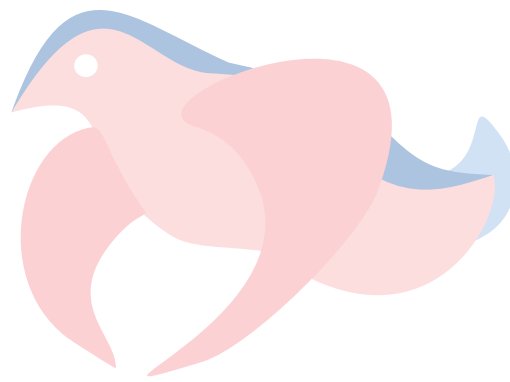




With support of the Erasmus+ programme of the European Union.



The BUILDPEACE

Toolkit for Educators

Building Peacebuilders through Integrated
Formal and Non-Formal Learning Approaches



Research Centre
Trust, Peace and
Social Relations



Acknowledgments

Author:

Emina Hasanagić, Foundation Wings of Hope Sarajevo

Co-authors:

Dejan Filipović, Foundation Wings of Hope Sarajevo

Şükriye Gökçe Gezer, Kadir Has University

Cihan Dizdaroğlu, Kadir Has University

Sinem Akgül Açıkmeşe, Kadir Has University

Milica Žarković, Young Researchers of Serbia

Laetitia Barbry, The Coordinating Committee of International Voluntary Service

Eva Rainey, Xchange Scotland

Fusun Ozerdem, Muğla Sıtkı Koçman University

Osman Cati, Muğla Sıtkı Koçman University

Laura Payne, Coventry University

This **Toolkit for Educators** has been prepared as an intellectual output of BUILDPEACE: building peace builders through integrated formal and non-formal learning approaches, a project led by Coventry University with collaborators Xchange Scotland, Foundation Wings of Hope Sarajevo, Kadir Has Üniversitesi, Young Researchers of Serbia, The Coordinating Committee of International Voluntary Service (CCIVS) and Muğla Sıtkı Koçman Üniversitesi.

All the photos used **in this publication were created during the activities of the BUILDPEACE project** and present the work of the project' participants.

Disclaimer: "The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Table of contents

Executive summary.....	4
Sažetak.....	6
Yönetici özeti.....	8
I INTRODUCTION.....	10
1.1. Background.....	10
1.2. Mapping report summary.....	10
II METHODOLOGY THAT UNDERPINS THE BUILDPEACE CONCEPT.....	12
2.1. Introduction to the toolkit.....	12
2.2. Map the toolkit.....	13
2.2.1. Experience-based learning.....	14
2.2.2. Cooperative-based learning.....	14
2.2.3. Problem-based learning.....	15
2.2.4. Discussion-based learning.....	15
2.2.5. Introspection-based learning	16
KEY COMPETENCES AND METHODOLOGY MATRIX.....	16
2.3. BUILDPEACE PROGRAMME.....	18
ACTIVITY I: Mopete, Otepe.....	20
ACTIVITY II: Power of stories.....	23
ACTIVITY III: Peace visits.....	26
ACTIVITY IV: Trust walkers.....	28
ACTIVITY V: Buildpeace posters.....	30
ACTIVITY VI: Roots of conflict.....	33
ACTIVITY VII: I am no longer.....	35
ACTIVITY VIII: Bowl of parties.....	37
ACTIVITY IX: Patience café.....	39
ACTIVITY X: Critical balling.....	42
ACTIVITY XI: Moving facilitation.....	44
ACTIVITY XII: The value wall.....	46
ACTIVITY XIII: Value zones.....	48
ACTIVITY XIV: Participation river.....	50
ACTIVITY XV: Blowing winds.....	52
ACTIVITY XVI: Association of thoughts.....	54
III CONCLUSION.....	57
REFERENCES.....	58

Executive summary

The following **BUILDPEACE Toolkit for Educators** is designed to promote the knowledge, skills and attitudes necessary to promote peace, enabling learners to develop an interest in the promotion of non-violence, justice, environmental protection and other relevant values. Due to the delicate nature of the subject matter, teachers should ensure their teaching is conflict and gender-sensitive, culturally adequate and socio-emotionally informed. Enabling inclusion is a big part of peace education, which can be complemented through on-line learning in order to reach distant audiences. Often, such approaches are developed by prestigious institutions.

This Toolkit for Educators targets a wide range of audiences (youth workers, governmental and NGO workers, teachers and trainers, campaigners, journalists etc.) and others who are working with young people, students (referred as learners in this Toolkit) and anyone else who would like to further improve their peacebuilding competences. Motivated by the lack of a common framework that incorporates key peacebuilding competencies across the formal and non-formal education sectors, this **BUILDPEACE Toolkit for Educators** has been built on the “Key Competencies and Methodology Matrix”. This Matrix was developed by the Buildpeace team and firstly presented as the Key Competencies Matrix in the **BUILDPEACE Handbook for Learners**, as it describes the knowledge, skills and attitudes, that we as a team find essential for anyone engaged in peacebuilding activities. Additionally, we have conducted research on the different techniques used in peacebuilding, where we decided on the most appropriate methodologies that should be used in peacebuilding trainings, but of course every educator should decide based on his experience and knowledge. Based on all of this we have developed the “Key Competencies and Methodology Matrix” which should serve as a guide for knowledge, skills, attitudes which should be developed by learners, and methodologies that in our opinion should be used for training future peacebuilders.

The BUILDPEACE Toolkit for Educators provides a step-by-step guide on how to develop skills, attitude and enhance learners’ knowledge by connecting a number of activities that are grouped according to their methodology and the Key Competencies and Methodology Matrix. The learning process and suggested methodologies are intended to encourage participants to question, reflect and increase their decision-making abilities, grounded in ethical and peacebuilding values, while enabling participants to learn from their own experience.

The 16 activities presented in this Toolkit are grouped into five methodologies (**experience-based learning, cooperative-based learning, problem-based learning, discussion-based learning and introspection-based learning**). It is important to emphasize that certain activities could be part of two or more methodologies.

The Toolkit can be used in two ways:

- 1) an educator can systematically work through the Toolkit, ensuring that every participant builds up their peacebuilding competences, striking a balance between knowledge, skills and attitudes, relying on sixteen possible activities for educators to use while working with learners.
- 2) an educator chooses from different parts of the Key Competences and Methodology Matrix, selecting the most appropriate methodology for his/her learners or even choose one activity and use it to assist them with specific elements of their programme. Also, they can make use of the additional information on resources and support available to groups engaging in peacebuilding.

The methodologies in the Toolkit are not intended as standalone mechanisms for educators, we recommend and encourage educators to use them in different combinations as all methodologies are participatory, interactive and promote self-driven learning. Educators should always familiarise themselves with the methodologies, build their programme on a variety of methodologies, identify

possible challenges and rely on their own judgements and instincts, drawing upon their own experiences, ideas and strengths when engaging in peacebuilding work.

The BUILDPEACE Programme which is in front of you consists of 16 activities aimed at **building learner's competences to become peacebuilders**. Every activity is directly aimed at addressing more than one essential competence (understood as knowledge, skills and attitudes).

Each lesson in this Toolkit includes the following components:

- ✓ objectives,
- ✓ essential competences,
- ✓ ideal group size,
- ✓ time-frame,
- ✓ pre-workshop reading,
- ✓ pre-workshop preparation,
- ✓ step by step instructions and extension activities and
- ✓ tips for educators.

In addition, the Toolkit is complemented by the Buildpeace Handbook for learners.

Sažetak

BUILDPEACE Toolkit priručnik za edukatore je osmišljen kako bi promovisao znanje, vještine i stavove koji su potrebni za promociju mira, omogućavajući učenicima da razviju interes za promociju nenasilja, pravde, zaštite okoline i drugih relevantnih vrijednosti. Zbog osjetljive prirode teme nastavnici bi trebali osigurati da njihova nastava bude rodno osjetljiva i osjetljiva na konflikt, kulturno adekvatna i socio-ekonomski informirana. Omogućavanje inkluzije je veliki dio mirovnog obrazovanja, koje se može nadopuniti on-line učenjem kako bi se dosegla udaljena publika. Takve pristupe često razvijaju prestižne institucije.

Ovaj priručnik za edukatore usmjeren je na širok spektar publike (omladinski radnici, vladini i nevladini radnici, učitelji i treneri, aktivisti, novinari itd.) i drugi koji rade s mladima, studentima (koji se u ovom priručniku nazivaju učenicima) i bilo kome drugom koji bi željeli dodatno poboljšati svoje kompetencije za izgradnju mira. Motivisani nedostatkom zajedničkog okvira koji uključuje ključne kompetencije za izgradnju mira u formalnom i neformalnom obrazovnom sektoru, ovaj **BUILDPEACE Toolkit za edukatore** izgrađen je na „Ključnoj matrici kompetencija i metodologije“. Ovu matricu razvio je Tim Buildpeacea i prvo je predstavljen kao matrica ključnih kompetencija u **BUILDPEACE Priručniku za početnike**, jer opisuje znanje, vještine i stavove za koje kao tim smatramo da su bitni za sve koji su uključeni u aktivnosti izgradnje mira. Uz to, proveli smo istraživanja o različitim tehnikama koje se koriste u izgradnji mira, gdje smo se odlučili za najprikladnije metodologije koje bi se trebale primijeniti u treninzima za izgradnju mira. Naravno svaki edukator bi se na temelju svog iskustva i znanja trebao odlučiti o odgovarajućim metodama. Na osnovu svega spomenutog razvili smo „Ključnu matricu kompetencija i metodologije“ koja bi trebala služiti kao vodič za znanje, vještine, stavove koje bi trebali razviti polaznici, i metodologije koje po našem mišljenju treba koristiti za obuku budućih graditelja mira.

BUILDPEACE Toolkit za edukatore pruža detaljni vodič o tome kako razviti vještine, stavove i poboljšati znanje početnika povezivanjem niza aktivnosti koje su grupisane u skladu sa njihovom metodologijom i matricom ključnih kompetencija i metodologije. Proces učenja i predložene metodologije imaju za cilj potaknuti učesnike da propituju, razmisle i povećaju svoje sposobnosti donošenja odluka, utemeljene na etičkim i mirovnim vrijednostima, istovremeno omogućujući učesnicima da uče iz vlastitog iskustva.

16 aktivnosti koje su predstavljene u ovom Toolkitu su grupisane prema pet metodologija (**učenje zasnovano na iskustvu, kooperativno učenje, učenje zasnovano na problemima, učenje zasnovano na diskusiji i učenje zasnovano na introspekciji**). Važno je naglasiti da bi određene aktivnosti mogle biti dio dvije ili više metodologija.

Toolkit se može koristiti na dva načina:

- 1) Edukator može sistemski raditi kroz Toolkit, osiguravajući da svaki početnik izgrađuje svoje mirotvorske kompetencije, uspostavljajući ravnotežu između znanja, vještina i stavova, oslanjajući se na šesnaest mogućih aktivnosti koje edukatori mogu koristiti u radu sa početnicima.
- 2) Edukator iz različitih dijelova Ključnih kompetencija i metodološkog matriksa, bira najprikladniju metodologiju za početnike ili čak bira jednu aktivnost i koristi je da bi im pomogao u određenim elementima njihovog programa. Također, početnici mogu iskoristiti dodatne informacije o resursima i podršci dostupnim grupama koje se bave izgradnjom mira.

Metodologije u priručniku nisu zamišljene kao samostalni mehanizmi za edukatore. Preporučujemo i ohrabujemo edukatore da ih koriste u različitim kombinacijama, dok su sve metodologije participativne, interaktivne i promovišu samostalno učenje. Edukatori bi se trebali uvijek upoznati s metodologijama, graditi svoj program na različitim metodologijama, prepoznati moguće izazove i

i oslanjati se na vlastite prosudbe i instinkte, pozivajući se na vlastita iskustva, ideje i snage pri sudjelovanju u procesima izgradnje mira.

Program BUILDPEACE koji je pred vama sastoji se od 16 aktivnosti koje imaju za cilj da **izgrade kompetencije početnika da postanu graditelji mira**. Svaka aktivnost izravno je usmjerena na rješavanje više od jedne suštinske kompetencije (shvaćene kao znanje, vještine i stavovi).

Svaka lekcija ovog Toolkita uključuje sljedeće komponente:

- ✓ **Ciljevi**
- ✓ **Suštinske kompetencije**
- ✓ **Idealna veličina grupe**
- ✓ **Vremenski okvir**
- ✓ **Čitanje prije radionice**
- ✓ **Priprema radionice**
- ✓ **Detaljne instrukcije i dodatne aktivnosti**
- ✓ **Savjeti za edukatore**

Pored toga, BUILDPEACE Toolkit je dopunjen Buildpeace Priručnikom za početnike

Yönetici Özeti

Elinizde bulundurduğunuz bu BARIŞINŞASI Eğitimciler Araç Kiti, barışı desteklemek için gerekli olan bilgi, beceri ve tutumları teşvik etmek üzere ve öğrencilerin şiddet içermeyen, adalet, çevre koruma ve diğer ilgili değerlerin tanıtımına ilgi göstermelerini sağlamak üzere tasarlanmıştır. Konunun hassas yapısı nedeniyle, öğretmenler öğretimlerinin çatışma ve cinsiyete duyarlı, kültürel açıdan yeterli ve sosyo-duygusal olarak bilgilendirilmiş olmasını sağlamalıdır. Etkinleştirici kapsayıcılık uzak hedef kitlelere ulaşmak için online öğrenme aracılığıyla tamamlanabilecek olan barış eğitiminin büyük bir parçasıdır. Genellikle, bu tür yaklaşımlar prestijli kurumlar tarafından geliştirilir.

Eğitimciler Araç Kiti, geniş bir katılımcı kitlesini (gençlik çalışanları, devlet ve STK çalışanları, öğretmenler ve eğitmenler, kampanyacılar, gazeteciler vb.) ve gençlerle çalışan diğer bireyleri, öğrencileri (bu Araç Kitinde öğrenciler olarak adlandırılmaktadırlar) ve barış inşası yetkinliklerini daha da geliştirmek isteyen herkesi hedeflemektedir. Örgün ve örgün olmayan eğitim sektörlerinde temel barışınşası yetkinliklerini içeren ortak bir çerçevenin olmaması nedeniyle **BARIŞINŞASI Eğitimciler Araç Kiti**, “Temel Yeterlilikler ve Metodoloji Matrisi” üzerine kurulmuştur. Bu Matris, Barışınşası ekibi tarafından geliştirilmiş ve ilk olarak, **BARIŞINŞASI Öğrenciler için El Kitabında** ekip olarak barış inşası faaliyetlerine katılan herhangi biri için gerekli olacağını düşündüğümüz “bilgi, beceri ve tutumları” tanımlayacak şekilde Temel Yeterlilikler Matrisi olarak sunulmuştur. Ek olarak, barış inşasında kullanılan farklı teknikler üzerine araştırma yapılmış ve barış inşası eğitimlerinde kullanılması gereken en uygun metodolojilere karar verilmiştir ama elbette her eğitimci kendi tecrübesi ve bilgisine dayanarak en iyi yöneme karar vermelidir. Tüm bunlara dayanarak, öğrencilerin geliştirmesi gereken bilgi, beceri, tutumlar ve bizce gelecekteki barış inşacılarının eğitimi için kullanılması gereken metodolojiler için bir rehber görevi görmesi gereken “Temel Yeterlilikler ve Metodoloji Matrisi”ni geliştirmiş bulunmaktayız.

BARIŞINŞASI Eğitimciler Araç Kiti, öğrencilerin metodolojisine ve Temel Yeterlilikler ve Metodoloji Matrisi’ne göre gruplandırılmış bir dizi etkinliği birbirine bağlayarak becerilerin, tutumların nasıl geliştirileceğine ve öğrencilerin bilgilerini nasıl geliştireceğine dair kademeli bir kılavuz sunmayı amaçlamaktadır. Öğrenme süreci ve önerilen metodolojilerin, katılımcıların kendi deneyimlerini öğrenmelerini sağlarken, etik ve barış inşası değerlerine dayanan karar verme yeteneklerini sorgulamaları, yansıtmaları ve geliştirmeleri için cesaretlendirilmeleri amaçlanmıştır.

Bu Araç Kitinde sunulan 16 aktivite beş metodolojide gruplanmıştır (deneyim temelli öğrenme, işbirliğine dayalı öğrenme, probleme dayalı öğrenme, tartışma temelli öğrenme ve iç gözlem tabanlı öğrenme). Bazı faaliyetlerin iki veya daha fazla metodolojinin parçası olabileceğini de vurgulanmaktadır.

Araç Kiti iki şekilde kullanılabilir:

- 1) bir eğitimci, Araç Kiti aracılığıyla sistematik olarak çalışabilir ve her katılımcının, barış inşası becerilerini geliştirmesini sağlayarak, bilgi, beceri ve tutumlar arasında bir denge kurarak, eğitimcilerin öğrencilerle çalışırken kullanabileceği on altı olası etkinliğe dayanarak çalışmasını sağlar.
- 2) bir eğitimci, Temel Yeterlilikler ve Metodoloji Matrisi’nin farklı bölümlerinden öğrencileri için en uygun metodolojiyi seçer ya da tek bir aktiviteyi seçse dahi programlarının belirli öğelerine yardımcı olmak için bunu kullanır. Ayrıca, barış inşası ile uğraşan gruplara sağlanan kaynaklardan ve destekle ilgili ek bilgilerden faydalanabilirler.

Araç Kitindeki metodolojiler, eğitimciler için bağımsız mekanizmalar olarak tasarlanmamıştır, tüm metodolojiler katılımcı, etkileşimli ve kendi kendine öğrenmeyi teşvik ettiği için eğitimcilerin bunları farklı kombinasyonlarda kullanmalarını önermekte ve teşvik etmekteyiz. Eğitimciler her zaman kendilerini metodolojilere alıştırmalı, programlarını çeşitli metodolojilere göre oluşturmalı,

olası zorlukları belirlemeli ve barış inşası çalışmalarını uygularken kendi deneyimlerini, fikirlerini ve güçlerini kullanarak kendi yargı ve içgüdülerine güvenmelidirler.

Elinizdeki bu BARIŞINŞASI Programı, **öğrencilerin barış inşacı olma yetkinliklerini geliştirmeye yönelik** 16 faaliyetten oluşmaktadır. Her aktivite doğrudan birden fazla temel yeterliliği (bilgi, beceri ve tutumlar olarak anlaşılır) ele almayı amaçlamaktadır.

Bu Araç Kitindeki her ders aşağıdaki bileşenleri içermektedir:

- ✓ amaçlar,
- ✓ temel yeterlilikler,
- ✓ ideal grup büyüklükleri,
- ✓ zaman çerçevesi,
- ✓ çalıştay öncesi okuma,
- ✓ çalıştay öncesi hazırlık,
- ✓ adım adım talimatlar ve ek faaliyetler ve
- ✓ eğitmciler için ipuçları.

Ek olarak, bu Araç Kiti Barışınşası Öğrenciler için El Kitabı ile tamamlanmaktadır.

I Introduction

1.1. Background

Peacebuilding has been attracting ever greater interest reflecting the acute need to address conflict and insecurity, and growing confidence that doing so is possible, particularly with new technologies. The increase in peacebuilding has spurred growth in education and training, as practitioners need applied skills and knowledge. However, much of the current provision is offered piecemeal, being disconnected from other relevant learning opportunities. Collaboration between learning providers is challenged by differences in pedagogical perspective, underpinning ethos and teaching methodology. There is no clear guidance for learners on the skills and competencies they should acquire and no easy way for them to combine courses strategically.

This Toolkit for Educators has been prepared as an intellectual output of *BUILDPEACE: building peace builders through integrated formal and non-formal learning approaches*, a project led by Coventry University with collaborators, Wings of Hope, Kadir Has University, Young Researchers of Serbia, Muğla Sıtkı Koçman University, The Coordinating Committee of International Voluntary Service and Xchange Scotland. Funded by the Erasmus+ programme of the European Union.

The BUILDPEACE project was conceived to boost the skills and competencies of Europeans in the public, third and private sectors to build peace and connect communities. The project aims to improve the provision of teaching, learning and training within the peacebuilding industry by bringing together providers from the formal education and non-formal education sectors into a community of practice, and **creating innovative tools for learners and educators**. To do this, the project brought together European partners with experience in peacebuilding education who participated in two workshops; Coventry (2017) and Mugla (2018). Both workshops are an integral part of this Toolkit for Educators as they brought together best practice methods and knowledge from both academic and NGO/civil society contexts and were an opportunity to deconstruct individual perspectives and gave space to share approaches that ultimately contributed to improving peacebuilding education. Also, the project enabled the creation of a set of tools for learners and educators, including this Toolkit to help educators adopt methodologies needed for becoming peacebuilders, free online courses and a handbook. Tools for policy makers include a mapping report and policy recommendations.

1.2. Mapping report summary

The mapping report aims to situate BUILDPEACE in the current landscape, and is a result of a review of relevant literature, data gathered at the BUILDPEACE Workshop 2017 held at Coventry University and a survey.

Formal education refers to the hierarchically-structured and chronologically-graded modern “educational system” that stretches from primary school through to university. It is characterised by formal institutions with a structured, continuous curricula created through institutionally agreed objectives, with results and accreditation against a qualifications framework. In contrast Non-formal education refers to organized and semi-organised educational activities operating outside the regular structure and routines of the formal system, specifically aimed at serving a great variety of learning needs of different subgroups in the population, without limitation to specific age groups.

In formal learning, the decisions regarding the objectives (what to learn) and the means (how to learn) are made by someone other than the learner. In contrast, non-formal education methods promote active learning with participation of the learner within the knowledge building process. Therefore, the integration of both approaches is vital for a complete cognitive experience by the learner.

Peacebuilding education, or an education that promotes a culture of peace, is essentially transformative. Peacebuilding education has been shown to be more effective and meaningful when it's adapted to the social and cultural context, enriched by its cultural values and universal human values. Education can then affect attitudes, values and the development constructive approaches to dealing with the potential for conflict. Therefore, it is unsurprising that the majority of respondents to the survey also considered that both formal and non-formal education were appropriate.

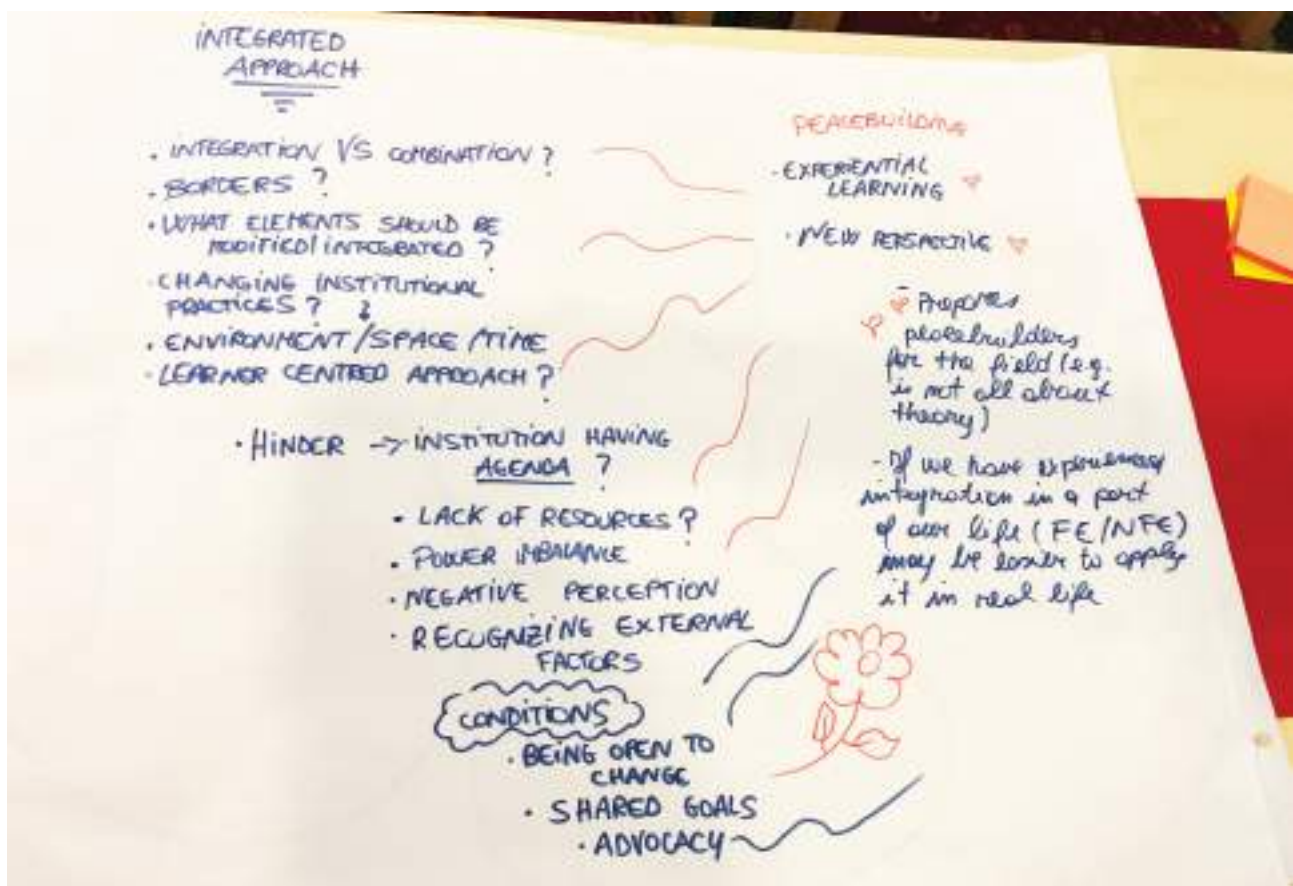
Peacebuilding teaching should be conflict-sensitive, gender-sensitive, culturally adequate, and socio-emotionally informed. In addition, education should be inclusive, affordable, and accessible. It should address inequality and exclusion and provide opportunities for previously marginalised communities. Well-designed courses can provide stimulating learning opportunities and gaming in peace building can be used to provide opportunities to confront attitudinal challenges; teach pro-social values and skills; and introduce ethical behaviours.¹

1 This is just a section of the Mapping report which is also available in its full version.

II Methodology that underpins the BUILDPEACE concept

2.1. Introduction to the Toolkit

Peacebuilding as a concept may be understood differently by different people. As part of BUILDPEACE, we understand peacebuilding as the methods, activities and concrete actions taken to reduce or prevent violent conflict as well as the education and training, networks and structures in place to support peacebuilding work. Peacebuilding is seen to exist on multiple levels including personal and interpersonal relations, grassroots projects, state and inter-state activities, and it is recognised that an important part of successful peacebuilding is that the process is collectively owned by all parties involved. Peacebuilding is a long-term process that can be preventative, intended to reduce existing violent conflict, or involve post conflict work. For us, peacebuilding therefore adheres to the idea of positive peace, that peace is more than just the absence of conflict. Peacebuilding is seen to have a role and responsibility to help societies recognise and confront the past and should encompass a contextual and historical understanding of specific conflicts. Ultimately, peacebuilding work aims to create bridges and overcome divides which are separating people.



This Toolkit for Educators targets a wide range of audiences (youth workers, governmental and NGO workers, teachers and trainers, campaigners, journalists etc.) and others referred in this Toolkit as educators who are working with young people, students (referred as learners in this Toolkit) and anyone else who would like to further improve their peacebuilding competences. Moved by the lack of a common framework of key peacebuilding competencies across the formal and non-formal education sectors, this BUILDPEACE Toolkit for Educator has been built on the Key Competencies and Methodology Matrix. This Matrix was developed by the BUILDPEACE team and firstly presented as the Key Competencies Matrix in the Handbook for Learners to describe the knowledge, skills and attitudes required by peacebuilders. Additionally, to the Key Competencies Matrix, a research has been conducted about different techniques which are used in peacebuilding. Partners ranked the available techniques for the most important ones for the peacebuilding process and a list of techniques has been developed which encompasses all techniques from five different methodologies that should be used so that future peacebuilders are exposed to a set of methodologies.

2.2. Map the Toolkit

The BUILDPEACE Toolkit for Educators provides a step-by-step guide on how to develop skills, attitude and enhance learners' knowledge by connecting a number of activities that are grouped according to their methodology and the Key Competencies and Methodology matrix.

The learning process and suggested methodologies are intended to encourage participants to question, reflect and to increase their capacity to make decisions grounded in ethical and peacebuilding values, but also enables learners to learn from their own experience.

The activities that presented in this Toolkit are grouped into five methodologies (**experience-based learning, cooperative-based learning, problem-based learning, discussion-based learning and introspection-based learning**), but it is important to emphasize that some activities can be part of two or more methodologies.

The Toolkit can be used in two ways:

- an educator can systematically work through the Toolkit so every participant builds up their competences being a peacebuilder (balanced between knowledge, skills and attitudes). In the Toolkit sixteen possible activities are available for educators to use while working with learners.
- or the educator can dip into parts of the Key Competences and Methodology Matrix select the most appropriate methodology for the learners or even just one activity and use it to assist them with specific elements of their programme. Also, they can use additional information on resources and support available to groups engaging in peacebuilding.

The Toolkit was not intended as restrictive for the educators, as such we recommend that educators can use the suggested methodologies in combination as all methodologies are participatory, interactive and promote self-driven learning. Educators should always firstly familiarise themselves with the methodologies, build their programme on a variety of methodologies, identify possible challenges and should always rely on their own judgements and instincts and draw upon their own experiences, ideas and strengths when engaging in peacebuilding work.

2.2.1. Experience-based Learning

Experience-based learning uses experiences and focused reflection to increase knowledge, develop skills and clarify values. The experiences may involve earlier events in the participants' life, current events, or those arising from participation in practical activities implemented by teachers and educators.² Learners analyse their experience as they reflect on, evaluate and reconstruct it, either individually or collectively.

Experience-based methodologies can be developed through case studies, psychodrama (guided

Experience-based methodologies can be developed through case studies, psychodrama (guided dramatic action), field trips, or techniques presented in this Toolkit:

Simulations through the “**Mopete, Opete**” activity; Participants assume individual roles in a hypothetical social group and situation and experience the complexity of implementing new tasks and acting according to new roles. Simulations operate like more structured role-plays, as all learners are assigned specific roles. They interact with each other in the context of the established scenario.³ This technique can help participants analyse different courses of action, reflect upon ethical situations and put themselves in others' shoes.

Storytelling through “**Power of stories**”, learners can develop their listening skills and their capacities to put themselves in other's shoes. They can develop their creativity and reflect upon their behaviours by entering into the world described in the story.

Study visits through “**Peace visits**” activity; learners visit one or more sites/organisation for knowledge exchange, they learn from their peers and they experience a high level of interaction and exposure to the subject matter.

2.2.2. Cooperative-based Learning

Learners work individually to achieve outcomes that will benefit both themselves and all other group members. Cooperative-based learning exists when small groups of learners work to enhance their own and others' learning.⁴

During small-group interactions, learners can find many opportunities to reflect upon and reply to the diverse responses that other members of the group bring to the table. Activities that involve cooperative learning promote the success of all participants in the group, thus contributing to each participant's feelings of competence and self-worth.

Examples of the cooperative-based learning techniques included in this Toolkit are:

Trust games through the “**Trust walkers**” activity; through cooperative games, participants work together to accomplish a set task or to reach a goal. Games that enhance the participants' ability to work with others, to build confidence, to discover new ideas and to challenge prejudices. However, you need to create an environment for fair and respectful competition and avoid games that portray “losers” and “winners”. Games can also be used as warm-up, and to promote participation and team building.

Loesje posters through the “**Buildpeace posters**” activity; art is a very good vehicle for learning. It stimulates creativity and enhances the ability to translate ideas into words, images and sounds. Art complements the intellectual and helps learners reflect and then express their thoughts and ideas creatively. Arts can additionally include composing songs, painting T-shirts, drawing, making a film, taking photos and writing poems or stories.⁵

² Lee Andresen, David Boud and Ruth Cohen (2018) Experience based learning

³ Role-play and Simulation, LearnAlberta,

⁴ David W. Johnson and Roger T. Johnson (2018) Cooperative Learning: The Foundation for Active Learning

⁵ More information available at the website Loesje International

2.2.3. Problem-based Learning

In this methodology, a problem is used to help develop learners' creativity, their critical thinking, their capacity to analyse and reflect upon ethical values. Problem-based methodologies encourage learners to pose and answer questions, making use of their natural curiosity. Learners have to work in small groups to ensure that the relevant information and procedures are discovered and mastered by all member, thus making cooperative learning the foundation on which problem-based learning is built. Learners are confronted with problems that do not have absolute answers or easy solutions and that helps participants take an active, task-oriented, and self-controlled approach to their own learning.⁶

This methodology can be used with

Conflict tree through the “**Roots of conflict**” activity; a tool that visualises the interaction between its causes and impacts. It is also a useful tool for stimulating group discussions about conflict, reaching agreement on the core problem, understanding the links among causes and effects, and identifying conflict issues that could and should be addressed as a traditional technique in which participants collaboratively solve problems and reflect on their experiences.⁶

Role playing through the “**I am no longer...**” activity; this is a way of entering into others' experience and of exploring the participants' problems without being personally exposed. Role playing engages learners in real- life situations or scenarios that can be “stressful, unfamiliar, complex, or controversial” which requires them to examine personal feelings toward others and their circumstances.⁷ Role playing can also help break the ice among participants, encourage creativity and create synergies in the group. It is also experience-based learning.

2.2.4. Discussion-based Learning

Discussion-based learning provides deeply engaging learning experiences, it requires that learners contribute and learn from each other in an environment that is directed by prepared educators, and seek to stimulate the exchange of ideas. They help develop communication and listening skills and promote understanding of different issues and points of view.⁸

Discussions can be based on case studies, real-life stories and dilemmas, or on relevant films, pictures and songs and carried out in various ways, including:

Fish bowl through “**Bowl of parties**” activity; a tool that focuses the entire group's attention on a discussion among 3 - 6 people. Other people present become observers, active listeners, and potential participants through a rotation process which reduces the distance between speakers and audience.⁹

World café through “**Patience café**” activity; is designed to create a safe, welcoming environment in which to intentionally connects multiple ideas and perspectives on a topic by engaging participants in several rounds of small-group conversation.¹⁰

Snowballing through “**Critical balling**” activity; involves learners working in different setting to respond to particular questions, and allows easy comparison between the findings of each group.¹¹

Moving debate through “**Moving facilitation**” activity; encourages learners to think about all aspects of an argument, with a possibility that the learners may be persuaded to change their mind.

6 David W. Johnson and Roger T. Johnson (2018) Cooperative Learning: The Foundation for Active Learning

7 Role playing, Northern Illinois University

8 Discussion-Based Teaching & Learning: Teaching Guide

9 Meena Arivananthan (2015) Fishbowl

10 Guide to the World café method

11 Mike McCall, Holly, Ashley and Giacomo Rambaldi (2006) The Snowball – method for stimulating interactive discussions

2.2.5. Introspection-based learning

Reflection can be considered to be part of each of the methodologies mentioned above as they involve individual and collective reflection at different stages. There is another kind of reflection that goes beyond the intellect and helps learners to assess their own state of mind and focuses their attention to the learning. This is known as Introspection.

Introspection gives participants the chance to identify and evaluate their inner thoughts, feelings and desires and reflect upon their values and attitudes. It is also useful when assessing personal change and commitments.¹²

Introspection can take place individually or in groups. The following techniques can be used:

Wall writing through “**The Value Wall**” activity; this method enables learners to work firstly individually, thinking about their individual values, and then by putting the results on the wall, to connect with other learners.

Value Spectrum through “**Value Zone**” activity; a general concept of a spectrum or continuum, as one of the things learners are building around their values and this highlights that different groups place values on different ends of a spectrum within a topic.

River of life through “**Participation river**” activity; a creative process originally created for supporting learners to reflect and discover what has shaped their life.¹³

Key competences and methodology matrix legend

Additional explanation for the Matrix: if the competence showed is in orange, then it is knowledge, if blue then it is a skill, if green then it is an attitude.



¹² Learning to Live together: An Intercultural and Interfaith Programme for Ethics Education

¹³ The One Being Project: The River of Life Exercise.

KEY COMPETENCES AND METHODOLOGY MATRIX

Methodology	Conflict analysis	Diversity and interculturality	Self-awareness	Conflict transformation	Effective communication	Critical thinking	Negotiation and mediation	Facilitation	Organisational skills	Empathy	Open-mindedness	Stepping out of the comfort zone	Patience	Objectivity	Activity
Simulations		●			●					●	●	●			Mopete, Otepe
Storytelling					●	●		●		●	●	●		●	Power of stories
Study visits					●	●			●		●	●			Peace Visits
Trust games					●	●				●	●	●	●		Trust walkers
Loesje posters			●		●	●			●		●	●		●	Buildpeace posters
Conflict tree	●				●	●				●	●	●			Roots of conflict
Role-playing				●	●	●	●			●	●	●			I am no longer...
Fish bowl			●		●	●	●	●			●	●			Bowl of parties
World Cafe				●	●	●					●	●	●		Patience cafe
Snowballing			●	●	●	●					●	●			Critical balling
Moving debate			●	●	●	●	●	●			●	●	●		Moving facilitation
Wall writing		●	●		●	●				●	●	●		●	The value wall
Values Spectrum		●	●		●	●					●	●			Value zones
River of life			●		●	●					●	●		●	Participation river
Ice breakers			●		●	●		●			●	●			Blowing winds
Word association			●		●	●		●		●	●	●			Association of Thoughts

2.3. BUILDPEACE Programme

The BUILDPEACE Programme that is presented in this Toolkit consists of 16 activities that are aiming to build the competences of learners to become peacebuilders. Every activity is directly aiming to address one essential competence either knowledge, skills and attitudes, but it is important to take into consideration that every activity is addressing more than one competence.

Each lesson in the toolkit includes the following components:

- **Objectives:** What does this lesson hope to achieve? The objectives address what outcomes can be expected as a result of the lesson.
- **Essential competences:** How does the lesson address essential competencies? The competences present key competences that were identified as 14 core knowledge, skills and attitudes required by peacebuilders.
- **Ideal group size:** For how many participants is the session ideal, is it possible to divide the participants into more smaller groups.
- **Timeframe:** How long will the lesson take? The lessons present a total amount of time to complete all components of the lesson.
- **Pre-workshop readings:** offers a possibility to access the Handbook for learners and get more familiar with the topic and theory that is standing behind it.
- **Pre-workshop preparation:** What do I need to use this lesson? This area highlights the handouts and additional resources educators will need to gather, as well as any pre-lesson preparation that needs to occur.
- **Step-by-step instructions:** How do I put the lesson into practice? The procedures include the step-by-step process for completing the lessons. In certain lessons, an alternate strategy may appear which gives a different approach to completing the process.
- **Tips:** Special considerations to address or highlight are indicated under Tips.



Activity I: Mopete, Otepe

Objectives

To allow learners to find new ways of creative thinking and to be able to learn from and collaborate with others to achieve a shared goal.

Essential competencies

Open-mindedness

Facilitation

Empathy

Stepping out of comfort zone

Effective communication

Pre-workshop reading

Handbook for learners pages 14-17

Pre-workshop preparation

Two separate rooms for ~ 15 people each

A4 white paper

Flip chart paper

Markers and pens

20-30 learners

150 minutes



Step by step	Instruction
/15 min/	<p>The educator introduce diversity as a topic, and emphasize the need that learners become aware of their persona interculturality but also how the multitude of cultures influence everyone’s daily interactions. For doing this the focus will be on migration.</p> <p>Exercise introduction Present the main aim of the workshop and explain the rules:</p> <ul style="list-style-type: none"> ✓ This is a simulation that tackles issues of identity and culture. ✓ None of the content is personal. However, don’t insult anyone during the simulation ✓ You will be divided in two teams – try to cooperate and write main points ✓ There are several phases, please, follow the timing that will be presented. ✓ No verbal communication is possible between two groups, as their language is different.
<p>Exercise</p> <p>/5 min/</p> <p>/15 min/</p> <p>/10 min/</p> <p>/10 min/</p> <p>/10 min/</p> <p>/10 min/</p>	<p>Division into groups</p> <p>The learners are divided into two groups, the citizens of Mopete and Otepe. They have been given written instructions and divided into two separate rooms, where they cannot see each other.</p> <p>Questions for the instruction to create own culture are available in the Handouts.</p> <p>Simulation</p> <p>The exercise is conducted as following PHASES:</p> <ol style="list-style-type: none"> 1. creation of the culture 2. exchange of first round of migrants (2 person from each group) 3. migrants come back to home culture and describe the other culture 4. exchange of second round of migrants (5 person from each group); 2-3 of them stay 5. exchange of third round of migrants (5 person for each group)
/5 min/	<p>There are no specific instructions to groups, apart from the information that they will have (number of migrants from the group visiting other city/culture, as well as some arriving to their city). They should try to play the role according to their culture and rules they have set.</p> <p>De-roll</p> <p>In order for the learners to come back from the role they had, a moment of silence is asked and then, in pairs, learners are unzipping an imaginary suit from their partner, which he/she gets out symbolically.</p>
/10 min/	<p>Break</p> <p>Learners are asked to use a short 10 min break but not discuss the exercise. Everybody sits back to the circle in plenary.</p>
Tips	<ul style="list-style-type: none"> ✓ Questions for the instruction to create own culture – previously written on 2 separate cards (to be given to both groups) and on flip-chart paper, to be opened in the room after the first round. ✓ In the first round (creation of the culture) – both groups should decide their migrants. They should be instructed to do this after ~10 minutes of this 15

	<p>min. part, so that they have a chance to prepare to present their culture.</p> <ul style="list-style-type: none"> ✓ After each round of migration, immigrants come back home.
<p>Debriefing</p> <p>/30 min/</p>	<p>A set of debriefing questions is guiding the learners to discuss on how did groups understood the other culture and how did it feel to immigrate, receive immigrants and come back after immigration.</p> <p>The first round of questions aims at sharing about what actually happened during the exercise:</p> <ul style="list-style-type: none"> ✓ How did the first group understand the norms of the second group? Vice versa? Establish accurately what the norms were. ✓ What happened when the first group of migrants were exchanged? How were you treated? Were you punished for doing something you didn't understand? And awarded? ✓ How well do you think the message was passed back home, after the first group came back? Did it help the second group? How? ✓ Did the third group have any help from the second group, which stayed during the last round? How? Was their interpretation helpful? <p>The second round of questions aims at provoking reflection <i>about feelings of learners during the simulation</i>, hearing other people's perceptions (based on limited knowledge of the other culture and the knowing the basic concept of culture) and emotional reactions on what happened (feelings of exclusion, inclusion, fear):</p> <ul style="list-style-type: none"> ✓ How did it feel to be a migrant? ✓ And a host to migrants? ✓ How did it feel to come back home after migration? ✓ In case you felt excluded in any time, state a particular situation ✓ When have you felt Included? ✓ What happened with the identity of the group? And your own identity? Did it change? Adapt? Expand? Become something else? Stayed the same? <p>Educator gives a short input about the topics:</p> <ul style="list-style-type: none"> ✓ Dynamic, plural and multiple identities ✓ What creates diversity? <p>They are asked to:</p> <ul style="list-style-type: none"> ✓ Connect this experience to real-life situations and reflect on position of migrants and/or any minority group, their feelings, notions and possibilities to affect their environment. ✓ Draw some conclusions what could we do in order to make intercultural exchange more likely to happen.
<p>Handout</p> <p>/25 min/</p>	<p>Groups are asked to construct their own cultures having the following aspects in mind:</p> <ul style="list-style-type: none"> ✓ What is the hierarchy? How do they greet? ✓ What is the basic communication language? ✓ What is a taboo? What is the sanction if you do break the taboo?

Activity II: Power of stories

Objectives

To allow learners to find new ways of creative thinking and to be able to learn from and collaborate with others to achieve a shared goal.

Essential competencies

Open-mindedness

Facilitation

Empathy

Objectivity

Critical thinking

Pre-workshop reading

Handbook for learners pages 41-44

Pre-workshop preparation

Chairs

Projector

Computer

Internet

10-30 learners

70 minutes



Step by step	Instruction
<p data-bbox="164 226 330 255">Introduction</p> <p data-bbox="164 1025 292 1055">/10 min/</p>	<p data-bbox="373 226 1447 450">Short explanation about how open-mindedness is looked at as the ability to critically engage with encountered cultural values, personal and collective goals and ideologies. And this is also why, as an educator it is important to create safe space. One way to do this is to agree ‘ground rules’ between the group. Ask the group what rules they would like to agree – you may like to add some of the following if the group don’t suggest them:</p> <ul data-bbox="373 495 1447 600" style="list-style-type: none"> - Listen well to others, no interrupting, observe time limits, respect people’s privacy and confidentiality, put mobile phones away, respect everyone’s stories. <p data-bbox="373 645 887 674">Ask the group - Why do we tell stories?</p> <ul data-bbox="373 685 1447 947" style="list-style-type: none"> - Stories help us make sense of what is happening around us and unpack our emotional reactions. - Stories shine a light on injustices and help us understand and change power relations. - Stories help us understand other people’s perspectives. This can help to build trust and empathy. - Stories help us decide what is moral and immoral. <p data-bbox="373 992 616 1021">Remind them that</p> <ul data-bbox="373 1032 1118 1099" style="list-style-type: none"> - Everybody has a story to tell. - Everybody deserves to be listened to respectfully.
<p data-bbox="164 1144 280 1173">Exercise</p> <p data-bbox="164 2029 292 2058">/40 min/</p>	<p data-bbox="373 1144 1447 1290">Show the group some short YouTube video clips from the South African Truth and Reconciliation Commission (there are lots available, just identify a few in advance). Ensure that these include testimony from victims and from perpetrators. Ask the following, drawing out the dilemmas of storytelling:</p> <ul data-bbox="373 1335 1190 1440" style="list-style-type: none"> - What is the point of people sharing all those stories? - How did you feel listening to the speakers? - How might the speakers have felt sharing their stories? <p data-bbox="373 1485 1447 1597">Now the group have an appreciation of how powerful and complex storytelling can be, explain that they are going to try sharing a story themselves. The objective is to understand how it feels to tell stories and to listen to someone else’s story.</p> <ul data-bbox="373 1641 1447 2058" style="list-style-type: none"> - Put the group into pairs, sitting facing each other. - Ask the pairs to assign one person as the storyteller and one person as the listener. - The storyteller will tell the listener a short story of a fond memory from home. They can interpret ‘home’ as they wish – it could be their household, school, country. - The listener should try to listen well during the story. They should think about how their facial expressions, body language and other behaviours show this. They should not interrupt. - Once the storytellers have finished, ask some of the listeners to retell the stories they heard with the group (with their partner’s permission!).

<p>Tips</p>	<ul style="list-style-type: none"> - It's very important to create a safe space for storytelling – the more time you can put into creating a positive environment the better. Think about the room itself and also the dynamics between the group. - Some people might have trauma and it is important not to trigger this – explain about the kind of things people will hear about in the TRC videos and give people the choice to opt out (e.g. by leaving the room). Ask people to share positive memories in their stories.
<p>Debriefing</p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p>/20 min/</p>	<p>This is an opportunity for reflection led by the educator. The following questions will open up space for discussion, drawing out learners' emotional reactions and the relevance storytelling within their lives and work.</p> <ul style="list-style-type: none"> - How did it feel to tell your story? How well did the listener understand what you were trying to convey? - How did it feel to listen to someone else's story? - What makes a good listener? And a good storyteller? - How important is telling stories in your culture? - Did your perception of their partner change? <p>Summarise the feedback from the group, relating this to the concept of storytelling set out in the introduction.</p> <p>Finally, link the act of storytelling back to peacebuilding. Show the group the following quote and ask them to reflect individually on how it is relevant to storytelling: 'Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed'.</p> <p>Ask people to share their responses. Explain that the quote is actually the preamble to the constitution of UNESCO, a UN body created after World War II to cultivate a culture of peace. It recognises that for conflicts to end, people must change their perspectives and their mindsets. Stories can help us do this – that is the power of them!</p> <p>Remind the group that storytelling can be empowering, but it can also cause harm if people do not feel safe or if they re-live trauma, or if stories perpetuate stereotypes or are exclusionary. We should always consider these risks if we plan to use storytelling within our work. Lots of resources are available to help people learn how to facilitate storytelling.</p>

Activity III: Peace Visits

Objectives

To allow learners to understand the peacebuilding process in the country they are now in.

Essential competencies

Objectivity

Effective communication

Open-mindedness

Critical thinking

Organisational skills

Pre-workshop reading

Handbook for learners pages 49-52

Pre-workshop preparation

Information about the places they will visit.

Notebooks

Pens

5-30 learners

360 minutes



Step by step	Instruction
Introduction /10 min/	<p>Short explanation about how objectivity can take a negative situation and guide it into a beneficial one for those involved. In any peacebuilding situation, we need to recognise that it is never possible to be completely objective or objective at all times as we all come to contexts with our own experiences and understandings. Recognising that we cannot always be objective is an important first step.</p>
Exercise /340 min/	<p>educator explains that the learners will make a number of visits to different places or/and organisations which are active in peacebuilding. The visit should be prepared in advance and the hosts should be there to visit the learners.</p> <p>The visit can be organised in different ways, learners can go directly to organisations where their work will be presented to them. The visit might for example include:</p> <ul style="list-style-type: none"> ✓ A talk by a member of the organisation about their work and projects. ✓ An opportunity for learners to ask questions. ✓ An opportunity to talk to young people who are part of the organisation's projects. <p>In between the walks for one place to other, spots of importance for the peacebuilding process in a country can be visited.</p>
Tips	<p>Allow time for a discussion with the participants after each visit and moving on. Encourage them to both talk both about what they have learnt and how this compares with their peacebuilding process in their countries.</p> <p>As this visit can be organised for a whole afternoon plan joint lunch with the participants, maybe in a park which can be used for a debriefing session.</p>
Debriefing /10 min/	<p>A discussion lead by the educator where the learners are asked to write down their experiences and feelings and have a sharing time for debriefing. Emphasize the importance of learning about others' as well as our own.</p>

Activity IV: Trust walkers

Objectives

To allow learners to be in a position where they can rely on others' support and provide support to other group members. Also, to provoke learners to step outside of the comfort zone into the learning zone, to connect own emotions with different roles in order to practice patience and empathy for the others and to provoke self-reflection and practice communication skills.

Essential competencies

Empathy

Stepping out of comfort zone

Patience

Effective communication

Open-mindedness

Pre-workshop reading

Handbook for learners pages 38-41

Pre-workshop preparation

Large room, or dry place outside

Paper tape

2-5 blind folds (depending of number of groups)

5-30 learners

100 minutes



Step by step	Instruction
<p>Introduction</p> <p>/5 min/</p>	<p>The educator introduces empathy as one of the most important attitudes in peacebuilding as it is important to have the ability to work with people who are very different from us, who are undergoing experiences we have not had, and belong to a context and history different from our own. Based on this the educator introduces trust as part of this scheme, concepts of safe space and brave space, as well as their connection to building trust are explained to learners.</p>
<p>Exercise</p> <p>/20 min/</p> <p>/15 min/</p> <p>/10 min/</p> <p>/15min/</p> <p>/25min/</p>	<p>Trusting hands The group is paired off. Each pair holds hands. One player then lays on the hands of the other players. They try to raise that player in the air, lower him to the ground, shake him, roll him from one side to the other, swing him front to back etc. The goal of this game is that the single player feels he will not fall and feels safe.</p> <p>Zigzag Circle Everyone stands in a circle and tightly holds hands. Every second person “falls” backwards while the other players “fall” forwards. Then, players switch directions. The feet remain in a standing position and don’t move. Goal: Trust that the decision works.</p> <p>Sitting round Everyone stands in circle very close to each other, positioning right shoulder to the middle. Circle has to be complete and no large gaps between learners. educator gives an instruction for everyone to slowly sit down to the knees of the one behind them and relax. No matter the weight, circle holds everyone sitting firmly. After few seconds, educator call everyone to slowly stand up, by counting to 5 (to avoid anyone falling).</p> <p>Short debrief: educator asks learners: How did you feel during these games? Which one was the most challenging one and why? How difficult/easy was to trust your partners and why? How can you relate this to real life situation?</p> <p>Tell me the way Group is divided in 2-3 teams (5-10 person each). Each team should present one member to voluntarily act as „blind walker“.</p> <p>After choosing the blind walkers, and blindfolding them, trainer makes a complex path with the tape on the room floor. One learner (blind walker) is standing blindfolded on the start point of the path. The other learner (guide) is standing on the side of blind walker and guiding him/her the way to the end of the path without physical contact, giving just verbal directions. Game is repeated with couples of learners from each group, having one condition: all future blind walkers should have their eyes closed from the moment the path is set, until they reach the end of the path themselves. educator can change start to end point with every second blind walker, to avoid similar instructions. The rest of the group members are observers.</p>
<p>Tips</p>	<p>These games are made for groups which are not closely connected. They can be applied in situation when learners have just started to work together (beginning of training, youth exchange, semester...). It can be used for the groups of people who know each-other but don’t have strong connections.</p>
<p>Debriefing</p> <p>/20min/</p>	<p>A discussion lead by the educator about the session Tell me the way. Observers: What happened? Could you describe your observations? Blind walkers: How did you feel? Could you understand the instructions well? Were you able to trust your guide? Did this relation change during your walk and how? What were the biggest challenges? What made you trust the guide? Guides: How did it feel to guide someone and be responsible for it’s path? What was the hardest/most demanding part? Were there any problems? How did you overcome it?</p>

Activity V: Buildpeace posters

Objectives

To allow learners to find new ways of creative thinking and to be able to learn from and collaborate with others to achieve a shared goal.

Essential competencies

Organisational skills

Effective communication

Self-awareness

Objectivity

Critical thinking

Pre-workshop reading

Handbook for learners pages 34-38

Pre-workshop preparation

Example Loesje texts /Handouts/

A4 white paper

Blue tac or tape to display the final designs

markers

12-30 learners

60 minutes



Step by step	Instruction
<p>Introduction</p> <p>/15 min/</p>	<p>The educator explains that for peacebuilding to be effective, the work of multiple organisations must be embedded in the overall plan; strong planning and effective organisational skills are therefore vital for ensuring a successful peace operation. This is why this exercise will be a creative group activity, where learners will make short texts (one-liners) by using a special writing method. The group will decide on whether they will work on one or several interconnected topics so that learners can organise a small poster exhibition which should send a unified message to the community.</p>
<p>/40 min/</p>	<p>The educator should begin by giving an overview the key organisational skills and providing a background to the Loesje concept using the handout provided.</p> <p>Example posters should be provided to the learners to give an understanding of the writing style, word limit and layout of the posters.</p> <p>Learners should spend time at the beginning of the workshop discussing their thoughts on organizational skills; focussing on one or two as the theme for their poster design. Learners can create as many posters across as many different organizational skills as they wish within the given time. They may wish to tackle organizational skills as an overall concept. The group must however decide on one poster to present to the room at the end of the session.</p> <p>Posters can be serious or light-hearted, though as these activities are rooted in humanistic values, they must promote the power of and solidarity between people, and refrain from social exclusion.</p> <p>Learners will have around 30 minutes to put their ideas on paper, using the materials provided. They should be prepared to present their final poster design to the room at the end of the activity. They should organise how they will present the poster to the community, they can invite community members, go into the community and present, use some online sharing tools.</p>
<p>Tips</p>	<p>Loesje texts are mostly positive and funny, and at the same time critical, they stimulate the viewers to see things from a new perspective and also take action in their own lives; considering their approach to different tasks and how they might improve their organizational skills.</p>
<p>Debriefing</p> <p>/20 min/</p>	<p>Prepare in advance by providing learners with materials such as pre-cut letters and Loesje signatures to save time and the need for scissors.</p> <p>There will be the need for group consensus at some points of the activity; the educator should be alert and address any instances of conflict/disagreement accordingly.</p>

**TURN WALLS
INTO DOORS**

**WHAT ARE YOU
DEPENDING ON**

**WHY KEEP
YOUR RIGHT TO
REMAIN SILENT**

Activity VI: Roots of conflict

Objectives

To allow learners to be able to assess conflict, reflect on conflicts they had in their everyday lives; to understand a conflict's origin, core problems and the effects, and the possible ways of resolving violent situations.

Essential competencies

Conflict analysis

Stepping out of comfort zone

Empathy

Open-mindedness

Effective communication

Pre-workshop reading

Handbook for learners pages 12-14

Pre-workshop preparation

A wall for drawing a tree or fix A3 paper

Stickers with different colours

12-20 learners

45 minutes



Activity VII: I am no longer...

Objectives

To allow learners to be exposed to specific conflict situations, encourage them to deliberate creatively and reflect on their experience and also explore the ways to transform conflicts. Learners will try to put themselves in others' shoes and reflect upon their situation.

Essential competencies

Conflict transformation

Empathy

Negotiation and mediation

Open-mindedness

Effective communication

Pre-workshop reading

Handbook for learners pages 20-23

Pre-workshop preparation

Pens or markers

A4 white paper

Name tags

6-24 learners

90 minutes



Role play

Conflict transformation

Step by step	Instruction
<p>Introduction</p> <p>/5 min/</p>	<p>Short explanation about how the importance of conflict transformation and that is a holistic, multidimensional and long-term process of constructively changing relationships, behaviours, attitudes, interests and discourses that cause violence. Then the educator explains that role-plays are improvisations involving two or more characters in actual or invented conflict situations and the ways to find creative solutions to promote positive relations and sustainable peace.</p>
<p>Exercise</p> <p>/60 min/</p>	<p>The educator divides the learners into 3-4 groups of around 6 learners each.</p> <p>The learners are asked to share a conflict situation in their smaller groups, and after everyone has shared, they have to pick one of their stories to create/prepare a role play of the chosen conflict situation.</p> <p>The learners will have enough time dedicated for preparation of their play.</p> <p>More information on how to set the role play is available in the Handout.</p> <p>The educator explains that after every role play debriefing will be happening and that the learners that are not in that role play should just observe not intervene.</p>
<p>Tips</p>	<p>Let the role players perform their plays and the non-players observe.</p>
	<p>If you use a prepared role-play, make it easy to understand and allow the learners to add their own ideas.</p> <p>The educator should intervene if a role-play goes off track.</p> <p>educator take notes about the specific arguments, phrases etc. used during the role plays for debriefing.</p>
<p>Debriefing</p> <p>/25 min/</p>	<p>A discussion lead by the educator and debriefing the actors and undertake discussion, analysis and evaluation after each role-play.</p> <p>While debriefing help the actors separate from their characters with questions such as: How did you feel as that character? What would you have done differently yourself?</p> <p>Get role players leave their roles, for example by taking off their name-tags and saying ‘I am no longer ...’</p> <p>Encourage the whole group brainstorm to find creative solutions to transform the displayed conflicts into positive relationships and promote sustainable peace.</p> <p>Undertake an overall evaluation with all the learners about what they have learned through the activity.</p>

Activity VIII: Bowl of parties

Objectives

To allow learners to understand the differences between the various forms of conflict interventions, the role of third parties and become self-aware on individual comfort zone when it comes to conflict interventions.

Essential competencies

Negotiation and mediation

Facilitation

Stepping out of comfort zone

Effective communication

Self-awareness

Pre-workshop reading

Handbook for learners pages 28-30

Pre-workshop preparation

Chairs

Projectors

Flipchart

Markers and pens

10-20 learners

90 minutes



Activity IX: Patience café

Objectives

To allow learners to acquire knowledge about the challenges in communication that require patience as an attitude, to understand the value of patience and improve listening and critical thinking skills by reflecting on other's ideas..

Essential competencies

Patience

Effective communication

Critical thinking

Stepping out of comfort zone

Open-mindedness

Pre-workshop reading

Handbook for learners pages 46-49

Pre-workshop preparation

Tables and chairs

Flipchart papers for groups and common discussion,

Multiple-coloured markers

Post-it notes

12-30 learners

120 minutes



World Cafe

Patience

Step by step	Instruction
<p>Introduction</p> <p><i>/20min/</i></p>	<p>Short explanation about how patience is a requirement in any peacebuilding process and need for being patient when approaching conflict situations and post-conflict processes, acknowledging the complexity of any problem and the potential for long-term commitment.</p> <p>In this introductory part, the Patience Café Host /educator/ asks the participants to discuss with one another: What is patience for you? Why is it importance for better communication and mediation? How would you improve patience as a skill?</p>
<p>Exercise</p> <p><i>/70min/</i></p>	<p>I Setting the Scene</p> <p>Participants are divided into groups of 4 or 5, seated to their table and start discussions. During the first round, the group members start discussing the questions that were posed by the Café host and each member express their opinion. After the discussion, the main ideas gathered by the group is presented on the charts distributed to them. At the end of this round, group members choose one member as the “table host” for the next round. This round should last for 25 minutes.</p> <p>II World of sharing</p> <p>The second round starts right after the first one with each member of the group except the table host moves to a different new table. Table hosts welcome the new group comprised of members of other groups and briefly fills them in on what happened in the previous round (you can multiply this second round depending on the time you have). The idea in this round is to create an environment where small groups share their knowledge with other groups. This round is designed to last for another 25 minutes (can be multiplied depending on the time allocated for this activity).</p> <p>III Plenum Session</p> <p>All participants join together to reflect on the results of group discussions and intergroup sharing. The findings of each group are displayed in a common area and the Café host facilitates individual or group assessments on the subject matter.</p>
<p>Tips</p>	<p>It is important for the educator to pay attention to the assets of holding a World Cafe. The seven principles of this method should be followed in order to benefit from the workshop at its best capacity. The educator can use the following open source guide: A Quick Reference Guide for Hosting World Café – available at http://www.theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf</p>
<p>Debriefing</p> <p><i>/15min/</i></p>	<p>The educator collects the ideas that have been put forward during in-group and collective discussions. Display the main outputs drawn on flipcharts in order to discuss your collective findings on the value of patience in communication and peacebuilding process.</p>

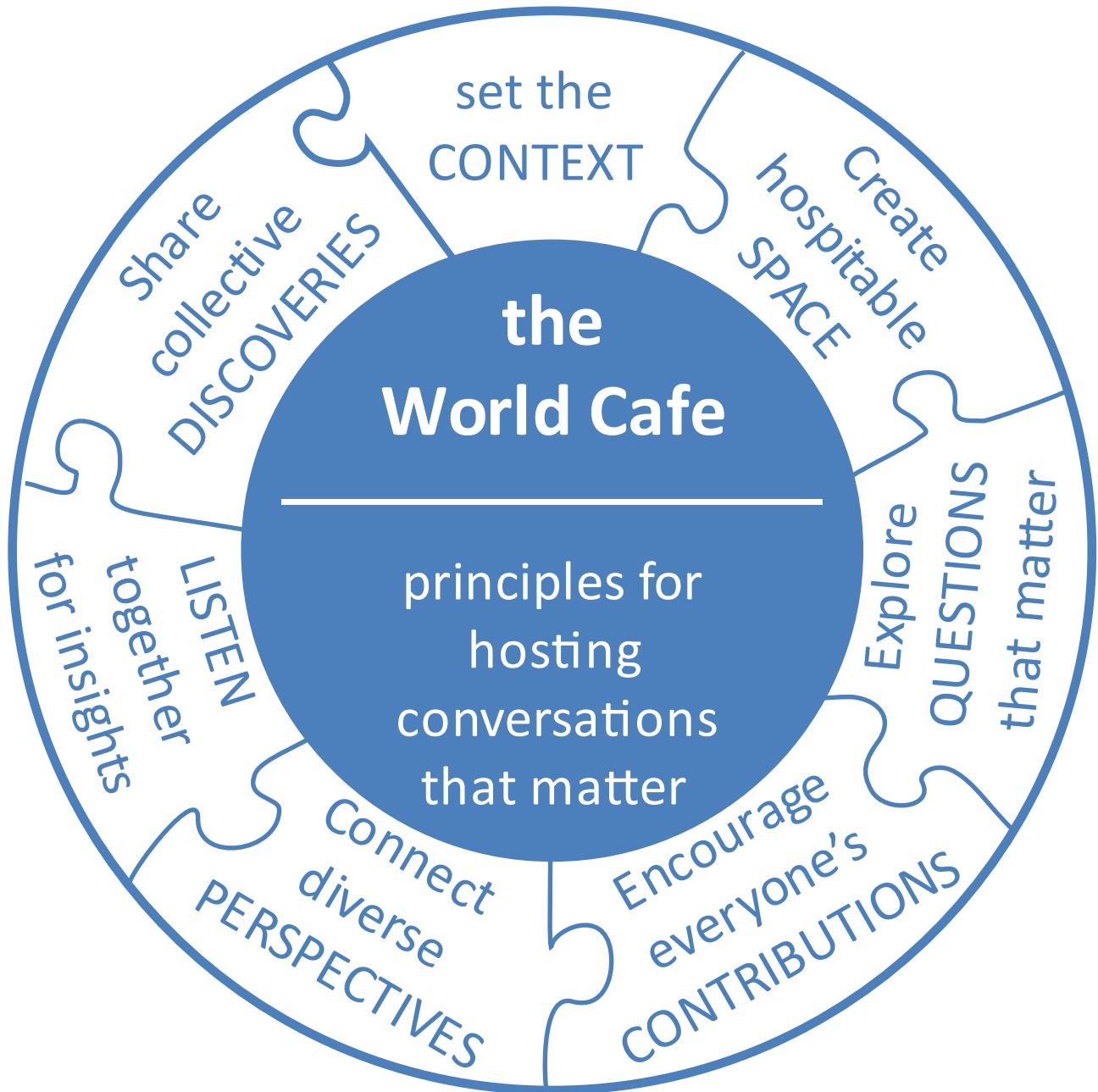


Image Source:

<https://www.betterevaluation.org/en/evaluation-options/worldcafe>

Activity X: Critical balling

Objectives

To allow learners to approach an issue from different vantage points, first working alone and then in expanding groups. This allows learners to consider their own perspective alongside others and build consensus.

Essential competencies

Critical thinking

Open-mindedness

Self-awareness

Empathy

Objectivity

Pre-workshop reading

Handbook for learners pages 27-28

Pre-workshop preparation

markers

paper

12-30 learners

65 minutes



Step by step	Instruction
<p>Introduction</p> <p>/15 min/</p>	<p>The educator explains how critical thinking plays an important role in peacebuilding as we as peacebuilders because need to maintain the most objective position as possible. The educator then choses the topics the learners will be working on and explains why this issue has been chosen – for instance because of how it links to the topic of the workshop or curriculum. Frame the issue as a clear and unambiguous question and present this to the group. Allow learners to ask any questions for clarification, but discourage them from sharing perspectives at this point. If the question needs to change based on feedback, then agree these with the group.</p>
<p>Exercise</p> <p>Individual reflection – 5 min</p> <p>Discussion in pairs – 10 min</p> <p>Discussion in groups of 4 – 10 min</p> <p>Discussion in groups of 8 or full class – 15 min</p> <p>5 min</p>	<p>Ask the participants to reflect on the question individually and make some notes on their responses.</p> <p>Next, ask the participants to form pairs and discuss their responses with their partner. Remind them that the point of the exercise is to understand each other’s perspectives. If there are areas where they disagree, they should seek to understand why. Ask them to capture key words from their discussion on pieces of paper.</p> <p>Ask pairs to join together in groups of four and put their key word cards in the centre. Ask them to group cards that are similar and share their thoughts.</p> <p>Repeat the previous exercise if necessary, in groups of 8. Or, if the class is small, bring the whole group back together again. Ask the group to sort all of the key word cards showing the factors they have identified. If these cards fall into categories (e.g. enablers/barriers/people/resources etc) then create new cards with these headings.</p> <p>When the group has completed the task, ask someone to summarise the work and the reasons for the responses. Take a photo of the key word cards in their order/categories if you want a note of this for later.</p>
<p>Tips</p>	<ul style="list-style-type: none"> - This exercise is great for introverts or people who like to form their thoughts clearly before they speak, as the individual reflection gives time and space to prepare. - It’s also great for developing communication skills, for allowing participants’ experiences to surface, and for developing critical thinking, decision-making, evaluation and divergent thinking. - This final stage of synthesising the key word cards is not easy for the participants, as it requires a lot of conceptual and organisational skill and also tests them as communicators. Recognise this openly and provide positive reinforcement.
<p>Debriefing</p> <p>/15 min/</p>	<p>Ask the participants questions such as the following to help them reflect on the exercise:</p> <ul style="list-style-type: none"> - Did your perspective on the issue change from the beginning of the exercise to the end? How? Why?

Activity XI: Moving facilitation

Objectives

To allow learners to express their viewpoints, reflect on their beliefs and values and listen to contrasting viewpoints; develop their critical thinking skills and have the opportunity to evaluate their own beliefs.

Essential competencies

Facilitation

Patience

Self-awareness

Negotiation and mediation

Critical thinking

Pre-workshop reading

Handbook for learners pages 30-34

Pre-workshop preparation

Prepared statements on different issues /Handouts/

Agree/disagree signs for each side of the room

Blue tac or tape

12-30 learners

90 minutes



Step by step	Instruction
<p>Introduction</p> <p>/15 min/</p>	<p>The educator introduces facilitation skills as important in any setting which involves more than one group, where achieving a common goal is the desired outcome.</p> <p>Then the educator places notices with the words ‘Agree’ and ‘Disagree’ at opposite ends of the room and explains the exercise to learners.</p> <p>To begin, ask learners to stand in the middle of the room and then the educator explains to the learners that in every round one of them will play the role of the educator and that they will pick out statement from a box with agree or disagree signs, which will be the position they will have to defend.</p>
<p>Exercise</p> <p>/60 min/</p>	<p>The first educator reads out the first statement to the learners and asks them to move to either end of the room according to the extent to which they agree or disagree with this statement. Every educator should encourage learners to explain their reason for choosing where to stand.</p> <p>Every educator should give learners space to explain their point of view and stimulate further discussion where required.</p>
<p>Tips</p>	<p>Due to the sensitive nature of some subjects, this activity can become heated; be aware of this and facilitate accordingly.</p> <p>While this activity does provide a platform for all learners to contribute, it can be dominated by those who are more outspoken. As far as possibly, try to ensure that all learners have equal opportunity to share their thoughts and ideas.</p> <p>As a ‘moving’ debate, learners are expected to physically move around the room. Adjustments should be made for those with less mobility.</p>
<p>Debriefinf</p> <p>/15 min/</p>	<p>The main educator asks the learners how difficult was it to defend a position which was not theirs, how often did it happen that they wanted to move sides because something someone said was part of their own beliefs and values but not the position they were defending. How did they feel facilitating? Were they also in temptation to start defending one side while facilitating?</p>
<p>Handout</p>	<p>Example statements:</p> <ul style="list-style-type: none"> ✓ Everyone must make a contribution to the discussion. ✓ Shy people should be left alone. ✓ Being over prepared is worse than being underprepared. ✓ You have the right to say whatever you want. ✓ Sticking to the plan is the most important thing. ✓ Learners should overcome their differences. ✓ It is best to use the most preferred learning style. ✓ educators should use their position to influence the views of learners. ✓ The process (discussion) is more important than the outcome (conclusion).

Activity XII: The value wall

Objectives

To allow learners to be aware about their own identity; understand which values are fundamental to everyone's identity; and becoming more aware about the unique identities of others.

Essential competencies

Self-awareness

Empathy

Stepping out of comfort zone

Diversity and interculturality

Pre-workshop reading

Handbook for learners pages 17-20

Pre-workshop preparation

A4 white paper

Post-it

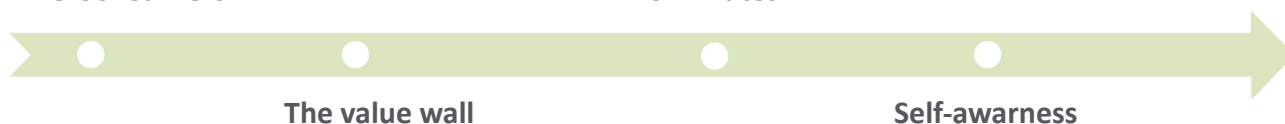
Flipchart papers

Markers

Tape and rope

5-30 learners

70 minutes



Step by step	Instruction
<p>Introduction</p> <p>/15 min/</p>	<p>The educator provides inputs about self-awareness, and that it applies in peacebuilding is of great importance as it shifts the understanding of the peacebuilder from a simplified view of the conflict to understanding the dynamic and complexities of the conflict. It is important that the educator highlights the connection between self-awareness and values, where he mentions our behaviour, providing us with a personal code of conduct.</p>
<p>Exercise</p>	<p>Learners write on post-it notes every value that they can think about. When they finish a Value wall is established, where every learner displays his/her post it notes and every learner reads and writes the values that they have identified. This parts finishes when all values are written on the wall.</p> <p>Learners then walk to the wall, read all values and write on a piece of paper those values they think are fundamental to them.</p> <p>The next step is to group these values under related themes and select a word that best represents the group. If the learners still have more than 5 values, they should rank them in the order of their importance. When every learner has their 5 values, they receive the handout of a star, and write every value on the 5 tops of the star.</p> <p>To understand values (theirs and others) every learner walks around and tries to find someone with same/similar values. Learners discuss why that value is important for them, and what that values stands for them. Maybe different learners explain values in a different way.</p> <p>Also, hey should choose a different value they also find interesting and explain why it is also important to them.</p> <p>Learners are organized in small groups and discuss what they had in common and what they felt differently about.</p> <p>They then discuss how being self-aware about values that are fundamental for them can help them in everyday life. Every group concludes and presents to other groups.</p>
<p>/40 min/</p>	<p>It is important to emphasize that during the grouping of values learners may have chosen another word to represent the same value.</p>
<p>Tips</p> <p>/15 min/</p>	<p>The educator puts the stars on the floor/wall, and takes a rope and connect all values which are the same, to visualise how many values learners have in common and how many values stand unique.</p> <p>A discussion lead by the educator how and if these values make as unique.</p>

Activity XIII: Value zones

Objectives

To allow learners become more self aware on their own comfort zones and to understand the impact of cultural values and norms on the ability to step out of certain comfort areas.

Essential competencies

Stepping out of comfort zone

Effective communication

Patience

Self-awareness

Diversity and interculturality

Pre-workshop reading

Handbook for learners pages 44-46

Pre-workshop preparation

Set of images (additional info in Handouts)

Visual support

Blue tac or tape

Markers

Flipchart paper

10-15 learners

110 minutes



Step by step	Instruction
Introduction /15 min/	<p>The educator introduces this activity as a journey into self-awareness of comfort zones. Often peacebuilding means engaging with people whose views and life styles and actions may be very different from one own's and even of a nature that one deeply disagrees with. In order to be prepared for such situation, ability to step out of a comfort zone is very valuable. The educator should insist that in the beginning all learners agree that they will be non-judgemental, open to diversity and that the confidentiality rule plays an important role.</p>
Exercise /60 min/ /20 min/	<p>Start the activity by spreading preselected images on the walls around the room. Ask the learners to, individually, place themselves next to the image that provokes the strongest emotional reaction in them (without over thinking, gut feeling).</p> <p>Then ask the learners to, still individually, write their answers to these three questions:</p> <ul style="list-style-type: none"> ✓ What is the objective element of the image that provoked my reaction? ✓ What are the emotions felt? ✓ What are my norms/values that are touched/questioned by the image? <p>Then invite the learners to share their answers in small groups or skip this step if you are working with a small group. When invited back to the plenary, let every volunteer present their findings. The educator writes them down in 3 columns on a flipchart while encouraging the learners to be more precise about their answers (they might experience some difficulties in naming emotions and their own norms and values).</p> <p>Then introduce to the concept of sensitive zone and cultural choc (Margalit Cohen Emerique) and provide a handout from Gert Hofstede cultural dimension. Ask the learners to think about individual learning and working experience in which they felt uncomfortable and to identify which norms and values they think were touched on by the handout.</p> <p>One by one go through the dimensions identified by Geert Hofstede asking the learners to position themselves. once they are in position ask some of them to give a concrete example explaining their position.</p> <p>Ask the learners to individually write or draw on their feeling based on their personal limits and cultural background and how this has an impact on their comfort zone. Do they identify any "hot spots". Which aspect they would like to work on? To step out of the comfort zone?</p>
Tips	<p>This activity requires that the learners feel comfortable in sharing personal elements. If you did not do it before hand build the "trust chart" and run some icebreaker exercises.</p>
Debriefing /15 min/	<p>A discussion lead by the educator and letting learners who would like to provide a reflection on how they are feeling at the moment after the exercise.</p>
Handouts	<p>Hofstede cultural dimensions ✓ https://geerthofstede.com/landing-page/</p> <p>Margalit Cohen Emerique definition of cultural choc and sensitive zones. ✓ https://prezi.com/pu73elg3pv7t/an-introduction-to-margalit-cohen-emeriques-intercultural-approach/?utm_campaign=share&utm_medium=copy</p> <p>Set of images ✓ Educator should prepare in advance a set of images that challenges the cultural domain s/he want to address (gender, sexuality, health, the place of individuals within society, body, etc..) The selection should reflect not just a wide variety of cultural domains, habits, but also must show very natural, everyday images.</p>

Activity XIV: Participation river

Objectives

To allow learners to reflect on their path through the Buildpeace programme and acknowledge the path other learners have.

Essential competencies

Self-awareness

Effective communication

Objectivity

Open-mindedness

Critical thinking

Pre-workshop reading

Mapping report

Pre-workshop preparation

Coloured markers

A4 white paper

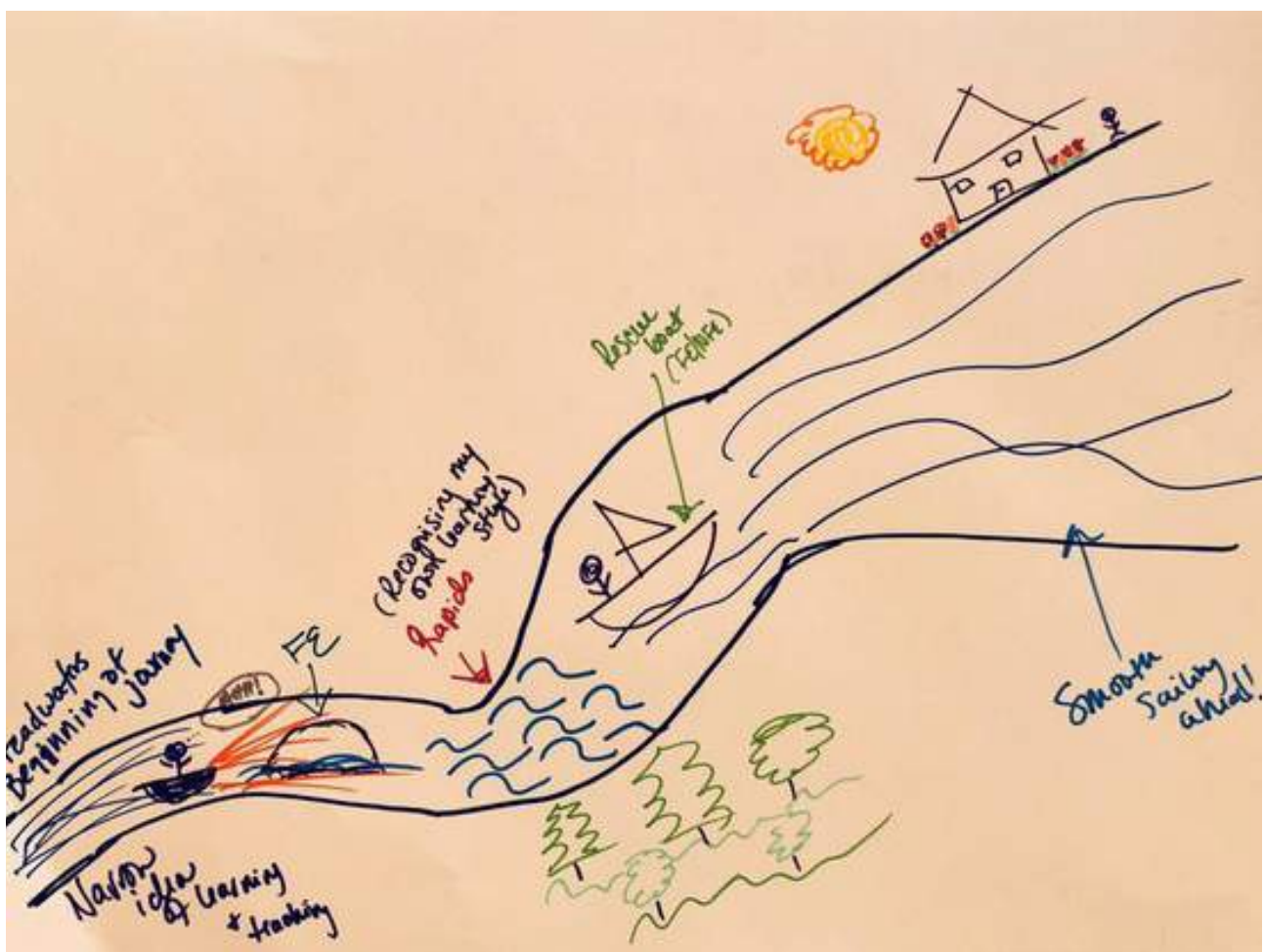
Blue tac or tape to display the final designs

5-30 learners

60 minutes



Step by step	Instruction
Introduction /15 min/	Educator reminds the learners what the aims of the programme were and gives back to the learners their papers of expectations.
Exercise /25 min/	<p>Educator gives paper and markers to the learners. The learners are advised to think about the learning process they took and to think about different streams and other rivers helped them get here, where there some fast-moving times and challenges or rocks that they moved through. All of this should be drawn as a river. They should use the metaphor to its fullest—maybe there are offshoots, rapids, waterfalls, or still times in ponds, etc.”</p> <p>Learners will have 10 minutes to draw, and then they share in small groups. In the same time at one paper they write what are the similarities and differences you have seen with each other’s stories.</p>
Tips	If you give people more time, then they will need to spend more time sharing.
Debriefing /15 min/	A discussion lead by the educator in the plenum, to share the similarities and differences, and let learners explain how it was for them.



Source: Mugla Workshop 2018

Activity XV: Blowing winds

Objectives

To create a positive group atmosphere but also function to introduce peacebuilding ideas and to get to know the group better.

Essential competencies

Effective communication

Self-awareness

Empathy

Open-mindedness

Facilitation

Pre-workshop reading

Mapping report

Pre-workshop preparation

Chairs for all learners

Letters of the alphabet on A4 paper

5-30 learners

50 minutes



Step by step	Instruction
<p>Introduction</p> <p>/15 min/</p>	<p>Introduction to the Buildpeace project and everyone gets an overview of the programme of the week. First introduction and educator ask learners to share their expectations and what would they like to achieve by the end of the week.</p> <p>Educator spreads the letters out randomly over the floor and ask learners to form a circle around them.</p> <p>Educator will ask a question, for example: What is your name? and the learners must find the first letter of their name and stand with her/his toe on the letter. When everyone has found their letter, educator does a round, letter by letter, and asks learners to quickly say their name.</p> <p>The educator can ask learners other questions.</p>
<p>Exercise</p> <p>/15 min/</p>	<p>Educator will ask all learners to sit on a chair in a circle. The educator asks for a volunteer. The volunteer is designated as “it”, and her/his chair is moved out of the circle.</p> <p>“It” stands in the middle of the circle, and calls out any sentence, beginning with the words “A Buildpeace wind blows for anyone who” and adds something that refers for one or more learners. The sentence must also be true for the person saying it.</p> <p>Those who agree with the statement to quickly change places and sit down on another chair. Those who disagree should remain seated where they are. At the same time, “it” attempts to sit in a chair.</p> <p>When all chairs are occupied, the person who failed to get a chair becomes “it” for the next round.</p>
<p>Tips</p>	<p>Letters should be spread out so that there is plenty of space around each one because it is very likely that more than one person will need to stand on a particular letter. In fact, the fun comes if more than 3 learners try to stand on one letter, as they then have to cling onto each other.</p> <p>If the group is international be careful about the choice of alphabets and be sure that all the letters are easy to understand and read. In fact, having the equivalent letters in different alphabets written on the same piece of paper arouses curiosity.</p> <p>In the debriefing part the educator can help the learners with letting them say every second person, say only names etc.</p>
<p>Debriefing</p> <p>/20 min/</p>	<p>Educator gives every learner a sheet of paper and lets the learners sit in pairs.</p> <p>Everyone stands in a circle close to each other. The game starts with one person telling his/her name and what (s)he like to do. Another person that also likes the thing that is said, stands next to the first person. The second person repeats the first person’s name, what (s)he like to do, says her/his name, and what (s)he likes to do. The learners repeat this, until all of them are standing in the circle.</p>
<p>Handout</p>	<p>Some suggestions for questions include:</p> <ul style="list-style-type: none"> ✓ What’s your name? ✓ Which country do you live in? ✓ What is your favourite food / drink? ✓ What is your favourite colour? ✓ What is your favourite book / type of music? ✓ What is your motto in life? <p>Examples: “A great wind blows for anyone wearing blue.” (when “it” is also wearing blue).</p> <p>“A great wind blows for anyone with brown eyes.” “A great wind blows for anyone who plays a musical instrument”</p>

Activity XVI: Association of thoughts

Objectives

To make learners aware of connections or associations they make to various words connected to peacebuilding, and become more aware of their own views of peacebuilding.

Essential competencies

Effective communication

Self-awareness

Critical thinking

Open-mindedness

Facilitation

Pre-workshop reading

Handbook for learners pages 23-27

Pre-workshop preparation

List of words to start the activity /Handouts/

List of possible synonyms/rhyming words

Post-it

Markers

5-30 learners

60 minutes



Step by step	Instruction
<p>Introduction</p> <p>/15 min/</p>	<p>Short explanation about how effective communication can support the process of achieving peace. Emphasize that effective communication contributes to an environment where people can more easily communicate, understand current situations and how it is important to have a complete understanding of the words we use in any peacebuilding action.</p>
<p>Exercise</p> <p>/40 min/</p>	<p>Educator chooses a volunteer who will make the mind map. Depending on the number of learners the educator can divided the learners into groups of 5-8 learners.</p> <p>Educator starts the activity by giving the group(s) a concept. Learners try to find a word that they associate with it and share it with their group by saying it aloud. The volunteer writes down all associations on a flip-chart or puts up post-its.</p> <p>The educator should move the group to the next word when they run of out of relevant associations.</p> <p>The educator should ask learners to explain why they have chosen certain words. There should be at least 8 words for the learners.</p> <p>At the end the learners should look at all associations, and remove those that are not connected with peacebuilding.</p>
<p>Tips</p>	<p>The ideal group size for this activity is 10-15 learners. If several small groups are participating, longer reflection time will be required at the end of the activity in order to give feedback on experience and observations.</p> <p>Make sure associations remain relevant and always be aware of the energy levels of the learners; if there is a level of disengagement provide a prompt, generate discussion around any associations which have been made already or choose to move on to a new word.</p> <p>In the Handouts section possible words and synonyms are available, they can be used by the educator, but also other can/should be added.</p>
<p>Debriefing</p> <p>/15 min/</p>	<p>A discussion lead by the educator on common themes they identified during the activity, and any factors which may have influenced the associations they make. If there were more than one group, they should also compare their associations.</p>

Handout

Word	Possible Associations
Peace	Calm, calmness, quiet, silence, still, harmony, goodwill, non-violence
Violence	Brutality, cruelty, barbarity, inhumanity, strength, power, wildness, fury, brutality
Conflict	Dispute, disagreement, hostility, clash, disagree, contrasting, compatible, divergent, opposed
Reconciliation	Reunion, resolution, settlement, rectification, resolving, agreement, amity, harmonization, adjustment
Transformation	Change, alteration, modification, variation, revision, evolution, reconstruction, reorganisation, renewal
Empathy	Sympathy, understanding, sensitivity, sensibility, identification, awareness, togetherness, closeness
Patience	Tolerance, restraint, resignation, kindness, calmness
Objectivity	Fairness, justice, neutrality, equability, open-mindedness
Diversity	Variety, assortment, mixture, melange, range, variation, diversification, heterogeneity, contrast

III CONCLUSION

The BUILDPEACE Toolkit for Educators, part of the framework for the project “BUILDPEACE: building peace builders through integrated formal and non-formal learning approaches” with the intention of providing a pedagogical perspective within peacebuilding, connecting formal and informal educators with practitioners in order to create a useful and innovative tool for both learners and educators.

It is based on an understanding of peacebuilding education as a set of teaching and learning practices geared towards the promotion of a transformative peace culture, adaptable to different socio-cultural settings that can enrich it with their unique values whilst sharing universal ones. Such condition makes peacebuilding education conflict-sensitive, gender-sensitive, culturally adequate and socio-emotionally informed. It is also characterized by its ability to foster inclusion, its affordability and accessibility.

The Toolkits methodology is based on a comprehensive view of peacebuilding, recognizing it as a range of methods and actions geared towards reducing and preventing conflict and the establishment, through different means of structures that can support sustainable peace. As such, methodologically, this Toolkit relies on the recognition of various levels of work: the personal, interpersonal, grassroots, state and inter-state for its work. Its work must be viewed and assessed as a long-term process, owned by all the parties involved. As such, it sees as its main audience a range of individuals: youth workers, governmental and NGO officials, educators, campaigners, media workers and anyone involved in working with young people.

Moreover, this toolkit is a significant contribution to Peacebuilding education with its blended approach for teaching methodologies. Along with the methodological inputs, the values and attitudes that are integrated within the learning experiences is important for providing a comprehensive understanding of peacebuilding. In an environment where understanding the essentials of peace, conflict and mutual understanding is vital, the practices in this toolkit becomes more useful to integrate into peacebuilding education. However, the researchers in this project acknowledge that this toolkit is not exhaustive of all available methods for better learning process and the competencies and methodologies can be multiplied further. The researchers hope that this study will encourage further research on this topic and bring more innovative voices in educational practices not only in peacebuilding education but in other areas of study as well.

The BUILDPEACE team welcomes feedbacks and contributions to the framework presented in this toolkit. It is important to stress that this toolkit will fulfil its purpose with wider application of learning practices. Therefore, we encourage formal and non-formal education providing institutions, organizations and other relevant actors to use these methodologies and disseminate this toolkit further.

REFERENCES

- Lee Andresen, David Boud and Ruth Cohen (): Experience based learning, Chapter published in Foley, G. (Ed.). Understanding Adult Education and Training. Second Edition. Sydney: Allen & Unwin, 225-239. Available at: <http://complexworld.pbworks.com/f/Experience-based+learning.pdf>
- Role playing, Northern Illinois University, Faculty Development and Instructional Design Center, available here: https://www.niu.edu/facdev/_pdf/guide/strategies/role_playing.pdf
- David W. Johnson and Roger T. Johnson (2018) Cooperative Learning: The Foundation for Active Learning University of Minnesota, Minneapolis, Minnesota, USA, available at: <https://www.intechopen.com/online-first/cooperative-learning-the-foundation-for-active-learning>
- Simon Mason and Sandra Rychard (2015) Conflict Analysis Tools, available at: <http://www.css.ethz.ch/content/dam/ethz/special-interest/gess/cis/center-for-securities-studies/pdfs/Conflict-Analysis-Tools.pdf>
- Meena Arivananthan (2015) Fishbowl, Unicef, available at: https://www.unicef.org/knowledge-exchange/files/Fishbowl_production.pdf
- Mike McCall, Holly, Ashley and Giacomo Rambaldi (2006) The Snowball – method for stimulating interactive discussions available at: http://pgis-tk.cta.int/m05/docs/M05U01_handout_snowball.pdf
- Guide to the World café method, Fsg.com, available at: <http://www.click4it.org/images/a/a5/World.pdf>
- Discussion-Based Teaching & Learning: Teaching Guide, available at: <http://www.bu.edu/ctl/guides/discussion-based-teaching-learning/>
- The One Being Project: The River of Life Exercise, available at: <https://onbeing.org/wp-content/uploads/2019/05/on-being-river-of-life-exercise.pdf>
- More information available at the website Loesje International <https://www.loesje.org/posters>
- Learning to Live together: An Intercultural and Interfaith Programme for Ethics Education, available at: <https://ethicseducationforchildren.org/images/zdocs/Learning-to-Live-Together-En.pdf>

