

**Youth**  
**PEACEBUILDING**  
**TRAINING**

**SUDAN**

Trainers Manual



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## Acknowledgement of sources of material

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### **Acronyms**

|       |   |
|-------|---|
| ACHPR | African Charter of Human and Peoples Rights         |
| CIDA  | Canadian International Development Agency           |
| COPA  | Coalition for Peace in Africa                       |
| CPA   | Comprehensive Peace Agreement                       |
| CSVr  | Centre for the Study of Violence and Reconciliation |
| IRC   | International Rescue Committee                      |
| UDHR  | United Nations Declaration of Human Rights          |





# Introduction

## Trainers Notes

### Overview

This training manual is participatory, interactive and designed specifically for youth. The participants are not passive learners and the exercises designed take advantage of the skills and experiences participants bring to a peacebuilding training.

Most of the activities or exercises in the manual are elicitive, meaning that they are designed to draw out the knowledge of participants as the basis for discussion and learning. Using this approach allows participants and trainers to identify and focus their efforts on local needs and adapt the training content to fit their cultural context.

The facilitator asks questions (why, how, who) and provides a framework for thinking and analysing, allowing participants to creatively address a common problem or issue.

### Intended long term impact of this training

To bring about changes in attitudes, behaviours, systems and structures that build peace as a result of processes and linkages initiated in these workshops.

In particular:

- To build an acceptance and an understanding of the link between change and conflict and the potential of change to contribute either to violence or to peace.
- To develop long term relationships and linkages between development actors at different levels and from different sectors; To accomplish this, by shifting away from blaming others for problems, to acknowledging a common responsibility and building a commitment to a common way forward.

### General Principles

- The workshops aim to serve as a model of inclusive development processes where participants come together as equals.
- It aims to create an environment where open and honest discussion takes place.
- It aims to build relationships and develop processes that can be sustained beyond the workshop.
- Discussions should be focused on Sudan's development but should attempt to go beyond this and include regional and international issues.

### Trainers

In this training, the trainer has a variety of roles. Animator, facilitator, skill-sharer, entertainer, enabler, sharer of real experience, theorist: these are some of them. In all of this each will find their own style.

- Avoid being "only" a trainer". We need to have, and continue to have, real conflict experience – even to feel real fear - to give our training authority and freshness.





- Share your skills and experience freely. Working closely and generously with other trainers, whether more or less experienced, builds their capacity and your own. It allows you to grow and to form genuine teams in every situation.

### **The Importance of Process**

The process by which this training takes place is as important as the skills, knowledge and awareness, which are being developed explicitly. Primarily the process is important because it contains the **implicit messages**.

For example an exercise as simple as an introduction can be done in many ways. If the process allows dominant group members to use up more time than others, and fails to allow quieter group members to express themselves properly, then inequalities are established at the outset, and the implicit message is that this is acceptable. If however the process treats everybody as equals, and provides a framework that encourages people to introduce themselves openly and values their contribution, then, already, the unequal status quo is beginning to be changed and 'normal' ways of interacting are being challenged.

In the same way processes can work against power structures that may prevent personal development and empowerment. A process that provides the participants with opportunities to decide on the direction and the content of a training in a "bottom up" way, will not only ensure that it is responding to the needs of the group, but also implicitly provide an alternative model of organising and decision making. It also gives out the message that it is important to take peoples' needs into account, that people have the right to determine the direction of their lives and that everyone's ideas are useful and valued.

The process should encourage enquiring reflection that allows participants in a training to draw the links for themselves, consider the implications and act on them.

If learning and reflection are built into the process, and people observe how the process changes in response to their insights, it becomes a way of reinforcing positive aspects of learning and reflecting. This is key to developing a constituency of development actors able to adapt their skills and knowledge and act effectively within a changing environment.

### **Key principles of this training**

- **It is relevant:** it addresses the conflicts being experienced by the youth; it is relevant to their concerns and needs, and builds the skills, knowledge and motivation to begin to transform them.
- **It is people-centred and youth-centred:** it encourages participation, it values people, regardless of their age, it celebrates diversity, it puts people first.
- **It is fun,** it contains activities that appeal to the youth, are innovative and entertaining.
- **It is active:** it involves people in doing things, in experiencing them.
- **It respects and recognizes** the wisdom of our ancestors and older generations.
- **It is enquiry based:** it continually tries to uncover why, to explore what is going on under the surface.
- **It is critically reflective:** reflection is seen as an integral part of taking action, and it is reflection aimed at gaining insights that will inform future actions.
- **It builds on existing knowledge:** it elicits relevant information from the participants about their needs and their context and provides processes that encourage people to





critically analyse and discuss from their own experiences.

- **It recognises people, their skills and their experiences as key resources.**
- **It responds and adapts to peoples needs:** it is flexible enough, open enough and sensitive enough to recognise peoples needs and to change to meet them.
- **It recognises the importance of feelings:** conflict transformation is as much about what happens to how you feel as it is about how you think.
- **It is not neutral:** rather it is clear about where it is coming from, what it is trying to achieve and why, and critical of the underlying values informing the processes and frameworks that are introduced.
- **It is holistic:** it tries to look at the linkages between the past, the present and the future, between the individual, the group and the external environment as well as between local, regional and global levels.

### **Evaluation**

Part of the evaluation of this workshop could include a process of reflection by the trainer or team of trainers. This could take place during the event, immediately afterwards or some time later.

Nobody is born a trainer, and nobody could ever claim to be the perfect trainer. A trainer is involved in an ongoing process of learning and reflection. Each training event will bring new learning and new insights. Like most things it is by acting, by training with others, and then by reflecting on this action and sharing, that you will learn the most.

## Using the Training manual

- The training is designed so sessions can be used:
  - Independently from each other
  - As a theme, a collection of different sessions or
  - As a whole training package (21 sessions)

### **The Sessions**

- Each session is 3 hours in length, but remember each group works at their own pace. It is important not to rush through a session for the sake of completing it within the given time frame.
- Each session's content is designed, but warm-ups, energizers (see trainer's pack), summaries and reflections, need to be added depending on the dynamics and the content that is being discussed.
- When dividing the group into smaller groups use the creative ways suggested in the trainers pack.
- Remember to check back on the objectives of each session so as to make sure the necessary learning has been achieved.





- The basic structure for each session:
  - Reconnection to the previous session
  - Introduction of the session, outline and objectives
  - Ice-breaker
- Session content – add energizers where you, as the facilitator feel necessary
- Summary
- Reflection

### **The Participants**

- Many of the participants will have experienced difficult events in their lives. Talking about some of the issues may bring back difficult and strong feelings for these participants. As a facilitator you need to be aware of when a participant is feeling distressed during a session. If a particular session becomes very heated or emotional, you can decide to take a break (coffee, tea or simply stretch). During the break it would be helpful for you to spend some time with the person expressing frustration or emotions. It may also be useful to ask at the end of the session how everyone is feeling.
- The principles and threads that need to be stipulated by the facilitator throughout the process, whether in one session or all the sessions are:
  - Critical enquiry
  - Maximum participation
  - Discussion and dialogue
  - Solution focused consensus building

It is through these principles that unity, solidarity and humanity are created.







# You as a Trainer

Readings to assist you to be a good facilitator

## Trainer motivation: Knowing yourself

### **Peacebuilding training tips**

- Participants often come to trainings with very high expectations. Be clear about what they can expect to get from the training without undermining their motivation for being there.
- Try to treat all participants impartially and equitably.
- Model the skills and values you are trying to transmit.
- For training to be meaningful it needs to be alive, dynamic, and deepen participants' understanding of the material.
- Limit teaching, that is telling and lecturing, or just transferring knowledge. Remember if the participants think that you have all the answers they will not believe in their own abilities.
- Recognise the experience of the participants and allow them to learn from experience.
- Remember to facilitate the process of the participants generating their own knowledge. Create opportunities for participants to expand and explore
- Know when to be firm. You may need to be firm when:
  - Getting participants into groups
  - Giving instructions for activities
  - Giving time limits
- Participants give feedback after group discussions. You should ensure that the group guidelines be remembered and referred to, if the need arises.
- Encourage participation by being non judgmental and by acknowledging participants responses in a positive way. Do not make negative comments. If you do not agree with some of the ideas, find a way to state your opinion without hurting the participants.
- Do not interfere too much with group discussions and group processes. The participants should work independently.
- Manage your time well, be aware of time limits.
- Listen carefully and attentively, be a good listener.
- Remember, the process is equally important as the product.
- Key qualities for effective peace builders are adaptability, non-defensiveness, empathy, creativity, the ability to model good conflict resolution skills and relationship behaviour, and being comfortable with not having all of the answers.





# Facilitation and training skills

Developing and implementing a training that is participatory and interesting is not an easy task. As a trainer you will have to play multiple roles, sometimes as a teacher or facilitator, at other times as mediator or participant.

Think about the times that you had a good learning experience.

What was different about that experience?

How did the teacher or trainer interact with you as a participant?

## **What roles did he or she play?**

As a trainer using an interactive and participatory methodology, your role as trainer is similar to that of a facilitator. As a trainer, it is your role to teach the concepts in this manual to the participants in an interactive and participatory environment. Therefore during group discussions, and in debriefing many of the exercises and skill activities, your role will require facilitation skills. The word facilitate means to “to make easier”. As a facilitator, your role is to make discussion easier by providing a process that enables participants to discuss content.

A facilitator is someone who is concerned more with the process than with the content. The content is what the group is talking about, while the process is how the group talks about the subject. A facilitator acts as an advocate for process but stays impartial in terms of content. Content impartiality means using your knowledge of a particular subject to deepen and inform discussions, not to force people to accept your point of view. Process advocacy means advocating particular processes that are inclusive and open and that allow everyone to participate in the discussions.

A facilitator has four functions:

1. To encourage full participation
2. To promote mutual understanding
3. To foster inclusive solutions
4. To teach the group new thinking skills





# Skills of a good facilitator

- Ask open questions. A facilitator asks questions that invite participants to reflect and share with the group, like “what do you think about justice” rather than closed questions that only require a yes or no answers, like “do you like justice”
- Encourage and equalize participation. For example, keeping a list of people who want to speak, and then creating and sharing with the group an order for people to speak.
- Allow group members to answer each other’s questions.
- Summarise discussions and review the main points at the end of a discussion.
- Acknowledge different viewpoints
- Be alert to sensitive issues
- Listen rather than talk
- Keep the group focused on content using good process.
- Acknowledge that you are aware of the issues and themes participants want to discuss.
- Allow for silences, as silences create a time in which participants can reflect before or after speaking.

## **Self evaluation tool for trainers**

- Is the process inclusive, are all the stakeholders involved? Is there a checklist of stakeholders?
- Is the process reflective i.e. not pre-decided?
- Did I consider gender issues, did women get the same chance to talk as men? Is there a balance?
- Is the process flexible? Are you able to change and adapt? Are stakeholders involved in monitoring the process?
- If something goes exactly according to plan is this an indicator of success or inflexibility?
- Did your emotions change during the event?
- Ask yourself - Did I learn anything?
- Look for indicators like body language, blank expressions, lack of interest, silences. Are people asking questions, are you being challenged?
- Is everyone involved?
- Does the facilitator become invisible? Do participants start dialogues amongst themselves?
- If people keep bringing up the same issues, is it because they aren’t following the process or because they’re not being heard?
- Are you breaking down traditional power groups and promoting those that are marginalised?
- What kinds of open-ended questions are you using?
- Are you open to criticism? Are you receiving any?





- Is your agenda inclusive of everybody's needs and experiences?

### **Indicators afterwards**

- Have you achieved your objectives for the training?
- Has the process led to changed practice or behaviour?
- Has there been an increase in the participation of previously marginalised groups?
- The next time you meet is there continuity in the level of understanding?
- Are there any signs of progressive change?
- Are there any signs of sustained change?
- Are there any signs of positive thought or growing levels of confidence?
- Is there any evidence of a growing confidence to criticise?
- Is there any evidence of attempts to go beyond the immediate stakeholders, to initiate things independently?
- Are there any examples where attitudes or beliefs have changed?

## Planning a workshop

Good workshops don't just happen, they require a lot of preparation. To make a training workshop as effective as possible, a trainer should know his or her audience, what participants expect, as well as more specific details about the training location, and the materials he or she needs to have available. Workshop planning can be divided into four stages:

1. Pre-workshop Planning
2. Designing the Workshop
3. Carrying out the workshop
4. Evaluating the workshop

### **Pre-workshop planning**

- Identify the purpose and the long-term aim of the workshop. Is it to train new trainers in peace building, or to help develop skills in particular peace building areas?
- Identify participants, who are you working with, what do they already know?
- Gather information about the participants needs, concerns, and hopes for the training
- Analyse the information that participants give to design your training, focusing both on concerns, and the level they wish to work.
- Plan the workshop logistics – identify a place to hold the workshop, and the length of time required, prepare all of your materials in advance.

### **Designing the workshop**

- Give participants an opportunity to get to know each other and feel comfortable within the group.
- Use different training methods.





- Use a common experience that participants can draw on and link to their previous experiences.
- Allow time for participants to share information with each other.
- Give participants plenty of time to reflect on their experience.
- Give participants time to plan future action.

### **Carrying out the workshop**

- Check on logistical details before the workshop starts. These details can include materials needed and refreshments.
- Know and follow your workshop plan, but be flexible in following it. Be prepared to make adjustments and changes to meet the group's needs as they emerge.
- Use mistakes as learning experiences. Everyone makes mistakes. When they happen use them as an opportunity for group and individual learning rather than leaving them as just negative experiences.

### **Evaluating the workshop**

- Workshops are learning experiences for participants and trainers. Giving participants the opportunity to evaluate the event allows them a chance to express their feelings and can be very valuable to the trainers. Evaluations can be done at the end of a short training, mid-way through a longer training and at the end, or daily, depending on your preferences and ability to gauge the group's level of engagement and learning.

## Training techniques and methods

There are many ways to either elicit participant's ideas on a particular subject or to present material and get the youth actively involved in discussions. Mixing up how material is presented and how participants engage with the material is extremely beneficial. Some useful methods for training are role-plays, hot-seating, brainstorm, frozen images, improvisation, feedback, reflection, warm-ups and wind-downs.

### **Role- play**

An active process whereby participants explore issues by enacting specific roles. This technique is used to rehearse strategies for responding to certain situations, and to enhance participants' confidence in applying those strategies.

### **Hot-seating**

Also known as in-role questioning. A technique whereby participants question or cross-examine a character in role to find out more about a specific situation – for example, what motivated the character to do what they did. This is also a useful way of developing a character for a role-play. In finding answers to various questions put to them, the participant develops a clearer idea of their character – age, family, community, opinions and so on.





### **Brainstorm**

An efficient technique for getting ideas from a group without lengthy discussion or questioning. Setting a strict time limit for the exercise (probably just a few minutes), the facilitator asks a question such as: "What are your immediate responses to the word "teacher"?" The participants call out their very first thoughts. Single word replies and short phrases are best. A scribe writes the responses on a large sheet of paper visible to the group.

All contributions are accepted without question. Nobody offers any criticism or comments at this stage. If a contribution is made in the form of a long sentence, the scribe attempts to shorten it to one word or a short phrase with the approval of the contributor.

Through brainstorming you can get an immediate impression of the range of responses in the group and obtain material for further development. You can go on to group related words under various themes and headings. This works well when introducing a new area of exploration.

The brainstorm is a lively tool which encourages group participation. It is not threatening as only short contributions are asked for and no judgements are made.

### **Human sculptures**

A quick and active way of establishing the thoughts and feelings of group members without having to verbalise. Human sculptures or statues can be created individually, in pairs, in small groups or in a large group. A sculpture might be created in response to a word – anger for example. The participants would form their body into a shape that they felt corresponded to the theme. They might hold their fists up as if wanting to strike out at somebody. They might also present a more abstract physical image of angry thoughts and emotions. The facilitator might suggest that the participants form themselves into groups according to their interpretations of anger. All the withdrawing images could also form a human sculpture. If you combined the sculptures together you would have a large sculpture to represent the entire group's response to the theme.

A development of this work is to ask all the human sculpture images to vocalize one thought each, or one word each. Participants could also move in slow motion from one sculpted image to another – for example, from one interpretation of anger to another. Participants sculpt each other, or one participant could sculpt a whole sculpture around a specified theme or situation. Sculpting involves one person moving another, into a gesture or position by physically placing them in it – for example raising their hand in the air – or explaining verbally what they want them to do, or indeed demonstrating what they want. The person being sculpted holds the position as if they were a statue.

Human sculpture is an excellent way of expressing and exploring thoughts and feelings physically rather than verbally. Sculptures can be used to explore a wide range of themes or issues – peace in Sudan, family, community, school, employment, relationships, aggression, unity, division and so forth.

### **Thinking on your feet**

When we improvise we respond intuitively to specific situations, making things up on the spot and making do with what we have at our disposal. As a training activity, improvisation is an extension of role-play. The participants might know who they are and what situation they are in. But they will still have to improvise, as they won't know what will be said to them or how they will respond. This activity can build confidence in everyday situations in which you





have to respond quickly and think on your feet.

A practical way of including this in workshops would be to give each participant a chance to stand up in front of a whole group. They are then given a topic and are asked to talk about it for 2 or 3 minutes.

### **Feedback**

This can occur at any stage of a session – before an exercise is to begin, during an exercise, or after an exercise or group of exercises. The purpose of feedback for the facilitator is:

- To check that the learning aims for the session or the specific exercise have been achieved and that the group is ready to proceed
- To check that the group dynamics are supporting the work and that tensions are not causing any blocks in the process
- To check that individual group members are understanding the process

The purpose of feedback for the participants is:

- To ask questions and seek clarification they are unsure of anything
- To comment on any problems they are experiencing
- To give support to fellow participants
- To give the facilitator any suggestions as to how the process could be improved
- To acknowledge how they are feeling about the work

### **Reflection/debriefing**

This normally occurs at the end of a session, a day or a course. It is an opportunity for participants and facilitators to assess and take stock, to reflect quietly on how they are responding to the work and to the process as a whole. It is an essential part of the learning process.

Reflection can occur in silence, or in discussion prompted by questions from the facilitator - or a combination of both. It could end with a brief group sharing. It is often useful to go round the circle asking each participant for one word that expresses how they are feeling, or a sentence encapsulating the key thing they have learnt, or something bad and something good about the session, or perhaps one thing they had wanted to say during the work but had not.

### **Warm-up**

At the start of a session this gets everybody ready for the work ahead, both mentally and physically. The warm-up aims to create a relaxed atmosphere of trust, and re-establishes a focus for concentration within the group. It is a chance to forget about your journey or a conversation at lunchtime and to build an energized and purposeful environment.

### **Wind-down**

At the end of a session this prepares the group for departure by getting rid of any tensions or worries arising from work, and aims to leave participants with a positive, relaxed feeling. This aim will have been partly achieved through reflection, but a short period of silence or a quiet activity that unites the group can be an affirming way of ending a session.





### **Using video**

The idea of using video in development has been introduced and has tremendous potential for a human-centred development process. Most importantly, issues that are captured on tape are more self-explanatory since evidence of the problem is visual. An obvious advantage of using video is that it introduces individuals to themselves. People get used to seeing and hearing themselves speak, and gain confidence in public.

Using video as a tool for participatory two-way learning is an example of how technology can be used to promote development, especially at the grassroots level. Perhaps unique to this technology is the fact that it can be used by both the literate and illiterate.

The results are felt when the participants receive feedback and support in response to their facilitation styles on video. Just the discovery itself and links established during development of a video goes a long way in boosting people's confidence and ability to achieve their objectives. Indeed, video as a tool, takes the notion of participation a step further and adds a whole new dimension.

## Understanding group dynamics

Different types of energizers and ice-breakers

### **ICEBREAKERS**

#### **Throwing a name**

You will need two or three balls (paper squashed into balls, large seed pods). Everyone stands in a circle. Begin with one ball. The ball is thrown round the circle randomly. Each time it is caught the catcher says their own name. Keep this going until everyone has had a go. Now ask participants to call the name of the person to whom they are throwing as well, and keep this going until everyone has had a go.

In the next round participants stop saying their own names as they catch but continue to say the name of the person to whom they are throwing. Everyone has thrown the ball just once. When the round is completed, repeat it in exactly the same sequence. Each person has only to remember who they threw to last time. Half-way through the round introduce another ball to be thrown in exactly the same sequence. You can continue adding another ball. The game can be further extended by having everyone move out of the circle and walk round the room. Participants must now be even more aware from whom they receive and to whom they throw, while continuing the same sequence.

#### **Adjective names**

Sitting in a circle everyone introduces themselves one after the other, prefixing their name with an adjective which says something good about themselves. It can be as outrageously positive as they like – Superb Sabir, Fantastic Fatima, Marvellous Mohammed, Clever Charles etc. The second person repeats the first person's name and adjective and adds their own. The third person repeats the previous two, adding their own. This can be an excellent way of assisting a new group to learn each others names in a non threatening way.







### **Name and Movement**

Participants with facilitators form themselves into a circle. First person says name and makes a movement e.g. a bow. Second person says first person's name and movement and adds his/her name and movement. Third person says first person's name/movement, second person's name/movement and adds his/her name and movement and so on around the circle. The facilitator can repeat everyone's name and movement.

It is not a competition on how well one can remember the others name and movement rather participants are encouraged to help one another to do so.

### **Animal names**

Follow the same format as 'Adjective Names', but this time each person chooses an animal beginning with the same letter or sound as their name, instead of giving an adjective: I am Sadiyya the snake, I am Peter the porcupine. Each person repeats the name and the animal of the people before them, and adds their own. A variation on this is for participants to choose an animal they would like to be and say why: I am Bilkees the badger because... The person next to them says: 'This is Bilkees the badger. I am Simon the sheep because...'. Participants could also devise a physical gesture or pose for each of the animals.

### **Name Meaning**

The whole group forms themselves into a circle. Each person answers the following:

1. What name do you want to be called and what does it mean?
2. How was I given this name?
3. Do I like it and how do I feel about it? What does it mean to me personally?

The activity could be useful if some of the group know each other but some are strangers.

### **The sun shines on**

Everyone sits on chairs in a circle. One person stands in the middle. The aim of the game is for the person in the middle to get a chair to sit in. They say something that is true of themselves, and if it is also true of anyone else in the circle they must move seats. The statement always begins with the phrase 'The sun shines on everyone who...'. The game can begin with visual observations ('The sun shines on everyone wearing trainers') and move on to statements about more private matters, such as personal likes and dislikes ('The sun shines on everyone who likes eating chicken'). It could go further to explore similarities and differences in the group. For example "the sun shines on everyone who believes in a multi-party system.

### **Mingle and grab**

Everyone walks round the room, greeting. They move fast or slow depending on what the leader wants. Every few minutes call out a number. Participants get into groups of whatever that number is and hold on to each other. If the number called is one, participants stand still and hold themselves. It is good to call the number of the whole group at the end, so that everyone comes together as one group.

### **Greet everybody**





Check on whether all of the participants can agree on a culturally sensitive way of greeting. Everyone in the room greets one another in the way the group has chosen e.g. shaking hands, nodding heads etc., within a strict time limit. This gets energy up, and obliges each participant to acknowledge everyone else.

### **Touch these things**

This is a race to see how quickly participants can touch four or five named objects. Call out a short list of things in the room, such as a hard chair, someone's trouser-leg, something red, a pen. Participants touch them as quickly as they can, not necessarily in that order. The last person to finish can call out the next list.

### **Find your noise**

Participants get into pairs and agree on a noise that they can make and would be able to recognize. One half of each pair stands on one side of the room, and the other half on the opposite side. Everyone closes their eyes and finds their partner by using their noise. This is a good exercise for encouraging concentration and listening and creating a bond between pairs.

### **Find your shoes**

Everyone takes off their shoes and puts them in the middle of the circle. The leader muddles all the shoes around and retreats to the side of the room. Put a time limit on the next stage depending on how many there are in the group (A group of twenty should have 30 seconds). When the facilitator calls, participants must find and put on their shoes within the time limit. The more people, the better the game is. If the group is small, have them do the exercise blindfolded. The facilitator can then reflect on the activity with the group: what was it like finding your shoes? How did you feel without your shoes? Why? What did it feel like when you found your shoes? Was it easy to finding your shoes? Why? What would it be like to walk in someone else's shoes?

This activity could be adapted further into participants having to find a pair of shoes that are not their own and walk around the room in them. Reflect on how it feels to be in someone else's shoes.

## **WARM-UP AND LIGHTENERS**

### **Back-to-back mirror**

In pairs stand back-to-back or sit on the floor back-to-back. It is important that partners are touching from the base of the spine to the head. Decide who will lead each pair. The leader begins very slowly moving those parts of their body which are in contact with their partner. Their partner mirrors them through what they can feel. There should be no spoken communication. The partners swap over so that each has an opportunity to be leader and to be led.

### **Mirroring in pairs**

In pairs, players stand opposite each other. One partner makes movements; the other mirrors them. You can play this either with one part of the body touching perhaps two fingertips or with no physical contact at all. If the two partners are touching, one can lead the other around the room. Swap over so that each person has a go at leading.





### **Group mirroring**

To begin with, have everyone working as one large group. Decide on a leader. Stand in a circle and mirror the leader's gestures as closely as possible. Try to get to the stage where an outsider would not be able to tell who the leader is. This is a variation on the game in which someone leaves the room, a leader is decided in their absence and when they return they have to guess who it is.

### **Group Yell**

The whole group stands up and comes together in a crouching position. The facilitator begins a low hum. As the whole group begins to rise slowly, the sound level also rises, so that at the end, everyone leaps into the air and shouts at the same time. This can be repeated until everyone has really shouted at the end.

Relieves tension. Check on the environment around where the workshop is held before entering into this activity.

### **Making the Longest Line**

Participants form themselves into 2 groups. Each group has to make a line as long as possible across the room using anything they have on their persons. They must not get anything from anywhere else. (5 min)

At the end of the 5 minutes the facilitator judges the longest line.

Often one finds the participants make up a human chain by lying on the floor; joining hands and stretching lengthwise.

### **Crossed and Uncrossed**

The group forms a circle. A pair of scissors is passed around the circle. Each person who passes the scissors around the circle say either 'I pass these scissors crossed' or 'I pass these scissors uncrossed.' Each time they are passed the facilitator agrees or disagrees with the statement. An indication is given as to what 'crossed' and 'uncrossed' refers to. Group participants have to guess and check out their guess by joining the facilitator's agree/disagree comments when they think they know the meaning. The game can continue until nearly all the group are correctly calling 'agree/disagree' and saying 'crossed or uncrossed'.

### **Note**

'Crossed' and 'Uncrossed' actually refers to the passer's legs. It does not matter whether the scissors are crossed or not.

### **Who Started the Motion?**

The group forms a circle. One participant leaves the room. A leader is designated from the other participants in the circle and he/she is responsible to begin a repetitive movement and sound such as slapping, tapping feet, waving etc. The group follows the movement with as much unity as possible. The facilitator can ask the group to follow the leader as he/she changes the movement but not to look at him/her too often. The facilitator fetches the participant from outside and he/she goes into the middle of the circle and is asked to pick out the leader or the one who initiates the movement. When the leader is discovered he or she leaves the room and another leader is chosen from the group and the game continues.





To close the game, when the leader who is discovered leaves the room the facilitator can suggest to the participants to make the person who left the room the leader and that the rest of the group follow his/her movements.

### **Crocodile**

The facilitator tells the participants to stand up and move their chairs aside. Open newspaper sheets are spread out on the floor in the empty floor space area. (If there are 15 participants about 5 newspaper sheets can be spread on the floor). The facilitator tells the participants "Imagine that these newspapers sheets on the floor are little islands and the rest of the floor space is water. You are enjoying a swim in the water with the sun shining on you. (The facilitator can demonstrate this by some actions). Suddenly there is a cleaving in the water and a shout is heard "Crocodile". You have all got to make a quick get away onto the safety of the islands. After explaining this get the participants moving into the activity. After the facilitator has shouted "Crocodile", and the participants have found the islands a newspaper sheet is removed and the game is continued till the final round with one 'island' or newspaper sheet remaining.

This game provides an environment where the barriers of self consciousness are broken down. It is good to see the participants hugging each other, standing on one foot and so on, in an effort to stay on the island.

### **Fruit Salad**

The whole group sits in a circle. The facilitator asks the group to name 3 common fruits (e.g. Mango, Banana, Pineapple). Each participant in the group is then asked to voice the name of a fruit in the order of mango, banana, pineapple. So the participant who starts first is Mango, the next is Banana, the next is Pineapple and the next is once again Mango. This goes on around the circle. One participant is asked to go into the middle of the circle and a chair in the circle is taken away. The participant in the middle will mention any one of the names of fruit. At the mention of the fruit, the participants who are in that fruit category have to change seats while others remain seated. e.g. "All those who are Pineapple change seats". The participant in the middle also runs fast for a seat. The participant who is unable to get a seat since one chair is missing goes into the centre. He/she then mentions the name of a fruit and the game continues. When the name 'fruit salad' is mentioned all participants must change their seats.

This game can be introduced at a time when the participants have been sitting at one stretch for some time.

### **Mingle**

The participants stand up and move around the room at random. The facilitator then gives a signal to stop. At the signal each participant faces another participant thus becoming a pair. Each partner in the pair speaks for the two minutes on any of the topics given below. While one partner in the pair speaks, the other listens in silent encouragement, using active listening skills. A conversation must be avoided.

At the end of the two minutes the partners change roles. The one who had been the speaker becomes the listener and vice versa. This too takes another two minutes.

The topics could be as follows:

- What makes me happy





- What kind of people I get on well with
- What makes me impatient
- What frightens me
- Something that gives me hope
- Someone I admire
- Something I like about another culture
- If I could go anywhere I would go to...
- Something frustrating in my own work
- Something I like to do in my free time

(Note: the facilitator can select the number of topics depending on the availability of time. Usually 3 to 4 topics can be chosen. The topics given are only a suggestion and the facilitator can give any other topic that he/she thinks is suitable.)

When the time is up the facilitator gives a signal for the participants to move on and when the facilitator signals them to stop they find a different partner and the same steps as above follow with the pairs speaking now of a different topic.

The facilitator repeats these steps depending on the number of topics that are going to be given.

The participants regroup together and the facilitator asks for their experience of the activity, what they felt, what they learnt from the activity etc. (It is not necessary to take each topic and ask participants how they felt about each topic. Rather let it be a general and quick discussion without dwelling too long on it).

The direction must be very clearly given to the participants especially about what is expected of them when they face each other, whether they need to have a conversation or whether one has to listen in silence and so on. The activity, 'Mingle' can be used at any time in the workshop when the facilitator feels that a combination of an ice breaker and affirmation of one another is necessary. One can also choose topics that are related to the sessions and ask participants how they feel about something through a mingle.

## **TRUST GAMES**

All the games that follow are about building up group trust, awareness, co-operation and confidence and demand extreme concentration. They should be introduced and facilitated with care, so that participants are fully aware what they are about. Care with the safety of participants is greatly important.

### **Reeds in the wind**

Gather round in a tight circle. One person volunteers to go in the middle. They close their eyes and allow themselves to fall, keeping their body straight and the others catch and support them. Supporters hold hands up in front and stand with one leg slightly in front of the other with knees bent. This is the strongest possible position. Initially the group should have their hands close to the middle so that the person need not feel that they are falling far. As confidence grows, the people in the group can move away a little. Take turns and give everyone the opportunity to have a go. Take care that there are plenty of people able to hold someone up, specially if there is a heavier person in the middle.





### **Walking blindfolded**

Everyone stands in a large circle. One person volunteers to be blindfolded and is taken to the middle of the circle as the person moves to the edge of the circle. The nearest person gently takes hold of them and redirects them. Make sure there is time for everyone to have a turn at being blindfolded.

### **Hands**

In pairs spend five minutes observing each other's hands. Hold them, feel them and look at them. Feel them with your eyes closed. Join up with several other pairs. One person closes their eyes and tries to find their partner's hands. Have a turn at this one by one.

### **Count to twenty**

Sit in a circle and close your eyes. The group aims to count to 20 without deciding who says which number. Every time two people say the number at the same time you go back to the beginning again. If a group wants to start with their eyes open they may find they can make it work that way. Having extra rules can make it easier to start with (for instance that each person is allowed to say only one number). As the group gets better at it, take away these rules and the group can find great satisfaction in succeeding.

### **Tropical rainstorm or Haboob**

Everyone stands in a circle. The facilitator begins the storm by rubbing their hands together. One by one everyone copies the person to their right. Each individual does only what the person on their right does, regardless of what the facilitator is doing. The facilitator moves from rubbing hands, to clicking their fingers, to clapping to slapping their thighs, to stamping their feet. The storm abates in the opposite way to which it began – that is, from stamping and slapping to clapping, clicking and rubbing. The round ends with silence.

### **Mental gifts**

Sit in a circle. One by one each person announces that they are giving a gift to the person on their left – for example, "I give you the gift of believing in your own strength". Try to make the gift appropriate to the recipient, reflecting something you have learnt about them during the session. This is not a good exercise to do until the group has done some challenging work together.

### **Human knots**

The whole group stands in a circle close to each other, shoulders touching. Each participant extends his/her arms forwards and crosses them. With the crossed hands each participant then moves closer into the circle and take the hands of two different people on the opposite side of the circle so that a knot is formed. Their task is to untangle the knot without letting go of their hands so that a circle is formed with everyone holding hands of the persons beside them without crossed hands.

This is a lot of fun and can be very active. Note that while people should not let go of each other's hands, they should be careful not to twist each other's wrists as they untie the knot. Better to let go than hurt each other.





### **Sitting down circle**

The facilitator asks for a group of volunteers, explaining the activity. The rest of the group to observe while...

The volunteers stand in a circle, with shoulders touching each other. The whole group turns 90 degrees to the right while staying close. The facilitator gives the signal and each participant bends his/her knees to sit on the knees of the person behind whilst holding the shoulders of the one in front so that all the circle is sitting down in this manner, that is on each other's knees. Try again if unsuccessful. Once the group is sitting attempt to walk the circle while sitting.

Some participants show shyness to sit on the others knees especially when they have to sit on the knees of the opposite sex. The facilitator being sensitive to this can give friendly encouragement but must not force a participant to take part if he/she shows a high degree of reluctance. This activity is best introduced after participants have got to know one another better and have been exposed to some other icebreakers first.

## **GAMES WITH MEANING**

### **Group drawing**

To show the need for inter-communication between members in a group that are working to complete a task; to become aware of behaviour patterns that operate when people are working together in a group to complete a task. To experience learning through a different form of expression such as drawing.

Facilitator divides the participants into groups of 4 – 6. Each group is given one blank newsprint sheet. Each participant is given a marker or a crayon. The small groups arrange themselves around the tables. (5 min.)

Participants are asked to draw a picture that symbolises their workshop group (the large group) without communication with any other participant in the small group. Each participant can be free to add anything which he or she considers necessary to perfect the group picture (20 min).

When finished the facilitator asks the group to display their pictures for all to see (5 min).

The large group gathers together. The facilitator invites participants of each small group to explain their picture and the process involved in its formation. The participants in the small group can be free to add their comments. The facilitator can then ask the participants some of the following questions:

- What did you feel about the whole activity?
- Did you feel that the lack of communication had any effect on the drawing of the picture and if so how?
- Did you feel satisfied with your involvement in the task given to you? If not, why?

Several observers, who report separately on what happens, helps in increasing the learning.

### **Values Spectrum**

To become aware of our process of making value assessments. To become open to change through interaction and dialogue with others on the spectrum.

A free space is made along the room. The facilitator draws an imaginary line across the room; on the one end is 'Yes' and the other 'No'. facilitator reads out each situation twice from the Situation Sheet. The situation sheet would contain statements of opinion on the current situa-





tion that participants would be likely to either agree or disagree with. Participants can move to any place along the line. Each person explains the reason for his/her position. Others on the line can move along the line as they listen to each person speak. The same procedure is followed for the other situations.

It might be helpful in getting the exercise going to briefly draw a line on the board showing 'Yes' and 'No' ends and showing how people can place themselves and move. Be brief in the explanation without getting into a discussion. Participants can work out in practice where they should be on the spectrum through a discussion amongst themselves.

### **A Moment of Silence (A gathering activity)**

Used as a gathering, a moment of silence can teach some new uses of silence as a means of centering, and of communication.

Seemingly, a moment of silence is a simple and unthreatening thing. But in many societies, the cultural rewards of speech, noise and activity are considerable; on the other hand, we often use silence in destructive ways, as when it is used by a sulking person to punish a child or a loved one for bad behaviour. Therefore when silence is called for its own sake, as a source of healing or inspiration, many people become very uncomfortable with it. Not knowing what to expect but having had some unpleasant experiences with it in the past.

A moment of silence seems appropriate as a gathering for a workshop, because a workshop is also a community, and one that operates by different rules than those of the community surrounding it. The silence can serve as a buffer, an opportunity to "switch gears" from one reality to the other, and perhaps as a source of inspiration or healing. However, to alleviate the initial discomfort, follow these guidelines:

- A moment of silence should not be used as a gathering until the third or fourth session of a workshop, by which time the group will have enough sense of community to tolerate a shared silence without too much discomfort.
- Before it is used, it should be explained in some way so people will know what to expect and what is expected of them. Explain it is as "switching gears" time or as a time to get in touch with one's feelings. Use whatever explanation seems natural to you, but do not preach about it; people should be invited to swim in it, not drown in it.
- Establish beforehand a signal by which the silence will be ended, so people will know.

This can be good to gather after a role play etc. or when a bit of reflection time before a large discussion would be helpful. It is good for helping people to settle down.

### **Affirmation Pyramid**

A closure, which encourages persons to voice positive affirmations about others.

The group makes a close circle. The facilitator can begin the activity by stretching out one of his/her hands into the circle while saying something positive about the group. The others follow likewise with each person placing a hand on top of the other hands while saying something positive about the group. (Participants in the circle can move forward if it is necessary to place their hands on those that preceded them. Some people may put their hand in and pass, others may hesitate to participate in this but good affirming feelings come about nevertheless.)

If someone makes a negative comment about another even jokingly repeat instructions that







participants are to say only something affirming or pass.

A good closure which allows an opportunity for participants to express their feelings about the group thereby helping to build group feeling.

### **Affirmation Posters**

Hand out to each participant a sheet of paper or board and a felt pen or marker. Have participants pin sheets onto each other's backs so that everyone is wearing a poster. Explain that participants are to mill around the room and they are to make Affirmation Posters of the sheets or board on each other's backs, by writing affirmative statements about the wearer of the poster.

The rules are as follows:

1. Only positive comments are to be written.
2. One true things are to be written. No one is to write anything that he or she feels is not true. Emphasise that this is not a the time for criticism, however constructive, or for jokes.

When people have all written on everyone's posters, call them together and have them remove and read their posters. Go around the room and ask each participant to share one comment from his/her poster that he or she especially appreciates. (People are often considerably moved by some of the comments written on their posters). Let people take their posters with them and keep them, as a souvenir of the workshop and a record of what wonderful people they all are.

A very good closure for a first time workshop. If you find something negative being written, even as a joke, please reiterate the instructions of giving affirmative comments.

### **Affirmation Letters**

To help participants to acknowledge others, as well as building positive support in the group. A closing activity.

Facilitator organises large envelopes with participants name. They are pinned up on the wall to act as post boxes for each participant of the group, including facilitator. Each person is given as many pieces of paper as there are people in the group, plus the one for the facilitator. Each person writes a positive message to each person in the group. Messages may be signed or left unsigned and can refer to physical or personality traits. Messages are folded over and placed in the post boxes. After participants have read their messages the post boxes time is given to share their reactions to their 'letters' and to the activity.

Creates opportunity to give focused attention to one another.

### **Group discussion techniques**

When talking about difficult issues, or simply to add variety to the open discussion periods, you may want to try one of the following to ensure that everyone gets a chance to share their ideas without interruption.

### **Concentric circles**

This is a circle with a difference. There is always an inner and an outer circle. People from inner circle face those in the outer circle. The key to the technique is short questions for people from the inner, to discuss with the outer, and then to move on a few steps. It allows for





people to break out of who they would normally discuss issues with. Because of its pace this often allows the participants to get into issues quickly.

### **Talking stick**

Anyone who wishes to speak must pick up the talking stick that is in the middle of the room and hold it while talking. When the person is finished, he or she returns the stick to the middle of the room or passes the stick to someone who has signaled he or she wishes to talk. Only the person holding the stick is able to speak. The person holding the stick may also choose to remain silent while holding the stick, but this silence becomes their participation in the discussion. As facilitator, you may wish to pass the stick around from person to person to keep track of who has signaled a desire to talk, make sure you don't miss anyone in the group.

What you actually use as the "talking stick" is not particularly important, but it should be an attractive substantial object. It may be a carved wooden stick, a small cultural ornament or whatever else is available.

### **Fishbowl**

This is a technique allows for people to look at other participants and hold a discussion. The people who are looking in are playing an active role in the debriefing. It can also be used in a stop-start approach that allows for new people to enter the debate and to change from being 'fish' to onlookers.



# The Training Sessions



## Understanding Conflict, Human Rights Terminology and Instruments

SESSIONS 1-6

### Session 1: Making sense of conflict

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**The following handouts in the Participants Pack are of relevance to this session:**

- The Kiss

**Objectives:**

- To enable participants to gain an understanding of the differences between conflict and violence

- **To give participants a time of reflection as to what peace is**

**Procedure:**

- 1) In silence, ask participants to look at the hand out by Petra Rohr-Rouendaal (The Kiss).
- 2) The facilitator to ask the group what do they see? And when you look again can you see something different? Allow for a free and open discussion to develop.

**Trainer's note:** *Explain to the group that we all see things differently like seeing the different images in the picture, people see social and political situations differently and it is our backgrounds that lead us to see things in a particular way. Differences in viewpoint are inevitable and often enriching. Differences in perspectives and goals are often seen as a problem that will only be resolved when we all have the same intentions, or when one view wins over the others. But we, as peacebuilders working from a conflict transformation model, like to see differences as a resource, leading to a wider understanding of a problem and an improvement to the present situation.*





**3)** Divide the participants into smaller groups and have them discuss the following proverb using the questions as a guide:

When two elephants fight, the grass suffers

- What does the above proverb from Sudan mean to you?
- Does your understanding of it increase when you discuss it with others?

**4)** Brainstorm the words conflict and violence in your small group. Each group is to present their definition to the group. The facilitator then speaks to the various definitions slowly bringing in the differences between conflict and violence.

**Trainers note:** *Conflict is a relationship between two or more parties (individuals or groups) who have, or think they have goals that clash. Violence consists of actions, words, attitudes, structures that cause physical, psychological, social or environmental damage and/or prevent people from reaching their full potential.*

**5)** The facilitator then asks the questions to the group:

- How many conflicts are you aware of at this moment?
- Can you see links between conflicts at different levels?
- Can you think of a situation, from your own experience, where conflict has made a positive contribution?
- How did conflict help to change the situation?
- Do you now agree that conflict can help to stimulate necessary change?

Participants to share, in order to obtain clarity on the differences between conflict and violence, with the person sitting next to them.

**6)** The facilitator to read out the paragraph below:

A culture of peace consists of values, attitudes, behaviours and ways of life based on nonviolence, respect for rights and freedoms, and an appreciation of every person. In a culture of peace, power grows not from the barrel of a gun but from participation, dialogue and solution focused action.

- Divide the participants into smaller groups, asking each group to make an illustration through the techniques of human sculptures to depict what peace is.
- Each group to present their sculptures, participants comment on them once each group has presented.

*Trainers note: It is important that the group participants remember these images as they are very valuable to use again in times when the group energy and commitment is low.*

**7)** The facilitator to read the quote one more time, before summing up the session, making sure the objectives have been reached through the learning process.





## Session 2: Differing approaches to:

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- **Manage conflict**
- **Resolve conflict**
- **Transform conflict**

**The following handouts in the Participants Pack are of relevance to this session:**

- Understanding of conflict transformation
- Approaches to conflict
- Differing approaches to manage, resolve or transform conflict

### **Objectives:**

- To give participants insight into the different approaches that they may be aware of when dealing with conflict

### **Procedure:**

- 1) Divide the participants into five groups, the participants are to read the handout "Approaches to conflict", if need be with assistance of the facilitator as a guide.

These approaches include:

- a. Controlling – impatient with dialogue and information-gathering.
  - b. Avoiding – Refuses to enter into dialogue or to gather information.
  - c. Compromising – Cautious but open.
  - d. Accommodating – Interested in others' information and approval.
  - e. Problem-solving – Concerned but committed to resolve.
- 2) The facilitator then assigns each group one of the approaches to conflict, explaining that each group has to create a role-play of the approach and present it to the large group. The participants need to think of something from their own context as an example.
  - 3) After all the groups have presented divide the group into pairs and have then reflect on these five approaches in discussing the questions below:
    - Which of the five approaches do you usually use in your team, society and organisation?
    - Do you and your colleagues use different approaches?
    - What are the challenges that these approaches cause?
    - Which of these approaches is most successful in dealing with conflict in your organisation, your family and your community? Why?
  - 4) After each pair has finished sharing have an open plenary inviting participants to give feedback in relation to the discussions.





## **Understanding the terms**

### **Objective:**

- To allow participants insight into their own understanding of peacebuilding
- To observe and gain clarity on the different terms and why the Youth Peacebuilding Initiative uses a conflict transformation approach

### **Procedure:**

- 1) The facilitator is to draw a triangle on flip chart, dividing it into three sectors. The top being government and international organisations (higher level), middle being the businessmen, civil servants, NGO's, trade unions and religious groups (middle level), and the bottom being the people on the ground (lower level).
- 2) Participants divide into small groups and each group is to discuss the terms below saying where they would place the terms and why?
- 3) Each group is to feedback to the large group motivating for the term being positioned on the triangle.

Terms to be placed on the triangle:

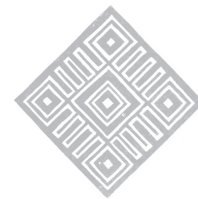
- Conflict prevention
- Conflict management
- Conflict resolution
- Peacekeeping
- Peacemaking
- Peacebuilding
- Conflict transformation

### **Trainer's note:**

- *Conflict prevention aims to prevent the outbreak of violent conflict.*
- *Conflict management aims to limit and avoid future violence by promoting positive behavioural changes in the parties involved.*
- *Conflict resolution addresses the causes of conflict and seeks to build new and lasting relationships between hostile groups.*
- *Peacekeeping is to keep the peace and not acknowledge that conflict can be used as a positive.*
- *Peacemaking is to make peace regardless of understanding the differences of opinions that exist and why.*
- *Peacebuilding establishes sustainable peace by addressing root causes of conflict through reconciliation, institution building, and political and economic transformation.*
- *Conflict transformation addresses the wider society and political sources of a conflict and seeks to transform the negative energy of war into positive social and political change.*

- 4) The facilitator to then ask the group how a conflict transformation approach to peacebuilding could be used in their communities. This is an open plenary discussion wrapping up the session.





## Session 3: Communication skills

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**This activity has three parts.**

### Part One

#### Objectives:

- Encouraging participants to express their opinions
- To assist in building self confidence amongst the participants

#### Procedure:

- The facilitator is draw an imaginary line on the ground, one end of the line is 'strongly disagree side' and the opposite end is the 'strongly agree side'. Participants have to position themselves on the line depending on what they feel or believe of the statement that is read out.
- Some examples of statements:
  - Tall people are more intelligent than short people
  - Goat is the best food to have for breakfast
  - Children have special rights that grown-ups don't have
  - Sugar is good for you
  - Peacebuilding is an easy task
  - Women work harder than men
  - Northerners and Southerners will never be able to trust each other completely
  - The success of the Comprehensive peace Agreement affects all of us
- After a statement has been read out and the participants have moved, the facilitator randomly asks one or two participants the reasons they have for standing where they have positioned themselves.

**Trainer's note:** Encourage participants to contribute statements to be read out, once confidence for the game has developed.

### Part Two

#### Objectives:

- To engage the participants in a debate (listening, clarifying, paraphrasing, summarizing skills are all used)
- The skill of being articulate is practiced

#### Procedure:

- Stop the activity, read out a pre-chosen statement that you, as the facilitator noticed, has divided the participants into two groups.
- Ask the participants to stay in the two groups and have the two groups facing one another.





- Each participant is given two stones, when a participant speaks they have to use their stones, meaning they have two chances to speak. The stones are placed in the space between the two groups.
- Explain to the participants that they will debate the statement. Each side must try to convince the other why they are right.

### **Part Three**

#### **Objectives:**

- Participants experience the challenge of good communication skills
- To enable participants to use their skills in order to find a common ground

#### **Procedure:**

- When all the participants have used their stones, ask the participants to form one large circle. Each participant is given one stone.
- In this circle the participants have to try to come to a group consensus on the statement but only have one chance to express what they feel and believe.
- The facilitator to debrief the participants. Have a plenary in which participants can share their experiences and reflect on the different part of the activity.

## **Session 4: Principles and values.**

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### **The values tree**

**The following handouts in the Participants Pack are of relevance to this session:**

- The values tree

#### **Objectives:**

- To enable participants to articulate common values and build a common ethical basis for the group's activities
- To give participants a tool that allows differences to be discussed whilst acknowledging the richness of diversity

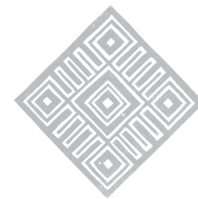
#### **Procedure:**

- 1) The facilitator to find a living tree and use it to describe the activity, or alternatively to draw a tree on flip chart paper.
- 2) The facilitator is then to talk through the meanings of each part of the tree to the participants.

**Trainer's notes:** *The trunk of the tree is your organisation, the youth group, or yourself, the branches represent the programmes/activities you are involved in, and the roots are the values, which nurture you and your organisation and inform your activities.*







- 3) Ask participants to work in groups analysing their own organisations.
- 4) Then to explore the relationship and relative importance of these values, working out how to place the values on the diagram/ or imagination of the roots.
- 5) Each group then gives feedback.

**Trainer's notes:** *It is interesting to see that fruits of the programmes/activities fall to the ground and nurture the roots (values).*

- 6) Is this true in the participant's case. Ask them the following questions during the feedback session:
  - Does this happen in practice?
  - Do your activities have the effect of reinforcing, or contradicting, your values?
  - How could you change this if needed to?

Allow participants time to discuss in small groups, informally.

- 7) The facilitator then makes a link to the Comprehensive Peace Agreement exploring the values the CPA upholds, asking the following questions

- What values underpin the CPA?
- Does the CPA strengthen the values we as peacebuilders have identified?
- What values need particular attention?
- How can we ensure the CPA builds the values we believe in?
- Do others see the CPA this way?
- What difference does the CPA make?

**Trainer's note:** *It is crucial that participants engage practically in working for change. Take time to reflect on their values and try to move closer to a realisation of common values within the group.*

## **Questioning our personal values**

### **Objective:**

- An activity designed to create a forum for discussion, in which participants are given the opportunity to put forward their decision based on their personal values
- Allow participants to share amongst each other and using their skills develop a consensus within their group

### **Procedure:**

- 1) The facilitator to read the story below or alternatively to prepare a story based on an incident or conflict that happened some time ago in the training location.

A married couple is living in a small rural village. The husband gets a job in the city several hundred kilometers away and decides to take the job as the couple is struggling financially. Due to the insecurity in the area the only way to travel to his place of work is by helicopter. Part of the job condition means that he will only be allowed to return home once a year.





After 6 months of living alone the wife begins to miss her husband too much to bear. She decides she has to go to visit him. She approaches her friend searching for comfort and advice. But the friend is too busy to pay her any attention and she leaves feeling even worse.

She decides she can take it no longer and approaches the helicopter pilot and requests that he take her with him on one of his trips to her husband's area. He refuses initially as the woman has no money. However the woman pleads with him, and eventually offers him her wedding ring by way of payment. This convinces the pilot to take her with him.

She arrives at her husband's new home and at first they are overjoyed to see each other. After a while however the man notices that her wedding ring is gone. When she tells him that she has given it to the pilot he becomes enraged and beats her, then storms out of the house.

He goes to the nearby house of an uncle and tells him the story. The uncle rushes off, goes straight to the helicopter pilot, pulls out a gun, and shoots him.

2) Divide the participants into smaller groups; each group has to come to a consensus as to who they think has committed the greatest crime.

3) Each group then feedback to the large group motivating why they choose their particular person.

4) The facilitator to then wrap up stating that it is due to our own personal experiences we hold different values, perceptions of situations differ depending on knowledge we have and as peacebuilders we need to be aware that our own biases will come to the fore and influence our thinking in relation to specific contexts.

**Trainer's note:** Remember values can provide inspiration and underpin commitment, so it is important to remind participants of their original aspirations and the values that underlie their visions for peace.

## Session 5: Identity

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**The following handouts in the participants pack are of relevance to this session:**

- Prejudice, stereotype and discrimination

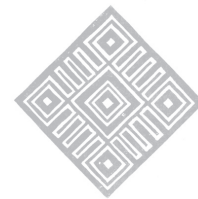
### **Objectives:**

- To demonstrate that our identities are shaped by the roles and responsibilities we have in society
- To enable participants to acknowledge that our differing identities can be root causes of conflict

### **Procedure:**

- 1) In small groups share something about a family member, what you enjoy doing most and something about your history.
- 2) Allow participants a few minutes to reflect on their identities. What are their identities? Ask participants to volunteer their thoughts. After sharing ask participants to think of other





factors which make up their identity. For example culture, relationships, education, race etc.

3) Participants share the following questions in small groups.

- What is the most important aspect of your identity now? Why is this?
- How has your sense of identity changed in the last five years?
- What might make this change in the future?

4) Ask participants to volunteer (group of five) to prepare a role-play of an identity-based conflict.

**Trainer's note:** Any real life example can be used for the role-play. Prejudice and discrimination should also be included. Everyone in the group should have a role.

5) While 'role-play group' is preparing, ask for five more volunteers to be the peacebuilders, they will need to intervene in the conflict.

6) The rest of the group is to observe the role-play and intervention. Observing whether the peacebuilders considered the identities of the conflicting parties while trying to address the situation.

Questions for observer:

- Did they respect their different identities?
- Can you see ways in which you could help them to better understand and respect the differing identities?

**Trainer's note:** Depending on the size of your group divide the participants accordingly.

7) In a plenary ask participants to think of any other collective identities that could be sources of conflict. As the participants share and describe the context of the identity being a source of conflict, the facilitator to write them up on flip chart.

**Trainer's note:** Refer participants to the handout on prejudice, discrimination and stereotyping. Ethnicity, language, religion, social organisation, race and territory are some examples of collective identities.

8) After the list is exhausted the facilitator to ask the group

- How do these affect us as peacebuilders?

Give the participants time to discuss the link between peace development and human rights. The discussion can be followed by the questions:

- What should come first? Peace or human rights?
- If human rights were respected would we have peace?
- How is development linked to socio-economic rights?
- Can peace be attained without some form of justice?

**Trainer's note:** It is important to look at human rights holistically. Human rights are interdependent. Peoples rights also include socio-economic rights like the right to housing and food.





*The right to freedom of movement is a human right which is related to peace and development. Each group gives feedback to the plenary as to how they understand the recognition of rights as an important aspect to enable conflict transformation.*

## Session 6: Exploration of the UDHR and the ACHPR

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**The following handouts in the Participants Pack are of relevance to this session:**

- United Nations Declaration of Human Rights exploration notes

**Objectives:**

- To encourage the participants to interrogate the human rights documents
- To enable participants to explore and understand the difficulties when involved in collective and individual rights

**Procedure:**

- 1) Use the UDHR and ACHPR documents to explore the questions. Read the brief introduction of the UDHR to the group.

The idea of 'human rights' has not always existed. The Universal Declaration of Human Rights of the United Nations, for example was first articulated only in 1948, after World War II. The UDHR saw its purpose as to save succeeding generations from the scourge of war... to reaffirm our faith in fundamental human rights... to establish conditions of justice... to promote social progress and better standards of life in larger freedom.

- 2) Ask for a volunteer/s to explain what this paragraph means to them, unpacking the terminology into real life situations. The facilitator to write up points from the discussion that follows.

- 3) The facilitator to read the story below as tool for a discussion on collective and individual rights.

There is a person in your community who is making a living by selling beer. The community is saying that it is their right to keep the community free of alcohol. The person who is selling the beer says they have a right to make a living any way they like.

- What are the collective rights?
- What are the individual rights?
- How would you, as a member and peacebuilder from this community implement a process of consensus?

- 4) Encourage participants to think of their own examples. In small groups participants have to role-play the process that they would implement to find a common solution.

**Trainer's note:** *This activity can be linked to the session on facilitation processes.*

- 5) Having looked at what human rights means and where it comes from, we can explore





how human beings are viewed in such discussions. The facilitator to ask the following questions to the group:

- Can we assume that 'all human beings are the same'?
- How would one account for 'differences' among people?
- Are men and women, rich and poor people, black and white people, refugees and displaced people treated equally?
- Do you think more specific provisions need to be made for marginalised people? How so?

6) In plenary these questions are discussed, the facilitator is to write up points and summarise at the end of the discussion.

# Analysing Conflict

Sessions 7 -11

## Session 7: Introduction to the Comprehensive Peace Agreement

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**The following handouts are of relevance to this session:**

- Sudan Vision newspaper article May 2005

**Objectives:**

- To encourage participants to engage and internalize the effects of the CPA document and how it affects each of us.

**Procedure:**

1) The facilitator to read out a brief overview of the Comprehensive Peace Agreement

The CPA is an attempt to end years of violence and begin the process of rebuilding a shattered society. By creating representative structures of government and linking both North and South a tentative peace has been established. The next 6 years, and much needed change so many hope it will bring, will determine the commitment to peace, development and human security.

**Trainer's note:** *The paragraph above is merely a brief introduction to the CPA.*





- 2) Ask the participants if anyone would like to contribute any additional comments.
- 3) Divide the participants into groups. In groups the participants prepare questions.
- 4) Use the additional resource material, to find answers to your questions.
- 5) Each group reports back to the plenary.
- 6) The facilitator then asks the participants:

- What does CPA mean for you and your community?

Allow for participants to turn to the person next to them and discuss for a few minutes.

7) The facilitator is to ask for volunteer to give feedback.

8) Divide the participants into smaller groups and have each group discuss the following questions:

- Practically what can we expect to happen after the implementation of the CPA?
- What will happen to the movement of people?
- What kind of tensions could possibly arise?
- What opportunities could CPA bring?

9) Each group is to feedback to the large group. On flip chart a participant or facilitator can write up points under the headings: opportunities, tensions and expectations. Allow for an open discussion to take place in plenary.

**Trainer's notes:** Remember it is important that everyone has a chance to speak and that speaking time has a time limit, to prevent lengthy inputs. The flip charts can be used as a stimulus for discussion in the session on the role of women, youth and other marginalised groups in implementing the CPA.

## Session 8: Conflict analysis

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**The following handouts in the Participants Pack are of relevance to this session:**

- From crisis to real change – an ongoing process of action and reflection

**Objectives:**

- To enable participants to recognize that conflict analysis is a practical process of examining and understanding the reality of the conflict from a variety of perspectives.
- To demonstrate that a clear understanding of the conflict is necessary on which strategies can be based and action plans developed.

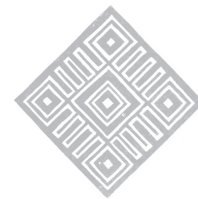
**Procedure:**

1) In a plenary, brainstorm the question:

- Why do we need to analyse conflict?

The facilitator to write up points.





**Trainer's note:** Possible responses from the participants may include; Inform our programmes and determine how we should respond to the conflict with our programmes; Determine who is involved in the conflict; Figure out what motivates people to use violence or increase tensions (e.g. economic motivations, desire for power, redressing ethnic grievances); Identify the issues of conflict; determine how the conflict is unfolding. Point out that we analyse conflict for all of these reasons.

*Until we understand the causes of the conflict, who is involved in the conflict, and the issues and dynamics of the conflict, our peacebuilding programming will not be effective. Conflict analysis serves the purpose of gaining a clearer picture of what is happening and helps to identify what possible actions.*

2) Ask participants to break into small groups and share an analysis of their community. When preparing the analysis think of the following questions:

- Who is involved in the conflict?
- What are the root causes of the conflict?
- How does the conflict continue/escalate or transform?

3) Once the participants have shared their analysis, each group is to discuss the questions below:

- Who are the different groups of people that are directly and indirectly involved in the situation in your community? Remember to include not only official groups like those from government and other authorities but also business interests, civil society groupings and informal associations.
- What are the different sources of power these groups have access to? Rank the groups according to who has the most power and who has the least.
- What are the relationships between these different groups? Who are the allies? Who has tension between them? Who are in conflict?
- What are the different attitudes and behaviours shown by these groups towards each other?
- What systems and structures exist in your areas that affect these groups? These could be things like laws and official institutions but could also include infrastructure like roads and electricity (either present, absent or in poor condition).
- What are the things in your area that connect people together and the things that divide people? These could be related to culture, to religion, to the things people do in their daily lives, to the way people celebrate different events or even just the types of food people eat and where they do their shopping.

4) Each group reports back to the plenary, sharing the highlights of the discussions.

## **The cycle of action and reflection**

### **Objectives:**

- To enable participants to see conflict transformation as an on-going process
- To demonstrate to the participants that reflection is as important as action in the process of conflict transformation



**Procedure:**

Trainer's note: Introduce the diagram. Make reference back to the group discussions and show how much we have to learn from each other if we spend time analysing and reflecting.

- 1) Ask the participants to work in small groups, discussing the diagram.
- 2) Each group is to think of reasons why this process is so important in our work.
- 3) The groups are to write up points on flip chart and present them to the group.

**Trainer's note:** *Often the first plan of action will solve some aspects of the problem, but not deal deeply enough with the root causes of the conflict. By setting a regular cycle of reflection and action in which a group is constantly celebrating their successes and analysing critically the causes of mistakes and failure, the process can become more and more effective in transforming situations.*

## Session 9: Mapping tool

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**The following handouts are of relevance to this session:**

Conflict mapping - an example of a basic conflict map

Conflict mapping - an example of a conflict within a family

Conflict mapping – an example from Afghanistan, October 1999

Identifying parties to the conflict and looking at power and relationship

**Objectives:**

- To improve the understanding of the situation
- To identify the relationship between the parties involved in conflict
- To understand how power is distributed between the parties
- To find possible entry points for intervention

**Procedure:**

- 1) In a plenary, the group together with the input from the facilitator will work through the mapping tool, drawing it on flip chart as the group works through each phase of the process.
- 2) The facilitator should think of an example of conflict which the group will work with.
- 3) Identify the main players involved in the conflict. Use one circle for each party and choose the size of the circle according to the party's power and influence in the conflict map.

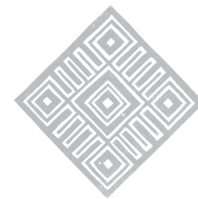
**Trainer's note:** *Do not forget to place yourself and/or your organisation on the map.*

4) Connect the different circles by using various lines reflecting the quality of the relationship between them. (See hand out on mapping tool for examples for different lines depicting different relationships).

5) If you can identify any key issues between the actors, include them in the map.







- 6) Reflect on your position within the parties and try to identify alliances, close contacts, broken relationships and known confrontations.
- 7) Think about relationships that offer opportunities for working on this conflict. Then plan first steps for intervention.
- 8) The participants break away in small groups and work with one of their conflicts.
- 9) Each group will report back on their use of the tool and what for them, were the strengths and weakness of the tool.

**Trainer's note:** *It is often useful to repeat the mapping of a conflict situation from a variety of viewpoints in order to understand how the different parties perceive the same situation. In addition to the mapping tool, one can use the onion-tool to deepen understanding of identified key issues.*

## Session 10: Onion tool or conflict layer model

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### **The following handouts are of relevance to this session:**

- The onion

### **Objectives:**

- Allows for the identification of the positions, needs and interests of the parties involved
- To give participants the tool so as to understand the underlying interests and needs and to explore common ground between the conflicting parties as a basis for further discussion.

### **Procedure:**

- 1) In a plenary, the group together with the input from the facilitator will work through the onion tool. The facilitator to draw the tool on flip chart.
- 2) The facilitator is to explain the difference between positions interests and needs: The outer layer contains the positions that we take publicly - positions are what we say we want. Underlying these are our interests – what we really want. At the core of the onion are the needs – what we must have.
- 3) Draw up a list of the parties' positions, going on to interests and then needs. This opens up the possibility of peeling away as many layers as possible in order to uncover the underlying needs of the different parties.
- 4) Explore positions, interests and needs – one party should explore its own as well as the assumed positions, interests and needs of the other party.
- 5) Identify similar needs that may exist between the parties and explore ground as a basis for discussion.
- 6) The participants break away in small groups and work with one of their conflicts.
- 7) Each group will report back on their use of the tool and what for them, were the strengths and weakness of the tool.





**Trainer's note:** *The difference between positions and interests should be thoroughly explored, parties in a conflict often start to mix their position with their interest. Over-involvement often results in forgetting what interests and needs motivated a position in the first place.*

The tool can be used to understand dynamics of a conflict situation in preparation for facilitating dialogue, or as part of a mediation process. It is useful for parties who are involved in negotiations to clarify their own needs, interests and positions (which might turn out to be compatible). The tool can be combined with conflict mapping.

## Session 11: The ABC triangle

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### Understanding the importance of attitudes and behaviours

**The following handouts are of relevance to this session:**

- ABC analysis of internal organisational conflict – example conflict between capital-based staff and provincial field staff of an organisation in Cambodia

#### Objectives:

- To identify these three sets of factors for each of the major parties.
- To analyse how these influence each other.
- To relate these to the needs and fears of each party.
- To identify a starting point for intervention in the situation.

**Trainer's note:** *The ABC Triangle can help to understand the moving forces within a conflict, taking into account the differing perceptions of the players. This form of conflict analysis focuses on three major factors: A – the attitudes, B – the behaviour of the parties involved in the conflict and C – the context of the conflict. These factors influence each other, hence the arrows between them.*

#### Procedure:

- 1) In a plenary, introduce the ABC Triangle and explain it.
- 2) Introduce the discussion on systems and structures.

### Exploring systems and structures

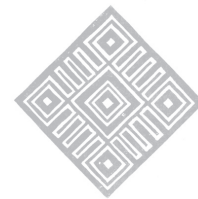
#### Objective:

- To enable participants to understand and explore how systems and structures are affected by our attitudes

#### Procedure:

- 1) The facilitator to divide flip chart into two columns, one column heading is: Structures and the other is Systems.





2) In plenary, brainstorm the two questions:

- What are systems?
- What are structures?

**Trainer's notes:** *Systems include education, health and voting systems, the ways in which decisions are implemented and services delivered. Structures are village and community committees, local authorities, elders, chiefs and other ways in which people have organised themselves into decision making bodies.*

3) In small groups, give the participants the following scenario and question:

In a community water is obtained and shared in a specific way. The people in the community behave, and have attitudes that affect the systems. These systems also influence the relationships, behaviours and attitudes between people.

- Describe the water system in your community and how it affects and is affected by people?

4) Each group is to feedback to the plenary.

In the plenary come back to the diagram of the ABC triangle

3) Agree on an example of a conflict that participants will all be aware of.

4) Draw up a separate ABC Triangle for each of the major parties in the conflict situation.

5) On each triangle, list the attitudes, behaviours, systems and structures that influence the viewpoint of that party. Encourage participation in identifying the major parties involved. (If the parties are participating in this analysis, then they can each make a triangle from their own perspective.)

6) Compare the triangles, noting similarities and differences between the perceptions of the parties.

7) The participants break away in small groups and analyse a conflict situation in their own lives, at community level or in a church, a mosque, an organisation or in their family.

8) Each group will share the situation they have analysed and what for them, were the strengths and weaknesses of the tool.

**Trainer's note:** *By comparing the different analyses, similarities and differences between the perceptions of the parties can be identified and better understood. This helps to identify entry points for encouraging dialogue and focus areas for changing systems and structures.*





# Intervening in Conflict

Sessions 12 -13

## Session 12: A spectrum of interventions

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**The following handouts are of relevance to this session:**

- Spectrum of conflict handling mechanisms
- A spectrum of interventions

**Objectives:**

- To encourage the participants to engage with material by Hizkais Assefa around the meaning of reconciliation.

***Trainer's note:** Hizkias Assefa argues that reconciliation as a conflict handling mechanism is probably the least well understood. Its meaning, processes and application have not been clearly articulated or developed. In order to understand what it entails we must try and distinguish it from the other approaches used in peacebuilding and peace making.*

**Procedure:**

1) Divide the participants into two groups; each group is given 16 cards, eight cards with the terms below written on them and the other eight cards with definitions.

***Trainer's note:** You are to write the terms and definitions on cards before the session. You should have two sets of 16 cards per group.*

The terms are:

- Force

A process where peace is imposed by an external military agent. Level of participation is low and conflict is often suppressed or diffused.

- Adjudication

Decision-making is at a higher level, by international tribunal or courts. Participation, though higher than in the use of force, is minimized by decisions being made by a third party. Conflict management and regulation come to the fore and expensive mechanisms are put in place to ensure peace e.g. peacekeeping forces.





- Arbitration

Both parties have a say in who the decision-maker is going to be and may sometimes decide the law that is going to be applied. Although the parties may or may not abide by the outcome there is a high level of participation.

- Negotiation

Has a very high level of mutual participation, with all parties participating and collectively finding a solution to problems. Political bargaining may entail coercion to impose decisions made, but each party has room to manoeuvre.

- Mediation

Is negotiation facilitated by the third party? The enforcement of the solutions depends on the parties themselves. The mediator's role is to make it easier to come up with solutions that are workable for everyone.

- Conciliation

The third party acts as a 'go-between' for parties to meet and resolve differences.

- Facilitation

An impartial third party helps to improve communication between parties, usually in a meeting.

- Reconciliation

A process that involves a restructuring of relationships. Those involved go beyond the resolution towards a closer examination of relationships, perceptions, attitudes, hostilities and hate. To attempt to change them to harmony and solidarity.

*The definitions are adapted from Hizkias Assefa, 1993, Spectrum of interventions.*

- 2) Each group is to match up the terms with the correct definitions. Facilitator is to assist and clarify definitions if necessary.
- 3) Once this task has been completed, each group is to lay the cards in a sequence in order to classify them.

**Trainer's note:** *We are not saying that one term leads to another, it is a spectrum/ different ways people respond to conflict and what are the levels of mutual participation.*

- 4) The participants walk around the cards placed in different formations on the ground. The two groups can give feedback to one another in relation to how they have matched up the terms with the definitions.





# Session 13: Facilitating processes aimed at resolving conflict

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## **The following handouts are of relevance to this session:**

- Basic principles for an approach to mediation
- Negotiation notes
- Negotiation skills checklist

## **Objectives:**

- To equip the participants with knowledge and understanding of how to implement these methods in a conflict situation.
- To enable participants to use the different methods of conflict resolution appropriately.

## **Procedure:**

- 1) Divide the participants into three groups; each group is given one of the facilitation skills: Mediation, negotiation and arbitration.
- 2) In groups participants have to brainstorm a definition/understanding of their skill.
- 3) Each group presents their definition to the large group. The participants can then clarify each other's definitions.

## **The next part of the workshop is divided into three sections: Mediation, negotiation and arbitration**

### **I. Mediation**

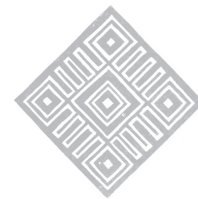
#### **What is mediation?**

**A process guided by a third party that can enable the conflicting parties to find their own agreed settlements.**

#### **Purpose of the activity**

- To give participants the opportunity to practice mediation skills
  - To encourage participants to receive immediate feedback on mediation skills
  - To allow participants the opportunity to role play a number of different personal conflict situations
  - To give participants the opportunity to observe role-plays and give constructive feedback.
- Ask participants to move into groups of four. In each group the participants need to decide who will be mediator, role players and observer. Each one of the participants will have a chance to be a mediator and an observer.
  - Each group is to choose their own dispute. Encourage participants to think of a conflict situation from the past. The role players are to be briefed on the situation preferably with the mediator not present, as the mediator does not need to know any information before the role-play.





- Each participant is to take a turn at mediating different role-play situations.
- The observer will use the mediation handout give constructive feedback to the mediator.

**Trainer's note:** You can write up the mediation observation form on flip chart for all to see.

- Ask the participants to think about the question below and then have an open sharing and reflection.
- What can happen if mediation takes place when the power balance is unequal?

## **II. Negotiation**

### **What is negotiation?**

**A process enabling parties to discuss possible options and reach a settlement through face-to-face interaction.**

### **Purpose of this activity**

- To assist participants to identify the micro skills of negotiation
- To stress the importance of preparation in a negotiation
- To practice the skills of negotiation and reflect on personal strengths and areas requiring improvement
- Ask participants to move into a group of three and choose to be person A, B or C. The facilitator to refer the participants to the prepared flip charts. One entitled Negotiation and the other Negotiation skills checklist.
- The facilitator is to set up negotiation exercise.
- Person A is one of your players, Person B the other of your players. A and B have to negotiate why they think it should be done their way. Encourage the participants to think of their own scenario.
- Person C is the observer, using the negotiation checklist to watch the negotiation and when it is finished give feedback.
- In your group discuss the difficulties of negotiation
- The facilitator is to ask the group for feedback on the activity and address the problems and questions.

## **III. Arbitration**

### **What is arbitration?**

**Action by a third party with authority to decide and enforce a settlement**

### **Purpose of the activity**

- To give the participants a chance to explore and reflect what ways of resolving conflict are used in their context.
- The facilitator is to explain to the group that in many cultures there are traditional leaders or elders, who have the authority to intervene in a conflict, listening to witnesses





from both sides and then deciding who is right or wrong and what they should do. There are many situations where the distinction between mediation and arbitration has become blurred as people have tried to combine the best of both methods in their own cultural context.

- Divide the group into smaller groups and discuss the following question:
  - What are the traditional ways of intervening in and resolving conflict in your context?
  - Do you see how elements of these methods can be combined with processes such as mediation, negotiation and facilitating dialogue?
- Each group is to report back to the plenary.

**Trainer's note:** *This is just one example of an area of intervention that should combine both traditional and 'modern' methods. Refer to the Participants Pack on reading related to traditional and 'modern' approaches in conflict.*

# Exploring the Potential Impact of your Intervention on the Conflict

Sessions 14 -18

## Session 14: Forces for peace and violence

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**The following handouts are of relevance to this session:**

- Force-field analysis – example from South Africa

### **Force-field analysis**

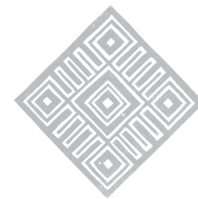
#### **Objective:**

- To enable participants to identify forces which either support or hold back a plan of action or a desired change.
- For participants to realise that their own strengths can influence these forces.
- To share ways of increasing the positive forces or decreasing the negative forces.

#### **Procedure:**







**Trainer's note:** *The facilitator is to demonstrate the tool to the group in a plenary. Thereafter participants will work in small groups, using the force-field analysis for their own scenario.*

- 1) Begin by naming your specific objective, i.e. the action you intend to take or the change you desire to achieve. Write this objective at the top of the page and draw a line down the centre of the page.
- 2) On the one side of the line, list all the forces that seem to support and assist the action or change that is to happen. Next to each one draw an arrow towards the centre, varying the length and/or thickness of the arrow to indicate the relative strength of each force. These arrows are pointing in the direction of the desired change.
- 3) On the other side of the line, list all the forces that seem to restrain or hinder the desired action or change from happening. Next to each one draw an arrow pointing back towards the centre, against the direction of desired change. Again, the length and/or thickness of each arrow can indicate its relative strength.
- 4) Now, consider which of these forces you can influence, either to strengthen the positive forces or minimize in some way the negative forces, so as to increase the likelihood of the desired change taking place.
- 5) You may want to review your plan of action and make modifications to your strategy in order to build upon the strengths of positive forces, while also trying to minimize, or remove, the effects of the negative ones.
- 6) The facilitator then gives an input on when to use it:
  - When planning an action or strategy, to clarify the forces that might support or hinder what you intend to do.
  - When implementing a strategy of change, to assess the strength of other forces and your ability to influence them.
- 7) Now, divide the participants into small groups to work with this tool. Each group will present their examples to the large group.

## Session 15: Mari- Moa conflict. Role-play

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*Role-play is written by Responding to Conflict 2002*

### **The following handouts are of relevance to this session:**

- Mari-Moa conflict – mediation role play
- Traditional and 'modern' approaches

### **Objectives:**

- To create a space in which the participants can practice their peacebuilding skills.
- To encourage participants to actively involved themselves in a dynamic learning process.

### **Procedure:**





## **Mari-Moa conflict**

The village of Dali is recovering from war. In the market things are picking up. However, there is a problem. The Mari group of traders have been able to take complete control over the livestock trade. This was a complete change from 10 years ago, when the Moa, the other main group of traders, dominated the trade totally. The Moa fled to escape attacks while the Mari were able to stay due to their connections with groups in power. Now, the Moa are excluded and are suffering greatly as a result. Efforts to build a dialogue have failed. The Moa have tried legal action but this has not led to any change. Violence has taken place. Youth from the two groups have been fighting in the streets: Media articles are inflaming the situation every day, and members of each group live in fear of attack. Local government has threatened to close down the market if the violence does not stop by 4pm today. Other politicians are known to have interests in the trade and there are rumours that they have been manipulating the situation.

There is an Active Development Project in the area (ADP), which has recently been developing skills in Conflict Transformation.

## **Step-by step guide to the role play**

- 1) The facilitator reads out the Mari-Moa conflict story to the group.
- 2) The facilitator to explain the 5 different roles participants will play:
  - 2 people are the local government (the facilitators will take on this role)
  - 2 people are the media – who will inflame or calm down the situation depending on their objectives
  - 3– 4 people are the Dali Development Project (DDP)
  - 60% (majority of the participants) make up the Mari group
  - 40% (minority of the participants) make up the Moa group
- 3) The facilitator to divide the group up according to the various roles, allocating them a place to work from.
- 4) The facilitator goes to each group and gives them their task/brief in secrecy.

## **Briefs to be given to the various groups:**

### **Role one**

#### ***Local Government***

The facilitators, to watch the time and facilitate between the groups, play this role. They have the power to set deadlines, and call the process to an end.

### **Role two**

#### ***Media***

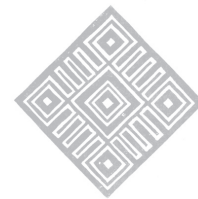
The media can move between the groups, writing up 'press statements' on flip chart either inflaming the situation or calming it down. Their role is to fuel debate, discussion and rumour amongst the different groups.

### **Role three**

#### ***Dali Development Project (DDP)***

You are development workers. This dispute is affecting your work and threatening the livelihoods of many people. You have just had an emergency meeting to decide whether to





ignore the problem, or to try to do something. It was decided to intervene, even though the issue is very sensitive in the area and could threaten the reputation of the project, and therefore its future. You have agreed to attempt mediation, although time is very short.

Decide on your approach. How will you start? What are you trying to do? You must try to bring the groups together for a face-to-face mediation.

### **Role four**

#### ***Mari Group***

You are happy with the current situation in the market. You control the livestock trade and the profits are good. You remember the old days when the Moa excluded you from everything, and fear that this might happen again if you weaken your position. Although your relations with the Moa group are not good, your group is concerned about this conflict, which has had negative implications for your group. You have built a reputation over a period of time, and would like for the sake of your business to resolve this matter. Now you are alarmed that the market may be closed and your livelihoods will disappear. Your relations with DDP are not good. They have tried to get you to share the market with the Moa group before, and have excluded you from recent projects.

Your members are a cohesive group and understand each other. You all respect your leader.

### **Role five**

#### ***Moa Group***

You are angry that the Mari Group are controlling the market in livestock. You remember the old days when your group was in control, and feel that your rights have been taken away. Some of you have been quietly supporting the youth in attacks on the Mori group, and will do almost anything to get back a share in the market. You have tried dialogue and taken the case to court, without success. You are worried that the market might be closed, but have developed other sources of income in addition to the small trade in the market you still carry out, so will not suffer quite so badly as the Mari if this happens. You are concerned about the violence, and want a solution that meets your needs and those of the community for development. You are known to be close partners with DDP and have several ongoing projects with them, which you do not want to put at risk.

Your leader has personal issues to sort out with the leader of the Mari group, which might pose problems in this situation.

5) Each group reads and discusses their briefs with one another.

6) Each group is given a set of instructions:

- Choose from amongst yourselves a group leader
- Decide what you are going to do
- Assign roles
- ACT

7) Each group develops a strategy on how to transform the conflict.

***Trainer's note:*** A process will unfold of the groups meeting, exploring etc; allow this to happen without your intervention. After about 30 minutes warn the groups that the Government is becoming impatient. You must set a deadline that leaves at least 45 minutes for debriefing.





## **De-briefing**

The de-briefing will take part in two parts. The initial de-briefing participants will remain in their roles. In the second de-briefing participants will de-role and make reference back to their contexts.

### **• Initial de-briefing**

The facilitator is to ask these questions in plenary, participants remain sitting or standing with their group.

- How did it feel being a Mari, Moa, member of the DDP and the media?
- What happened?
- What blocked the process? Why?
- What moved the process? Why?

### **• Second de-briefing**

- 1) The facilitator is to ask all participants to form one large circle
- 2) Everyone is to close their eyes.
- 3) The facilitator reminds the participants in a relaxed and sensitive way about the objectives of this training.
- 4) The facilitator asks the participants to slowly open their eyes, saying they are now themselves working together for a common cause to bring unity and solidarity to their communities.
- 5) The facilitator then to give a brief input on traditional and 'modern' approaches to conflict transformation.
- 6) Ask participants, to think about what traditional conflict resolution approaches they used in the role play.
- 7) Give the participants a few minutes to discuss with the person sitting next to them .
- 8) Have an open feedback session in the large group.
- 9) Divide the participants into small groups and have them discuss and share the following questions:
  - What traditional approaches exist in your culture?
  - What works? Why?
  - What can be strengthened?
- 10) Each group is to feedback and discuss in the large group, the facilitator to make links to the role play and to examples the participants share.
- 11) The facilitator to wrap up the session

**Trainer's note:** *Time keeping needs to be monitored carefully so as to allow time for the participants to reflect adequately on the process, as it is through reflection and sharing that most learning takes place.*





# Session 16: Mobilising for change

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## **The following handouts are of relevance to this session:**

- Mobilising for change
- Cycle of mobilisation
- Lobbying, campaigning and the ABC triangle

## **Objectives:**

- To remind participants that conflict transformation is an ongoing process of changing relationships, behaviours, attitudes and structures, from the negative to the positive.
- To give participants the skills to raise awareness and conscientise those around them to analyse, strategise and take practical action.

## **Procedure:**

- 1) In a large group discuss the following Sudanese proverb:

“Coming together is the beginning. Keeping together is progress and working together is success”

- 2) Then brainstorm the word mobilisation, the facilitator writing up words on flip chart.
- 3) In plenary, discuss what has come out.

**Trainer’s note:** *Mobilisation can create a collective consciousness that enables, empowers and supports people to act.*

- 4) Divide the group into smaller groups and each must work out their definition of mobilisation. Each group presents their definition to the group in the form of a frozen image.
- 5) The facilitator then asks the participants the following questions; the participants discuss these questions in small groups, reporting back to the plenary.
  - a. What is your experience of mobilisation?
  - b. In your organisation, your community and your country, what are the ways in which people are mobilising themselves and being mobilised by others?
  - c. Is this mobilisation effective in bringing about positive changes?
  - d. What factors seem to help or hinder these processes of mobilisation?
- 6) In plenary feedback is given and an open discussion follows with reference to the founding of the Comprehensive Peace Agreement and the mobilising that took place surrounding the signing of the document.
- 7) In small groups participants need to discuss what are the differences between the terms: Advocacy, lobbying, campaigning, organisation and mobilising. They give feedback to the group.

**Trainer’s note:** *Advocacy is the art of influencing an approach, this needs to be clearly explained to the participants with the aid of the diagram. Draw the diagram on flip chart while explaining the processes.*





- 8) Ask the participants to look at the diagram in the participants pack, outlining the processes involved in mobilising and organising. Then discuss the following questions:
  - e. How have people reacted to the CPA?
  - f. How can we influence the implementation of the CPA?
- 9) Each group to feedback their discussions to the large group.

## Session 17: Understanding reconciliation

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### **The following handouts are of relevance to this session:**

- Social reconstruction – a conceptual framework
- The meaning of Reconciliation – H.Assefa
- The South African Truth and Reconciliation Commission identified the following lessons

### **Objective:**

- To show that the restructuring of relationships can enable the process of reconciliation

### **Procedure:**

- 1) Divide the participants into three groups.
- 2) Each group is given a concept: Truth, Mercy and Justice.
- 3) Ask each group to share and develop an understanding of how their concept is important in understanding reconciliation.

**Trainer's note:** *Restorative and retributive justice must be discussed in small groups as they are important to understanding the process of reconciliation.*

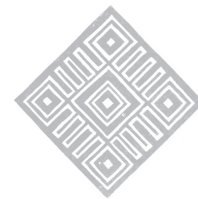
- 4) Each group is to create a human sculpture of their concept and present it to the large group.
- 5) In plenary, discuss how reconciliation is a combination of all these elements.
- 6) The facilitator then divides the group into two.
- 7) Group A works on creating a human sculpture of reconciliation embracing all three concepts (using ideas from the small group sculptures). Once this is prepared they present it to Group B.
- 8) Group B develops a sculptor on how reconciliation could work in practice, and presents their sculpture to Group A.

**Trainer's note:** *Participants can suggest ways of changing the sculpture*

- 9) All participants reconvene into a circle, and discuss and highlight how to bring true reconciliation to their communities.

**Trainer's notes:** *The end product will be a human sculpture illustrating/symbolising how our understanding of all three concepts make up reconciliation. Genuine reconciliation depends on all three concepts working in a process.*





## Session 18: Recognise our feelings

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### **Objective:**

- To encourage participants to use an activity so as to reflect on their experiences of violence.

### **Procedure:**

- 1) Tell participants that one of the ways that young people can talk about violence is to draw or write about it.
- 2) Participants work in 3's, through their feelings about a recent act of violence that they heard on the news by drawing or writing a poem about it.

***Trainer's note:** Remember participants do not have to share personal experiences. This is a tool, which they will be able to use in their own time.*

- 3) The facilitator is to ask the group for volunteers, to share their stories/drawings.

***Trainer's note:** Emotional support cannot be separated from the day-to-day struggles to survive, often the material support that people need. Emotional support networks should be separated from the need for other forms of support and solidarity.*

## **Emotional support and emotional support networks**

### **Objectives:**

- To create a space in which participants can talk comfortable about their emotions.
- To give participants the opportunity to find collective ways to offer one another support.

### **Procedure:**

- 1) Divide the participants into groups of three. The participants are to discuss the following question.
  - What kind of emotional support networks or systems exist in your community? Some examples are burial societies, schemes, sports clubs
  - What role and responsibility to they play?
  - Who makes up the emotional support system?
  - Is the emotional support systems in your community accessible to all groups?
  - How, as a peacebuilder, could you facilitate a process in making the emotional support systems more accessible to everyone in your community?
- 2) All the groups are to feedback to the large group, sharing their experiences and their strategies for making the emotional support systems inclusive of all people in their community.





# The Way Forward

Sessions 19 -22

## Session 19: Strategising directions for the role women, youth and other marginalised groups can play in implementing the CPA

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**The following handouts are of relevance to this session:**

- “Just Peace” summary

**Objectives:**

- To engage participants with one another on the reality of the CPA.
- To think about dynamic and innovative strategies participants could implement in their communities to enable vulnerable groups to be recognized and respected.

**Procedure:**

- 1) The facilitator to read the sentence below to the group.
- 2) Divide the participants into small groups and discuss the question below. Participants are encouraged to design on flip chart a campaign/ strategy.
  - What role can women, youth and marginalised groups play in implementing the CPA?

**Trainer’s notes:** *When discussing this question refer back to the session on mobilising for change to assist you with strategising.*

- 3) Each group presents their strategy to the large group and receives feedback.

**Trainer’s note:** *If applicable, encourage the participants to take back these strategies and implement/adapt them to their communities.*

- 4) Reflection on the CPA

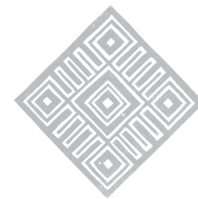
Ask the participants to work in groups of 3 or 4, and discuss the following questions in relation to the CPA.

- Does the CPA reflect in itself the values it claims to uphold?
- The CPA believes in empowerment, but does it empower all groups of people?
- What are your expectations of the CPA, what do you want and need?
- As peacebuilders how are we going to uphold the CPA?

**Trainer’s note:** *Peacebuilding is a necessary supplement to peacemaking processes and*







peacekeeping operations. Peacebuilding through development can strengthen peace processes, provide the extra support that makes peace sustainable, help rebuild societies and prevent violence from recurring.

5) The participants are to watch the video "Just Peace".

**Trainer's note:** When watching the video the participants are to refer back to their previous discussions.

6) The facilitator to do a go around the group, asking how participants feel after watching the video.

**Trainer's note:** It is important to do a reflection activity after the video as a way to debrief the participants.

7) After watching the video, break participants into three groups. Each group takes on one of the three themes below: to discuss and come up with a strategy on

- Re-integration of child soldiers
- Freedom of movement for the displaced
- Ending violence

8) Each group is to discuss their theme, then use conflict analysis tools to understand the conflict, and develop a strategy of intervention.

9) Each group is to report back on their analysis and strategy to the large group.

## Session 20: Proposal writing

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**The following handouts are of relevance to this session:**

- Programming for results in peacebuilding

**Objectives:**

- To give the participants the opportunity to use their facilitation, communication and organising skills in practice
- To assist the participants in putting their strategies into practice, in the form of a proposal

**Procedure:**

1) The facilitator to give input on what a proposal is and how to tackle writing a proposal. Talk the participants through the process.

**Trainer's note:** The proposal systematically outlines the proposed solution in order to understand it properly and raise fund to implement it.

2) Divide the group into smaller groups, each group is to decide on a project to focus on. Project topic to come from themes and issues that have been discussed in the previous sessions or from a community several participants are familiar with.





**Trainer's note:** Divide the participants into groups that are in the same region or come from nearby communities.

3) The facilitator is to write up the headings for a proposal on flip chart. Each group is to work through the headings, talking to their topic.

**Introduction**

A brief summary

**Vision**

Your long term dreams for Sudan

**Goal**

What needs to be changed now

**Objectives**

What you plan to achieve, how this will affect people

**Strategies**

What you want to do to bring about change

**Purpose**

Why is this change necessary?

**Activities**

What needs to be done now and over the next year

**Budget**

How much will it cost

**Conclusion**

The difference it will make to people if you get the money to implement your activities

4) Working in geographical groups, participants should develop a shared strategy and project proposal.

## Session 21: Evaluation

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**Objectives:**

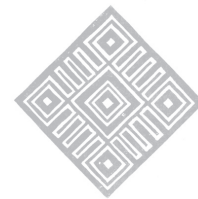
- To give participants questions which they can use to evaluate their activities or programmes.

**Trainer's note:** Evaluation is crucial in helping you to understand the results of your intervention. It provides a moment for standing back and reflecting on what you have done and what the consequences have been whether intended or unintended.

**Procedures:**

- 1) Introduce the importance of evaluation as a deeper reflection and learning tool
- 2) The following questions highlight the various areas that need to be considered during an evaluation process





- 3) The facilitator to write up the following questions on flip chart.
  - What is the overall vision of the implementing organisation?
  - Do all people in the organisation share the vision?
  - What are the goals of the project?
  - Are they being achieved?
  - What are the objectives of the project or action?
  - What progress has been made to achieve these objectives?
  - Is the intervention making any difference?
  - What can be done to improve the impact of the project on communities?
- 2) In groups of 3 or 4 participants work through the questions sharing responses to the questions. Participants should be talking about specific projects they are involved in.
- 3) Each group needs to come up with a list of challenges and questions about how to make the evaluation process more effective.
- 4) Groups feedback to the plenary.

## Session 22: Strength and hope

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### **The following handouts are of relevance to this session:**

- Map of Sudan
- Recommended readings

### **Objectives:**

- To create the space in which participants can acknowledge that their strength comes from those around them.
- To enable participants to see and share the values of the relationships they hold with one another in the group.
- To encourage the participants to continue looking for strategies to ensure that the peace process grows and that peace becomes a living reality in Sudan.

**Trainer's note:** *Peacebuilding is about building relationships, and it is through collectively working together and sharing experiences that we are get strength to continue our work.*

### **Procedure:**

- 1) The group is to make one circle.
- 2) A person draws a line from themselves to another person, when they are drawing the line in the sand they have to state a reason why they have chosen that particular person i.e. I am drawing a line to Fatima because she made me laugh in the workshop. Then Fatima will take the stick and draw a line to someone else and say 'I am drawing a line to Charles because he taught me about the importance of open communication etc.

**Trainer's note:** *String or imaginary lines can also be used.*





- 3) This process is to continue until each participant has had a turn, perhaps even several.
- 4) The facilitator is then to make the group aware of the web that has been drawn in the sand between the group members. The facilitator to explain that a strong network has been created amongst the participants, many lessons have been learnt and people have been given inspiration from each other. These experiences will give us strength to continue the challenging work we have ahead of us.
- 5) Encourage participants to share their feelings.

**Two activities are given depending on your resources:**

**Activity One**

*Trainer's note:* A map of Sudan can be found in the Participants Pack under session 22.

- The facilitator is to draw a map (rough outline) of Sudan in the sand. Each participant is given a candle.
- The facilitator begins by lighting their own candle and placing it where the training has taken place. Then a participant comes and lights their candle from the facilitators and places their candle in the region that they are from and so on.

*Trainer's note:* Use the space as a time of reflection, and what the candle symbolizes for each of the participants.

OR

**Activity Two**

- Explain to the group that they have to imagine that they each hold a candle in the palm of their hands.
- This candle is not yet lit, and must be lit by each member of the group before it can be bright enough to symbolize the light of peace.
- Participants will accordingly move from one person to the next, and mime the lighting of an imaginary candles.
- Allow the participants to move freely around the space you are working in. Remind the group that it is a silent exercise.
- Tell the participants that they have to carry their candles with care, as the flame of peace can easily be blown out, or burn their hands.
- Allow time for reflection and make notes of participant's comments on the process of peace.

*Trainer's note:* This is an extremely moving exercise. Participants walk around, lighting candles with care, creativity and sensitivity evolves, making it quite a ritualistic activity.

**Closing**

- Give participants time to fill in the evaluation form.
  - The facilitator is to ask for two volunteers to close the workshop. For example either with a song, dance, an energizer from one of the previous sessions that everyone enjoyed or a statement.

