players and the audience.

The strategy breaks through the barrier between performers and audience, putting them on an equal footing. It enables participants to try out courses of action which could be applicable to their everyday lives. The technique was originally developed by Boal as a political tool for change (part of the Theatre of the Oppressed), but has been widely adapted for use in educational contexts.

30' Divide participants in groups of 6-8 and ask them to select a conflict situation (or you may want to assign them one based on their context and background). Ask them to prepare the play as realistic as possible.

50' Each group performs once and then a second and third time where the audience can stop and change the course of the scene. The trainer becomes the joker to facilitate this process.

20' Debriefing: What did you learn? How does this say something on transforming narratives?



ROOM SET-UP

Prepare the room in theatre style.



MATERIALS

- Curtains, stage (if available) to reproduce the feeling of being in a theatre.



Tip: Forum Theatre is a very strong tool but you also need a good debriefing/reflection at the end to highlight the key learnings you want your group to leave with. Some groups take it lightly because it is a performance and seems more as a relaxing time. Make sure you pass the message on the key learnings behind your session learning outcomes.



SOURCES AND REFERENCES

- Reference: <https://dramaresource.com/forum-theatre/>

Session 4 - 30-60 minutes

REFLECTIONS



OBJECTIVES

- To reflect individually and collectively on the learnings of the day, what went well and what could be improved
- To provide the trainer with an understanding on how the training is moving forward

Kindly refer to day 1 for detailed session outline.

Day 6

Session 1 - 30 minutes

RECAP AND PRESENTATION OF THE DAY



OBJECTIVES

- To present the feedback received on the day before
- To reflect on the suggestions received
- To present what will happen in that day

Kindly refer to day 1 for detailed session outline.

Session 2 - 90 minutes

LOCALISING UNSCR 2250 YOUTH, PEACE AND SECURITY



OBJECTIVES

- To have an understanding of the background, content and localisation of UNSCR 2250



THEMES ADDRESSED

- United Nations Security Council Resolution 2250
- Youth as Peacebuilders



METHODS AND TIMING

20' Present UNSCR 2250: background and content. Kindly refer to part 1 page 46. You can use this *presentation*, or make also present this *video* till minute 2:28.

30' Divide your group in small groups of 4-5 participants and ask them to reflect on 1. challenges of youth participation in peacebuilding, 2. opportunities for youth engagement in peacebuilding (you can even ask them to reflect based on the 5 pillars of the resolution) 3. how UNSCR 2250 can help them in the work they are doing (or how the activities/work they do in their communities/ organisations is related to 2250)

20' Debrief: sharing in plenary and draw the main learning from Section 1.

15' Input and reflections: you can bring into the input the following points:

- While it is a UN Security Council Resolution, it is mainly a resolution that was advocated by a youth movement: 2250 is not an end in itself but rather a tool.
- It supports a new narrative: having a framework such as 2250 is a shift in mentalities that is crucial to provide impulse to a vision where young people are key agents for peace.
- It provides recognition and legitimacy for youth and youth led organisations into working for

the peace and security agenda, as well as it brings visibility of the positive role of youth in peace and security.

- Localising 2250 must be rooted in local realities: 2250 can be seen as a global agenda that is far away from the reality of your group. Youth need to take ownership of the resolution and put it into action in their own reality.
- 2250 is not a tool for putting youth in competition with other groups, it should rather look into partnership rather than dividing groups.



ROOM SET-UP

Plenary and sub-groups.



MATERIALS

- Flipcharts and markers
- Prepare a flipchart with the guiding questions to support visual learners' participants.



Tip: Check part 1 of this toolkit for other ideas on how to facilitate this session depending on the level of understanding of your group on UNSCR 2250.



SOURCES AND REFERENCES

- <http://unoy.org/en/2250-toolkit/>

Session 3 - 90 minutes

ACTION PLAN FOR YOUTH AND PEACE



OBJECTIVES

- To empower youth participants to take action towards peacebuilding
- To encourage the group to develop ideas into action



THEMES ADDRESSED

- Project development



METHODS AND TIMING

15' Ask participants to write in silence on a flashcard what they would like to do after this training (raise awareness, campaign, workshop, video on a certain topic, etc.). Ask them to write one idea per flashcard. They can have as many flashcards as they want.

10' Ask participant to stand up and put their flashcards in the middle of the training room, on the floor. As participants add their cards to the middle, you can cluster the similar ideas for actions.

50' Ask them to decide on an idea they would like to “transform into action” and join a group with similar ideas. This will be their peer support group to develop an action plan.

Tell them they have 50' to develop their action plan that should include: objectives (what is their main goal?), activities (which concrete activities do they want and can implement? Ask them to be realistic!), expected results, time (for how long is their plan of action?), target (who are their beneficiaries), partners (with whom are they going to work?), budget (do they need any resources for the implementation?), monitoring and evaluation (how they will assess if their plan is successful and support the achievement of the goals, ask them to have few indicators).

15' Gather participants and give them space to share their ideas of action plans.



ROOM SET-UP

Plenary



MATERIALS

- Flipchart with all elements they need to have in their action plans
- A4 sheets and pens to write their action plan. If they have joint action plans they can use flipcharts.



Tip: Before asking participants to write on their flashcards their ideas or even to distribute the flashcards, you can ask them to take some minutes to reflect on what they would like to do after the training based on all their learnings. It will help some participants in processing their ideas.

Make sure you explain clearly the elements of the action plans as participants might not be clear on all the concepts. In addition, tell them they can think of a small but still impactful plan. They should not overwhelm themselves by thinking they need to implement a big programme.

Take note of their action plans if you want to monitor their implementation. It could be a way of assessing the impact of your training.

PEER TO PEER LEARNING



OBJECTIVES

- To learn from each other on other initiatives implemented by youth in promoting peace, transforming conflict and narratives
- To get inspired by the potential of youth to be peacebuilders



THEMES ADDRESSED

- Peer-to-peer learning, inspiration, best practices and lessons learned



METHODS AND TIMING

Suggested method: open space technology.

10' Tell participants that in this session they will be able to learn from each other on their work, tools, methodologies, ideas related to the topics of the training: peacebuilding, conflict transformation and creating peaceful narratives. They will do it by using the open space technology method.

Present the principles of open space technology: 4 principles: 1. Whoever comes are the right people, 2. Whatever happens is the only thing that could have happened, 3. Whenever it starts is the right time, 4. When it is over, it is over.

In addition, there is the Law of Mobility: tell participants that if at any time they are in a place where they feel they are neither contributing nor learning, they alone have the responsibility to remove yourself from that place and find a place where they CAN contribute and learn.

20' After introducing these rules, ask participants to say which themes they are interested in learning and which other they can contribute (share their experience). List them on the flipchart and create initial groups where there is at least one participant who can share his/her experience and other who are interested to learn.

40' Participants go to whichever group they want to join and the discussion start in groups. Each initiator of a workshop is invited to insure that a record of the group discussion be prepared. The reporter may not be the initiator of the group, but someone else. Remind participants that they can move to any group whenever they feel like, including the initiator of the discussion who can be replaced by a participant who can continue the discussion by sharing his/her experience on a certain theme.

20' Wrap up and summarise main reflections with the support of the rapporteurs.



ROOM SET-UP

Try to have a space similar to a market place, with different stations where participants can easily move around.



MATERIALS

- Flipcharts for rapporteurs



Tip: The rules and principles are very important for this method. Make sure you explain it well and that it is clear to participants. Do not hesitate in repeating it if needed.



SOURCES AND REFERENCES

- <https://www.salto-youth.net/tools/toolbox/tool/open-space-technology.130/>

Session 5 - 90 minutes

TOOLBOX



OBJECTIVES

- To empower participants by reflecting on concrete actions they can take for peace and transforming narratives
- To create a useful toolbox that they can replicate/share in their communities/organisations



THEMES ADDRESSED

- Tools for transforming conflict and narratives



METHODS AND TIMING

15' Divide participants in small groups of 4-5 participants and ask them to create a box (provide them some materials). They are given 10 minutes to create original cardboards.

20' They are given 20' to think on tools they could use to transform narratives and promote peace (ask them to reflect on competences: skills, knowledge and attitudes and to be creative). They use the paper to write their tools and introduce them in the box.

30' Ask each group to present in 5 minutes their tools. Tell them that they cannot repeat tools that have already been presented. By summarising on a flipchart, you create a joint toolbox with all the suggestions.

10' Sum-up the key tools and close the session.



ROOM SET-UP

Space for working in sub-groups. Debriefing and presentation in plenary setting.



MATERIALS

- Cardboards to create boxes,
- A4 sheets
- markers



Tip: Sometimes participants might rather present activities (not exactly tools) and that can also serve the purpose so it is fine.

Session 6- 30-60 minutes

REFLECTIONS



OBJECTIVES

- To reflect individually and collectively on the learnings of the day, what went well and what could be improved
- To provide the trainer with an understanding on how the training is moving forward

Kindly refer to day 1 for detailed session outline.

Day 7

Session 1 - 30 minutes

RECAP AND PRESENTATION OF THE DAY



OBJECTIVES

- To present the feedback received on the day before
- To reflect on the suggestions received
- To present what will happen in that day

Kindly refer to day 1 for detailed session outline.

Session 2 - 60 minutes

MOVING FORWARD: FOLLOW-UP ACTION PLANS

OBJECTIVES



To provide participants with a sense of responsibility to continue working on peace after the training

THEMES ADDRESSED



Multiplying, follow-up

METHODS AND TIMING



10' Share with your group the expectations from the training/coordination team and the project. If this training implies another phase or if they need to submit any document on their action plans this would be the right moment to inform your group.

40' Provide some additional time for your participants to review the action plan they had started developing the day before and further complete it.

10' Wrap up: provide final guidance.



ROOM SET-UP

Space to work comfortably on their action plans.



MATERIALS

Make sure they have their notes/flipcharts on the action plan developed the day before.



Tip: While they review, complete their action plans, make sure you go around and provide support and feedback as needed.

Session 3 - 90 - 120 minutes

FINAL EVALUATION AND CLOSING



OBJECTIVES

- To evaluate the programme and collect main feedback from the group



THEMES ADDRESSED

Evaluation, closing



METHODS AND TIMING

20' Informal evaluation: divide your group into the number of days of your training, in this case 7 and ask participants to prepare a silent play of the day they are assigned. Example: they need to reproduce in 3 minutes what happened during day 4 of the training. Give them 10 minutes to prepare and then day by day participants will simulate what happened and how they lived the training.

Alternative:

20' Informal evaluation: Temperature evaluation: you explain to participants that one side of the room is very positive and the other negative. You ask them to stand in the middle of the room and as you mention some elements of the training they should place themselves according to their satisfaction. You can mention: the contents of the training, methodology, the trainers, logistics, the group dynamics and their own participation.

30' Participants are given time to complete the post-assessment (remind them as the pre-assessment to be honest as this is not a test but a self-assessment of learning after the training) and formal evaluation forms.

5-10' Distribution of certificates: you can make it more fun and distribute randomly one certificate per participant with the face down (so that they cannot read the name). When all participants have a certificate, they turned it and go to give it to the participant they got the certificate.

20' Last round of commitments: you can take a last round with participants one by one expressing their gratitude and commitment after the training.

5' Closing: formal thanks and closure of the training.



ROOM SET-UP

- In circle. Space needed for the informal evaluations.



MATERIALS

Post assessment forms, evaluation forms, certificates



Tip: The last round of commitments and gratitude can be quite long if everyone starts talking for long. Ask participants to be concise or just open the floor for those who would like to say something.

Impressive! You finished part 4 and with this reached the end of the toolkit. It has been quite a journey, either by starting from this part or going through the entire toolkit, we sincerely hope that it has met your expectations, that it has been both informative and practical, giving you concrete tools and ideas on transforming conflict and narratives, and most importantly that it has inspired you to start or continue training in the field of youth, peace and security. We are delighted that you took this ride with us! Do not hesitate to contact UNOY Peacebuilders for anything needed. From the bottom of our heart: Thanks!

Acronyms

LGBTQI	Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and Intersex.
NFE	Non-formal education
NVC	Nonviolent communication
PJ	Peace Journalism
UNOY Peacebuilders	United Network of Young Peacebuilders
UNSCR 2250	United Nations Security Council Resolution 2250 on Youth, Peace and Security

Glossary

Competence development: process where an individual or a group develops a set of abilities/competencies (combination of knowledge, skills and attitudes) through an educational process.

Conflict Transformation: any process of transforming relationships, interests, needs, patterns of behaviour or social contexts (these are different dimensions linked to a conflict) to bring about peace.

Cultural violence: the legitimisation of violence on the basis of cultural norms, traditions and values. It is an invisible form of violence as it relates to people's attitudes, feelings and values and it is usually anchored in the culture of a society.

Direct violence: usually the most visible kind of violence and what most people identify with the meaning of the term 'violence'. It can be physical but also psychological or verbal violence like insulting.

Learning objective: the objective that you as a trainer hope for your group to achieve (in terms of knowledge, skills and attitudes)

Narrative: the way you tell (and keep telling) a particular story, that can be fictional or real (or partially both), with characters and a plot.

Non-formal education: a form of education with a clear learning purpose but that occurs outside the established formal system. Generally, it has participatory learning methodologies centred on the participant.

Peace: the absence of all forms of violence through a nonviolent, participatory and inclusive process

Peacebuilding: structural transformation of the conflict's root causes in the political, economic and social spheres.

Peace education: any holistic, multidisciplinary and transformative educational activity that aids the competence development for (living and) building peace.

Session outline: a detailed plan of each session in your programme, an annotated version of the activity informing the trainer of each step within the activity.

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