YOUTH AS PEACEBUILDERS

A TRAINING TOOLKIT

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This toolkit would not have been possible without the generous and valuable work and contribution of:

The toolkit "Youth as peacebuilders – A Training toolkit" is the result of the project "Youth as Peacebuilders" funded by the Erasmus+ Programme of the European Commission. This toolkit has been created in coordination of independent experts, project coordinators of the programme and, most importantly, the participants of the "Youth as Peacebuilders" Key Action 2 project. During this 24 months project, participants gained insights and relevant experience in the field of peace education and youth policy development for peace at local level. The toolkit collects ideas from the participants and translate them into guidelines for trainers and educators willing to multiply similar actions.

The toolkit is complemented with a second publication of the project which deepens into the main aspects of community mobilization and organization for youth policy development and brings the examples of the projects participants realized in their communities.

Purpose of the toolkit
The main purpose of this toolkit is to provide with insights, ideas, inspiration and practical tools and methods to educators implementing educational activities on the topic of peace education, keeping a focus on youth policy development for peace. The toolkit reviews the main aspects of non-formal education (Chapter 1), the basic theories from peace and conflict studies, the role of youth in peacebuilding (Chapters 2 and 3). As a core element, the toolkit offers tools for planning a training programme on peace education (Chapter 3) and methods (Chapter 5) for peace education with a focus on youth policy development for peace. The last chapter includes references and toolkits that help the development of comprehensive trainings on the topic (Chapter 6).

How to use the toolkit
The toolkit is divided in two main differentiate parts. The first one provides with an introduction and overview of the baseline of what is non-formal education and the main ideas developed in peace and conflict studies. The second part is a practical guide for trainers and educators working with youth on youth policy development for peace

We recommend to read carefully the first part of the toolkit and assess if the contents are in-line with the understanding, principles and objectives of the training activity. Also we recommend to use the first part of the toolkit to assess the educators' degree of understanding on the basic topics to run a non-formal peace education activity. We recommend those educators feeling discomfort or unfamiliarity with the topics proposed to research new information, enhance their knowledge and/or get support from other experienced educators.

If on the contrary, all the content of the first part is well-known and the educators feel confident, the second part of the toolkit will help educators when creating educational programmes, finding new ideas and methods and understanding our approach to the topic.

Step-by-step use of the toolkit

1 Read and get familiar with the main ideas of the chapters 1, 2 and 3 of the toolkit. If there are big gaps on your knowledge, we recommend you to research for further information and get familiar with the topic. To help you with this, we collected a list of readings and other publications that can help you included at the end of this toolkit.

2 Use the guidelines provided in Chapter 4 for establishing the competences the training programme aims at developing among its target group(s).

3 Once the competences are fixed, create learning objectives, learning outcomes and the educational programme flow following the indications provided in the Chapter 4.

4 Once the educational programme flow has been created, choose methods from the ones proposed in the Chapter 5 (or adapt them to your groups and needs).

CONTENTS

CHAPTER 1 NON-FORMAL EDUCATION

INTRODUCTION

There are a number of non-formal education training manuals and toolkits that deepen in the nature of the discipline and offer guidance for trainers and educators on how to plan educational programmes, implement training activities, provide with concrete methods for several topics and help evaluate non-formal education activities through competence frameworks and learning objectives. In this episode this manual focus on the very essential aspects that conform the basis of our approach to non-formal education and some of the specificities implied when focusing on non-formal peace education.

> **"** *For more information on general aspects of non-formal education, you can consult the recommended readings at the end of this publication.* **"**

WHY IS NON-FORMAL EDUCATION USEFUL IN PEACE EDUCATION?

Non-formal education uses different tools to those found in formal education. Non-formal education methods focus on acquiring competences through experiences and peer-to-peer learning. While formal education would focus, for example, on studying technical aspects of conflict, the legal aspects, the historical aspects of the conflict, the main institutions and existing mechanisms for dealing with those, non-formal education would focus on developing and understanding how conflict affects individuals, how the people affected by them are feeling, how to empathize with the individuals and groups affected, how to initiate grass-root initiatives to intervene, etc.

In this sense, non-formal peace education activates the participants and increase their competence in dealing and working with conflict at different levels (from inter-personal training to community development, advocacy campaigns, etc).

The versatile range of tools and practices within non-formal peace education help to foster empathy and open-mindedness among young people, empower them to actively participate in their communities and be agents of peaceful transformation of conflict.

This goes in line with the action area of participation highlighted by the UNSCR2250 on youth, peace and security explained in the Chapter 3 of this toolkit.

There is not a unique definition of non-formal education. Depending on the focus of what we are aiming to define and the region, the definitions will differ and bring several understandings of what is non-formal education. Instead, this manual provides with a list of characteristics defining what is non-formal education for the participants and the teams involved in the manual:

» It is learner centred and its methods and learning objectives are flexible -within a framework- to the needs of the learners

» It is process oriented rather than results oriented, even though the results are relevant to evaluate the educational activity

» There is peer-to-peer learning

» It aims at competence development of its participants (skills, attitudes and knowledge)

» It uses creativity and adapts its methodological approach and the methods used depending of the group, the activity and the context in which the activity takes place

» It is action oriented, as far as it aims at triggering changes on the behaviour of the participants

» It presents a safe space for learning that triggers the personal self-development of the members of the group

» There is diversity of learning among the participants and those learnings are equally relevant. This doesn't mean there are not general learning objectives and competences we aim at developing with the activity.

» Even though all the previous principles can shape it, a non-formal education activity has a structure and clear learning objectives, and it is run with a clear educational aim

"Do's and dont's"

When you are planning and running your non-formal education activities you should embrace the characteristics mentioned above and adapt your work to them. Some of them will come to you naturally and some other will be difficult to follow. It all depends on our preferred learning environment, the groups we are working with, how familiar are we with the approach, among other elements. Compare the feedback you get when you provide non-formal education training with the characteristics listed and reflect if there are things you could improve. If you struggle to give ownership for the process to the participants, or usually get feedback complaining about too much input, or the projects you run are never putting people into action (even if small actions), or there are people left over during the process or leaving it, or only few people get the chance to speak, among many others, then there is room for improvement and becoming more "non-formal"!

The main idea behind a non-formal education activity is that the members of the group taking part in it develop competences in a certain topic. In our understanding, being competent on a certain field implies having developed skills, knowledge and attitudes.

COMPETENCE DEVELOPMENT

KNOWLEDGE
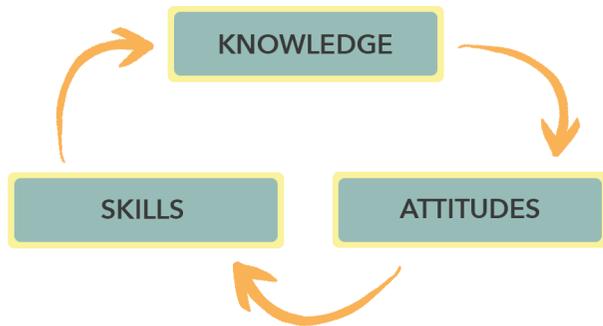
SKILLS   ATTITUDES

KNOWLEDGE are the things one knows and understands based on experiences and/or study.

SKILLS are the abilities to take action or do something based on practice.

ATTITUDES are settled ways of thinking and feeling about something, including patterns of actions and underlying values.

A non-formal education activity on any topic should work on the development of these three dimensions of a competence. Some non-formal education activities will have a bigger focus on one or another dimension. If this happens, the educator should make a conscious decision, design the learning objectives accordingly and provide the right information to the participants beforehand. It is frustrating for participants joining a training with the aim at developing practical skills to spend all the time only working on the attitudes level, for example.

Therefore, in our understanding of non-formal education, it is important that the educator has always in mind what are the competences that are targeted at all stages of the process: during the preparation of the programme, during the learning needs assessment of the participants, during the monitoring of the training activities and while implementing evaluation measures.

In other words, an educator needs to identify a clear set of competences to develop during the training, and from those establish specific learning objectives. Without these identified competences and concrete learning objectives, the educational programme will most probably fall into inconsistencies and gaps, ending in an inexistent or weak educational activity.

"Do's and don'ts"

There are several competence frameworks for educators who want to get an inspiration on what are potential competences to be developed during their non-formal activities. For this publication, the main competence framework used is "Designing Learning for Peace".

There are many models and theories of which types of learners exists and how to approach them. From our understanding of non-formal education, and in this case paying an extra attention on peace education, the manual is based in a holistic approach of learning. The main idea is that the learner will better develop its competences and reach the learning objectives by using its heart, hand and head. Heart refers to emotional learning (attitudes), hand to tactile learning (skills) and head to cognitive learning (knowledge). When working on competence development (skills, attitudes and knowledge) an educator can use different "entry points" to reach the different types of learners. In this case, the entry points are the head, the hand and the heart.

COMPETENCE DEVELOPMENT

KNOWLEDGE

SKILLS

ATTITUDES

HEAD
cognitive learning

HAND
tactile learning

HEART
emotional learning
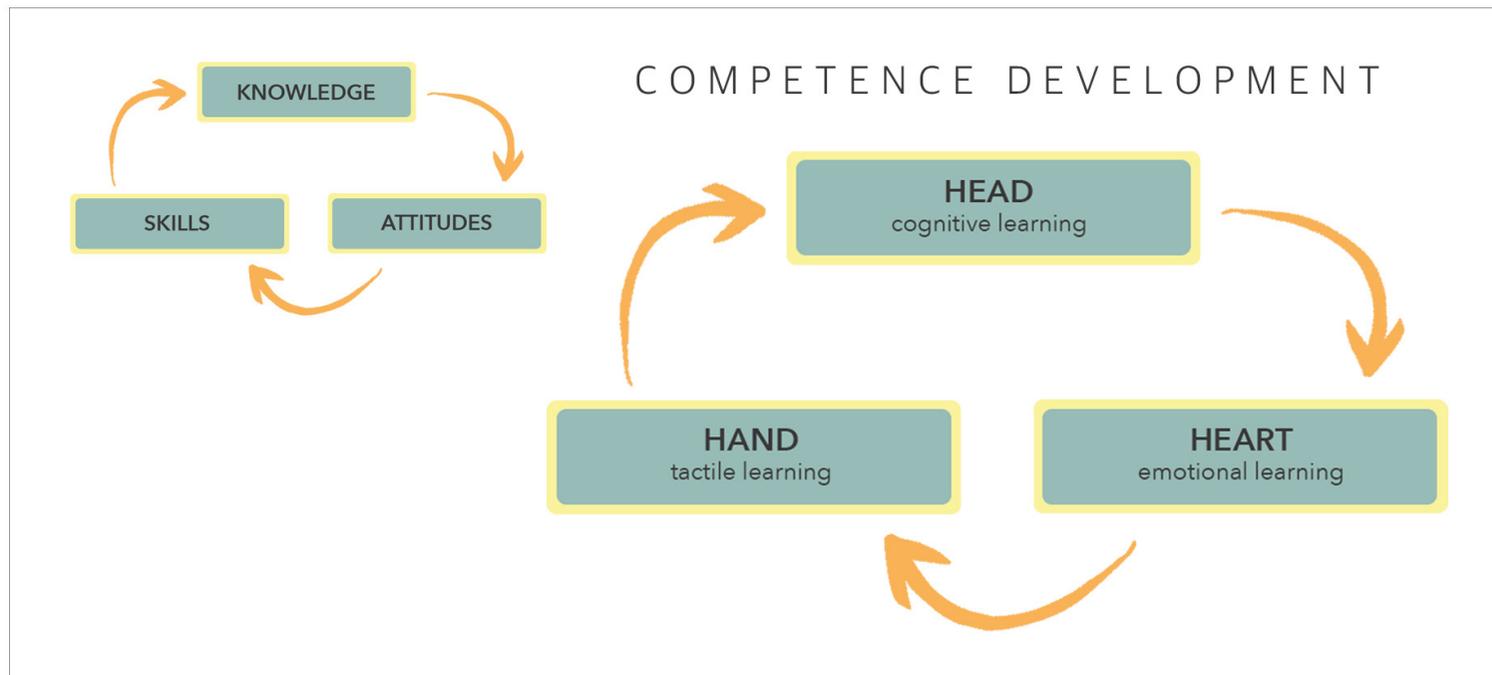
"Do's and don'ts"

When creating a programme (regardless if it is for one day or for several weeks) it is important to identify methods that provide with variety on the overall flow of the educational programme and combines the different "entry points".

When working with conflict affected groups, sessions and methods that appeal to the "heart" can imply certain risks. Some of them can be:

» Trigger emotions for which some participants are not prepared. In this case, we recommend the facilitator of the session to warn the participants and make sure everyone is willing to engage

» Generate resistance among group members against the educational process. Even if the participants agreed to engage in the activity, sometimes they can naturally question the dynamic or even the overall approach of the training. We recommend that facilitators explain and pay attention to these attitudes and provide with special space to clarify and address these concerns.

» Make participants go through cathartic discoveries. In this case, the facilitator should support the participant in this process and make sure they provide opportunities for participants to go back to their comfort zone.

" Tips and comments "

No need to say that depending on the learning outcomes planned for the session one type of method will fit better than another. If we aim at providing with an input on Logical Framework for Project Development it will be difficult to come-up with a method that works on the "heart" bur rather methods that use "hand" and "head" for the learning. Nevertheless, we can accompany it with a session in which participants are invited to "dream" about the perfect future on a certain issue or their topic of interest and list how this dream looks like in concrete sentences. In this case, they will be learning more through the "heart" and the positive emotions the method brings to them, but at the same time they'll be developing their "hand" to create visions for their initiatives and campaigns.

The educational flow is the learning sequence educators establish when planning a non-formal education programme. The educational flow is not the programme or the methods to be used during the sessions, even though those are based on it and can affect the flow itself. The educational flow refers directly to how we establish a sequence for the learning of our target groups in connection with the competences we aim at developing. Having clear educational flow is crucial for the educators to understand:

» what is the main content that will be covered (in line with the competence development and the learning objectives)

» which elements of the competence development of the participants are planned and when are they planned

» why those elements are delivered following this sequence

» what are the learning milestones and how these are interlinked in the educational programme

We can say that the educational flow, together with the learning objectives, conform the compass of educators. Those help to set a path for the concrete planning of programmes and sessions before starting the journey and give educators direction during the implementation of the educational activities. The educational flow is essential for the good success of a non-formal education programme. Participants will "feel" and "experience" the educational flow. When well done, the educational flow sets a progressive competence development and a sequence that supports the learning for individuals and the group. In most of the cases participants are not aware of the existence of well thought educational flow, but as said, they feel and experience a smooth process that is crucial for achieving learning and satisfaction with the educational activity.

"Do's and don'ts"

Creating an educational flow is challenging. An important portion of the success of the non-formal learning activity depends on it. There are many elements to consider, all the content elements related to the topic we want to cover in our programme may appear relevant to us, we need to integrate the content to our methodological approach, consider group dynamics, mix different "entry points", fulfil different learning needs of individuals and fit all these in a timeframe. Nevertheless, the more a trainer developed educational flows, the more naturally all these elements are considered while creating an educational flow. So start doing it. We recommend you to use as much as possible the guidelines for creating an educational flow in the chapter 3 of this publication. These guidelines have been developed by the fellows of the project that implemented their training activities within their communities, the training team and the experts consulting and mentoring the process. Therefore, we hope those are useful and, even if sometimes challenging, a good starting point for practicing!

Many methods, such as exercises, roleplaying, theatre, etc. are based on an experience and a following reflection. Generally, experience without reflection (facilitated or not) do not generate learning. Non-formal education, through the debriefing, provides a reflection space that allows the learning and helps drawing conclusions that participant can apply in the future.

To ensure the learning dimension, when using methods that generate experiences it is always necessary a proper debriefing. Always. Generally debates, group work, discussions or practicing tools normally demand short and easy reflections. But when using complex exercises, roleplaying or theatre methods the success of the session depends on having a structured and effective debriefing. The debriefing is led by the educator, to ensure creating a space for learning and to direct the learning towards the objectives set for the session.

Concrete Experience
(doing/havind an experience)

Active Experimentation
(planning/trying out what you have learned)

Reflective Observation
(reviewing/reflecting on the experience)

Abstract Conceptualisation
(concluding/learning from the experience)
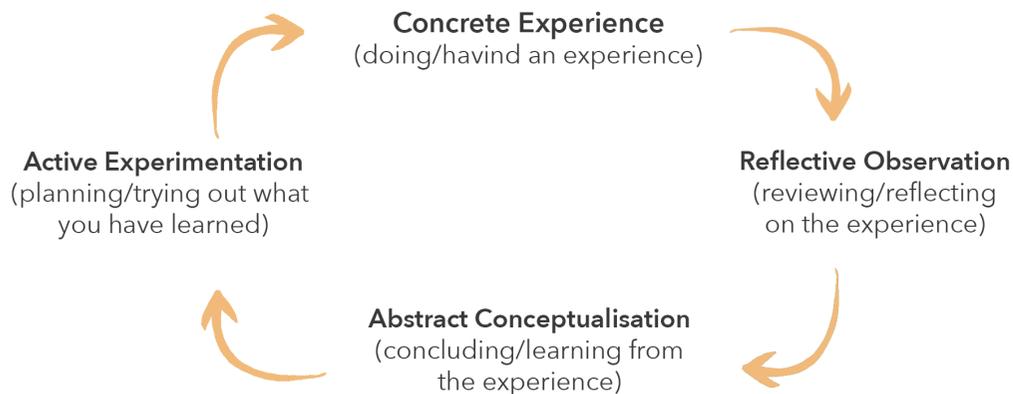
Kolb's experiential learning cycle explains the cycle when we learn from an experience. It comprises four main stages:

1. Experience: Participants have a shared experience through an exercise proposed by the facilitator.

2. Reflection: Participants gather and deconstruct what happened during the experience.

3. Conceptualization: Participants establish learnings from the experience

4. Application: Participants apply their learning. This provides new experiences and allows the cycle to start over again.

In a non-formal education session, the exercise proposed corresponds to the stage 1 of the learning cycle model, while the debriefing is directly connected with the stages 2 (reflection) and 3 (conceptualisation) and can also refer to the stage 4 (application). We can see how important debriefing is when using methods based on experience, as far as it responds to most of the learning aspects of an "exercise". A proposal for an effective debriefing following the structure of Kolb's experiential cycle could be:

1. Debrief the experience.

» A good start, especially when the exercise was emotionally demanding, is to ask the participants about their feelings in one or two words. Avoid long answers and if you stop a participant make sure it is clear you are keeping the answer and explanation on-hold and make sure you go back to it in the following stages.

» After sharing the main feelings, it is time for explanations. The key sharing at this moment is to get back to the feelings expressed and ask what made participants feel the way they did. In this stage, it is very important to refer to concrete feelings asking direct questions to the persons who expressed the feeling you are bringing back, and to guide them to provide with observations about what happened during the exercise. This will help participants empathise and understand the different perceptions over the same experience.

2. Move the debriefing towards the conceptualisation of the learnings in the frame of the experience provided.

» Once the group has a clear understanding of what happened and how individuals felt in the given experience, it is the moment to move towards the conceptualisation. In this stage we'll bring learnings and consolidate ideas in relation to the experience. In general, what we are trying to answer is "what did you learn from this experience (in relation to the experience, not to similar or other experiences!) and/or "if you would do the exercise again, what would you do differently?".

3. Advance the debriefing to the potential application of the learnings in real life

» Once the learnings within the experience have been recognised and validated, relate those to the reality and other similar situations. "How can you relate this to real life" could be the very essential question to answer. At this stage, if the debriefing has been run properly, participants should be able to relate the experience to other life experiences and apply the learnings to other situations.

Experiences without a reflection can be fun and entertaining for the group, but this is not the -only- aim why to use one method or another. If we do "fun" exercises without reflection, then we are not educators but animators. This difference is crucial, since many wanting to do non-formal education fails on this, even though their methods can be certainly creative, fun and entertaining. Therefore, make sure that:

» Your exercise fits the learning objectives of the session.

» You don't chose a method just because "it's fun" or "you like it".

» You are ready to conduct a debriefing addressing the discussion towards the learning objectives you prepared.

» You prepare your questions and are able to establish clear connections with the experience and the questions you envision.

» You are ready for the experience to go differently than planned and have "safety questions" in case this happens (at least in your mind).

You are in charge of the debriefing and this means you have to ensure the relevance of the process. Be aware that you are in charge of it, and there is nothing wrong in readdressing the discussion towards the stage of the debriefing you are in. Body language, establishing order of words given, acknowledging all contributions, gently stopping long repeating or not focused explanations, readdressing contributions that jump back or forward to other stages of debriefing than the one the discussion is in, limiting the space for answers that are not a reply to your question or the topic discussed, etc. are part of your tasks. It takes practice to do that gently and subtle, but the first step is to know that you are allowed to do that as the facilitator and that this is for the good of the group and their learning.

INTRODUCTION

This chapter provides an introduction to the main concepts of peace and conflict studies that those aiming at engaging in peace education and developing training programmes on related topics should explore and deeply understand and embrace.

CONCEPTS: CONFLICT, VIOLENCE AND PEACE

Understanding the concepts of conflict, violence and peace help those in the field to comprehend not only the character of peace and transformation processes but also the role which peace education plays in bringing about peaceful change in communities. Based on the "Designing Learning for Peace" competence framework, we define these concepts as follows:

»   **Conflict** is understood as a perceived or actual contradiction of goals of interrelated actors or inner, social and environmental forces with mutual influence between them.

»   **Violence** is understood as any human attitude, behaviour or context that harms any living being or the environment.

    Some important remarks in connection with the two previous concepts:
    »   Conflict is not equal to violence and is only one option to address conflicts.
    »   Conflict is an inevitable part of human life.

Violence is a threat to human dignity as it deprives people of their human rights and hampers the development of their full potentials.

»   **Peace** is a participatory nonviolent process that seeks to reduce all forms of violence and creates conditions for inner, social and environmental well-being.

Regarding the contradictions between the parties involved in a conflict, those can be real or just a perception of the actors. Even though there is usually a critical contradiction, often the escalation of the conflict generates new contradictions that build upon each other. It is possible that even the actors involved in the conflict are not aware of what is the core contradiction and what are secondary contradictions. To try to differentiate them it is possible to analyse the contradictions for each of the actors from three different levels: positions, interests and needs.

Source: Peace and Conflict Journal: Journal of Peace Psychology 2013, Vol. 19, No. 3, p.278

Positions
What we say we want

Interests
What we really want

Needs
What we must have

=surface
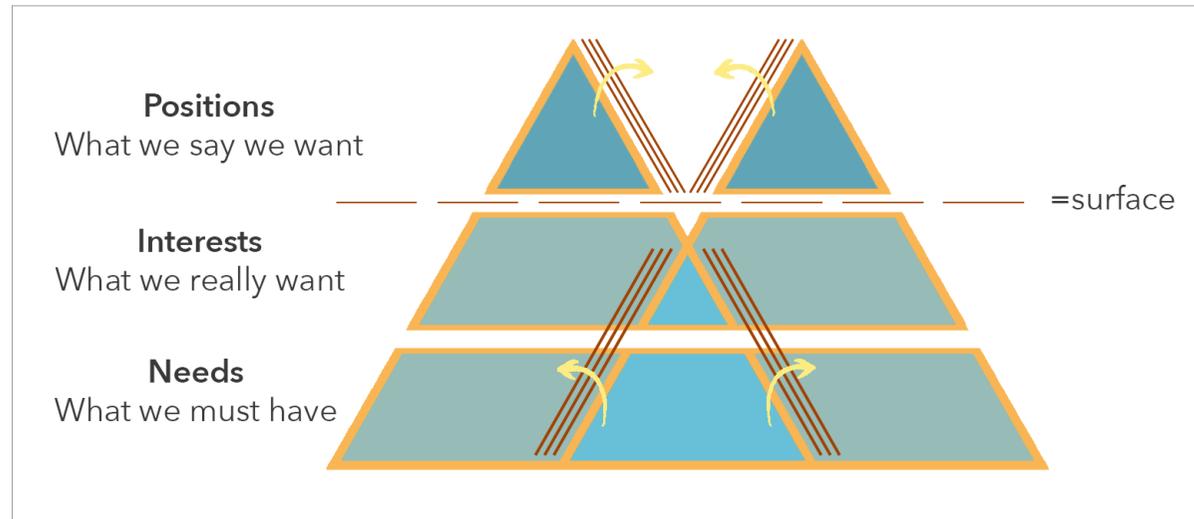
Source: Peace and Conflict Journal: Journal of Peace Psychology 2013, Vol. 19, No. 3, p.278

Another important idea to understand conflict is that it is not a static phenomenon. Galtung (1958) exposed already in the late fifties and Glasl (1997) developed a 9 stages model showing a linear escalation of a conflict. The model helps to understand the evolution of a conflict and to partially explain why the actors are acting in a certain manner.

GLASL'S STAGES OF CONFLICT ESCALATION

WIN-WIN facilitation		
Tension	Conflict isn't voiced at this stage as it's often not recognized as conflict yet.	(Parties can still name good qualities of the opponent.)
(Mostly factual) Debate	Parties start to talk, trying to convince each other. Black and white thinking.	
Actions replace words	No more discussions. Actions underline each parties' stance. Empathy shrinks.	

WIN-LOSE mediation		
Coalition	Parties look for supportert. Original issue became unimportant. It's about winning now.	
(At this level conflict is about the relationship) Loss of face	Opponents are disparaged, including exaggerations and lies.	
Threats	Parties try to gain control with threats.	

LOSE-LOSE Forcible innervention		
Opponents not seen as human. Damage them! Own losses okay if they lose more.	Limited destruction	
Opponents and their supporters are annihilated with all means.	Annihilation	
Personal annihilation acceptable as long as oppenents go down.	Abyss	

The first stage is called hardening. In this stage actors realized there is an incompatibility and involve into discussions, but the resolution efforts seem to be insufficient. At certain point one or more actors consider that straight discussions are not helping to solve the conflict and move to tactical argumentation, leading to the stage 2 of the conflict escalation model.

Debates and polemics. In this stage, the standpoints become more inflexible, strategic elements enter into play brining new issues into the discussion with the objective of getting tactical advantage and actors lower their mutual trust looking for hidden meanings of the standpoints brought by the other parties. When one or more actors perceive communication is not helping to advance for a solution, the escalation enters the stage 3.

Actions, not words. In this third stage, the actors see competitors and believe no further talk helps solving the conflict. Actors then try to break the dependency towards each other and become independent by taking unilateral actions, interpret and build meanings of the other parties' actions that remain unchecked due to the lack of communication. The feeling of unity within the parties is strong, they deny responsibility for their acts and present them as necessary reactions to the behaviour of the other parties.

The accumulated experience and assumptions towards the other parties are consolidated and become the image of "the other". This is the point in which a conflict enters the stage 4, called **images and coalitions.** The images of "the other" are strong based on what they assume are "evidence" from previous stages. Parties base their perceptions, actions and interactions -if any- on their own perception, and not on the image that is offered by "the other". The parties try to engage bystanders into a "coalition" that supports their "side" and want to appear as the righteous one.

This put the discourse far from the initial contradiction between the parties, as far as the objective is to gain support and not solve the contradiction itself. When in this power-struggle the parties try to offend the honour of the other parties and discredit them, the conflict enters the stage 5.
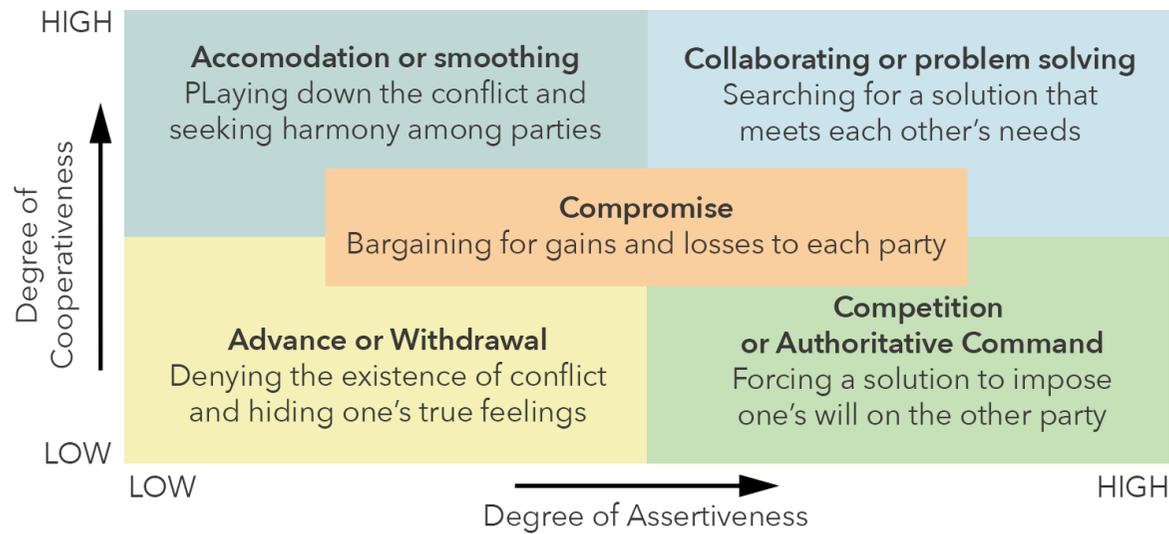
Loosing face. Entering this stage represents a dramatic turn in a conflict, because the parties assume they have discovered the "real" nature of the other parties based on the perceived or actual offense. This triggers a review of the past actions and the conflict history under the lenses of the new "truth". The parties and the positions are polarized between "good" and "evil" and the conflict is not anymore about concrete issues, but about this polarized view of the entire reality. Incidents are magnified, converted into category and serve as evidence of the polarized nature of the conflict. Gestures -if any- are easily dismissed by the other parties based on the new "truth".

When parties start issuing threats, the conflict enters the stage 6, called strategic threats. The parties put pressure on each other with threats aiming at forcing the other part into their desired direction. The threats are justified by the parties under higher standards and values and are presented as the only way to stop the threats against themselves. The threatened parties perceive it as potential violence against them and find necessary to prevent it by issuing counterthreats. In this stage, the dynamics of the conflict accelerate and present a very high complexity, unpredictable patterns and chaotic actions by the parties involved. Inevitably unless there is a mediation or an intervention, the threats are materialized, reaching the destructive stage of the conflict.

Limited destructive blows. When the threats are materialized, the priority of the parties swift towards securing their own survival. The parties perception of the situation is a lose-lose struggle with the objective, far from the initial issue at stake, to prevent as much loss as possible in oneself side and inflict as much as possible loss to the conflicting side.

When these attacks are directed to destroy the other party, the conflict enters the stage 8, called **fragmentation of the enemy.** In this eighth stage, the parties main goal is destroying the other party's power, coherence and identity. Apart from the main goal of destroying the "other" parties, each party have the goal of self-preservation.

 When the self-preservation goal is given-up, the conflict enters into the last stage of the conflict escalation model called **"together into the abyss".** In this stage the will to eliminate the conflicting parties is stronger than the self-preservation drive, which is partially or fully given-up. The importance of extermination of the other parties is above the own existence. In this context there is no return. There are no innocent victims or neutrality. The only objective is that if oneself falls into the abyss, the other will fall too.

HIGH

Accomodation or smoothing
PLaying down the conflict and
seeking harmony among parties

Collaborating or problem solving
Searching for a solution that
meets each other's needs

Degree of Cooperativeness

Compromise
Bargaining for gains and losses to each party

Advance or Withdrawal
Denying the existence of conflict
and hiding one's true feelings

**Competition
or Authoritative Command**
Forcing a solution to impose
one's will on the other party

LOW

LOW   HIGH
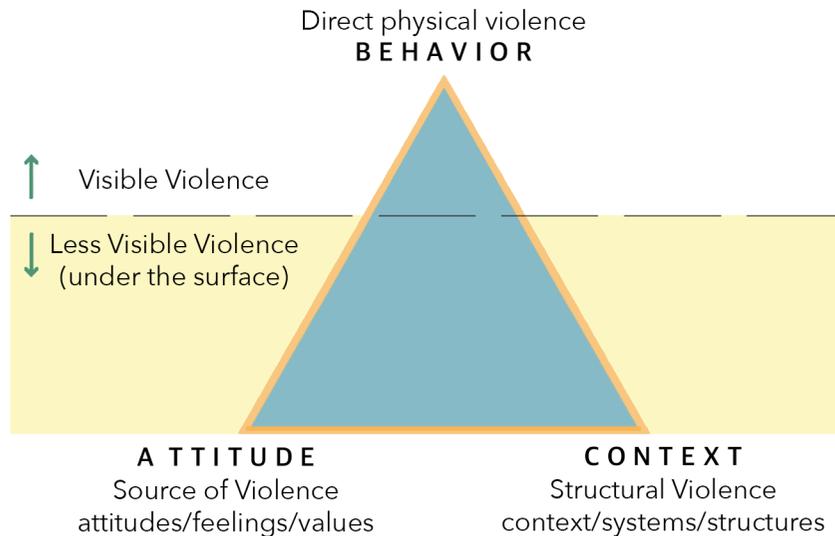Degree of Assertiveness

There are different ways of managing a conflict. The strategy in a given context can differ depending on many different factors, but there are two main ideas to consider: the concern for oneself (or the orientation towards the goal) and the concern for the others (or the orientation for the relation).

THE ABC TRIANGLE, together with other models such as the model on conflict escalation, helps us to understand the dynamics of conflicts and how they unfold.

ADAPTATION OF GALTUNG'S TRIANGLE

ACTION:
reduction of violence to promote negative peace

Direct physical violence
BEHAVIOR

Visible Violence

Less Visible Violence
(under the surface)

ATTITUDE
Source of Violence
attitudes/feelings/values

CONTEXT
Structural Violence
context/systems/structures

ACTION:
*work to change attitudes and context as well as violenve reduction to promote **positive peace***

In a given conflict situation we need to understand for every actor, at every different moment, that it has its own reality in regards to the conflict. The ABC triangle helps us to understand better the reality of each actor by analysing different aspects of its own reality in relation to the conflict in a given time. Sometimes applying this tool is difficult, especially when we lack information about the actor. We would need in this case to find this information through research, needs assessment, interviews, etc. The main elements to be analysed by using this model are:

Attitudes of the actor: A given actor has a certain attitude towards a conflict. This attitude can go from feelings, values, beliefs, etc. Fear, mistrust, anger, frustration, pride, desperation, etc. are examples of what we usually find in conflict situations.

Context of the actor: It refers to the elements that are surrounding the actor and that are relevant for the conflict. What are the living conditions? What opportunities they have at hand? What type of support they receive? What do the state or other institutions do to them? What messages do they receive from official institutions and media? Among many more, these are usual questions we need to ask ourselves when trying to understand the context of any actor.

Behaviour of the actor: We also need to analyse what the actor is doing in regards to the conflict. What are its main visible actions (normally in connection with the positions). What are they saying or doing? Or is the actor being passive and not making statements? Is the actor having a violent behaviour harming other groups?

When we have answered and analysed each angle of the triangle, we get a comprehensive vision of the actors and can understand in depth the reality of this actor. It also will help us to understand what are the issues we would like to address when working with this group.

For example, if we identify that an actor's main attitude is fear and isolation, that it is behaving aggressively against other groups in the community and that they lack any type of free-time activities offer, we main want to develop a project that allows them to play sports (or anything else they are interested, and for this we need to ask them!) in the free-time, accompanied with providing with sportive cooperative values (or if it is another activity, trying to fit this elements as well!) and make them feel part of a bigger group to overcome their fear and isolation (so maybe we want to mix the different groups that were fighting in a later stage).

In summary, peacebuilding, and therefore peace education and the actions and advocacy campaigns we are trying to trigger through our training need to address direct physical forms of violence as much as underlying attitudes and values and structural violence.

THE VIOLENCE TRIANGLE is another tool we can use to better understand conflict and its different violent expressions. It was also introduced by Galtung and it's been widely used in peace and conflict studies as the basis to identify invisible violence. The violence triangle refers to three main dimensions of violence within a given conflict:

The first dimension of violence is **direct violence.** It can take many forms, involving the use of physical force and verbal violence, like killing or torture, rape, sexual assault, beatings, humiliation or war.

Structural violence is the second dimension of violence. It refers to a form of violence wherein social structures or institutions harm people by preventing them from meeting their basic needs.

Cultural violence is refers to those aspects of culture that can be used to justify or legitimize direct or structural violence.

Conflict analysis is a practical process of examining and understanding the reality of a conflict, finding out what are the dynamics of it, identifying different factors that are affecting it and, most importantly in action oriented peace education trainings, a way to find potential solutions to the conflict and assess and plan actions.

Some of the most common conflict analysis tools used in peace education when planning actions and policy development initiatives are:

MODELS	SHORT DESCRIPTION
The iceberg	To analyse the invisable aspects of a conflict - and its relationship with the visable aspects
Conflict tree	To distinguish between the core proble, causes, and effects of a conflict.
The Onion (or The donut)	To differentaite and explain each conflict actor's positions, interests and needs; how they differ and percieved by those engaged in the conflict.
Conflict Triangle	To analyse the basic elements of a conflict (attitudes, behaviour, and context) for each of the major parties involved, and how they influence and are influenced by each other.
Conflict timeline	To review and sort out key historical events in chronological order, and to identify differnet phases/stages in a conflict.
Conflict Mapping/Tracking	To track the key actors involved and their relationships in a particulas time.
The Pyramids	To allocate key factors into different levels (top, middle and grass-root) according to their influence and activity in the conflict.
The Pillars	To identify the key issues and factors causing a conflict situation. To sort out which of these issues should be addresserd first.

According to the Council of Europe, youth policy development is a strategy implemented by public authorities with a view to providing young people with opportunities and experiences that support their successful integration into society and enable them to be active and responsible members of their societies, as well as agents of change.

Youth policy development for peace is based in changing the perception of young people as victims or perpetrators in conflict towards a vision considering young people as a resource, not as a problem, to support and empower young people to develop their full potential and to contribute positively to society and, more precisely, to the peaceful transformation of conflicts.

The United Nations Security Council Resolution 2250 on youth, peace and security (UNSCR2250) was approved unanimously in 2015 and it's the most relevant example of youth policy development for peace. But it is not only an example, it is also a tool for young people to advance and advocate for their role in peacebuilding processes.

The UNSCR2250 establish 5 key pillars for action regarding youth and peacebuilding. Four of these action areas are protection, prevention, partnerships and disengagement and reintegration. But the most relevant action area for youth policy development for peace is that one referred to as participation. The participation action area of the resolution provided youth with power and recognition as a relevant actor in policy development for peace and with a legal ground (even though the resolution is not mandatory) to advocate for their claims and effective involvement in peacebuilding. The resolution, in the action area of participation:

» Urges Member States to consider ways to increase inclusive representation of youth in decision-making at all levels in local, national, re-gional and international institutions and mechanisms for the prevention and resolution of conflict, including institutions and mechanisms to counter violent extremism, which can be conducive to terrorism, and, as appropriate, to consider establishing integrated mechanisms for meaningful participation of youth in peace processes and dispute-resolution;

» Calls on all relevant actors, including when negotiating and implementing peace agreements, to take into account, as appropriate, the par-ticipation and views of youth, recognizing that their marginalization is detrimental to building sustainable peace in all societies, including, inter alia, such specific aspects as:

   » The needs of youth during repatriation and resettlement and for rehabilitation, reintegration and post-conflict reconstruction;

   » Measures that support local youth peace initiatives and indigenous processes for conflict resolution, and that involve youth in the implementation mechanisms of peace agreements;

   » Measures to empower youth in peacebuilding and conflict resolution;

» Stresses the importance of Security Council missions taking into account youth-related considerations including, as appropriate, through consultation with local and international youth groups;

The project "Youth as Peacebuilders" contributed to put into action this area included in the UNSCR2250 by providing the participating young fellows with tools and competences to create participatory spaces for youth for policy development for peace. This toolkit reflects the main learning of the young fellows, provides tools and methods for training and collects good educational practices implemented during the project that helped creating relevant peace education trainings with focus on youth policy development for peace.

"Oh, I saw this very good method about discrimination and I want to do it as soon as possible because it will impress participants!".
This is, usually, the prologue to a disorganized learning process that doesn't help your target group but serves the trainer's needs. It can happen that participants are happy with it, of course. But this doesn't mean it is serving in the long run to create a relevant learning experience. This part of the toolkit introduce the main steps to prepare peace education programmes for youth, focusing on a competence framework that contains youth policy development aspects of peace education.

STEP 0: Needs assessment
We assume as educators that the organization or group that planned the activity assessed the needs of the community and established educational activities that respond to these needs. If this is the case, then we are in the right place. If you are the one planning the activities in your organization and also delivering the training, make sure that your idea and focus is based on what your target groups need and that they benefit from your training, and not otherwise. During this needs assessment the educators and team can also assess what are the concerns and needs for policy development in the communities of the participants, in order to tailor the educational direction of the programme.

STEP 1: Defining competences and learning objectives
When creating a training programme it is important to establish, from the very beginning, a clear understanding of what are the competences to be acquired and/or developed by the target group and to establish detailed learning objectives for the programme in connection with the target group and their context. Make sure the competences and learning objectives are connected to the learning needs of the youngsters participating in the training and that those serve for youth policy development for peace in connection with the challenges they are facing.

As explained in the first chapter, a competence is composed of skills, knowledge and attitudes. When defining competences, it is possible either to establish competences from scratch or to use competence frameworks for guidance and support. We recommend to use existing competence frameworks, unless there is a great expertise on the topic among the training team.

"

Using a competence framework
Imagine you are making a list of ingredients of which food to buy for your house. You are a good cook and know dishes that are healthy and tasty. You put on the list all these ingredients you know are good for you and your friends. Nevertheless, for inspiration and finding other ingredients to cook new dishes, you check the menu of a restaurant you really like. There you find several dishes that are fitting your wishes and add the necessary ingredients in the list. By checking the menu, you increased the amount of plates you know how to cook, your adapted the diet better to the preferences of your friends and you are using new and complementary ingredients. As a result, you cooked better food and dishes for everyone.

"

Using a competence framework has, to a certain extent, a similar logic. A good competence framework on the topic you are planning will provide you with new insights, elements and content you did not consider before and with a comprehensive view on the topic, as well as a clear direction on what to cover. The competence framework is the "menu". You may chose to focus on those competences fitting the general objectives of your educational activity and discard those that are not relevant.

For this publication, the group used the "Designing Learning for Peace" competence frameworks as a reference. The competence framework includes a number of relevant competences for youth policy development for peace, and others that are not strictly connected. "Designing Learning for Peace" establishes two major competence areas that can be developed by participants.

The first is the contextual area. This area refers to overall knowledge, background and human and environmental context against which peace should be built and in which peace education is conducted. The competences included in this first area are:

» Participation, which refers to all forms of active human engagement with all living beings and the environment

» Interdependence, which refers to all forms of mutual reliance that determine the well-being of living beings and the environment

» Diversity, which refers to acceptance and respect for individual features and characteristics of all living beings and the environment

The second area of competences is the action competences and is divided in two groups: living and building peace. The action competence area is a description of competences that are connected with the personal behaviours of individuals that directly lead to transforming conflict and contributing to and sustaining peace. Living peace refers to competences that are connected with living harmoniously with oneself, other living beings and the environment both locally and globally. Competences contained in this area are:

» Being nonviolent

» Transforming conflict in everyday life

» Engaging with the world

» Exploring identity and embracing diversity

Each of this competences are detailed and unfolded in learning objectives as follows:

LIVING PEACE

Competence	Learning objective
Being nonviolent	1. To enable the learner to use nonviolent communication 2. To enable the learner to examine their life through the lens of nonviolence, determining which of their thoughts, attitudes and behaviours are violent or harm living beings and the environment 3. To enable the learner to be inspired by role models of nonviolent ways of being and life-styles 4. To enable the learner to be honest and to practice positive thinking 5. To enable the learner to actively seek and take on feedback from others to transform their violent attitudes and behaviour 6. To enable the learner to restrain themselves from using violence in all its forms
Transforming conflict in everyday life	1. To enable the learner to keep hope alive in a conflicted or turbulent world 2. To enable the learner to analyse inner and interpersonal conflicts in order to understand parties, needs and issues at stake 3. To enable the learner to be empathic towards themselves, other living beings and the environment 4. To enable the learner to structure, follow and monitor a pathway to transform inner and interpersonal conflicts 5. To enable the learner to constructively transform a conflict in their personal and social life
Engaging with the world	1. To enable the learner to envision with others pathways for peaceful living 2. To enable the learner to take part in connected conversation with others 3. To enable the learner to understand group dynamics and applying them in working peacefully within a team 4. To enable the learner to get out into the local community to meet others in a shared vision and action 5. To enable the learner to collaborate with other living beings to nurture a peaceful co-existence in a global interdependent world 6. To enable the learner to co-create a group ethos for peaceful living within communities
Exploring identity and embracing diversity	1. To enable the learner to envision with others pathways for peaceful living 2. To enable the learner to take part in connected conversation with others 3. To enable the learner to understand group dynamics and applying them in working peacefully within a team 4. To enable the learner to get out into the local community to meet others in a shared vision and action 5. To enable the learner to collaborate with other living beings to nurture a peaceful co-existence in a global interdependent world 6. To enable the learner to co-create a group ethos for peaceful living within communities

Building peace refers to competences needed when working on organizing, planning and implementing peacebuilding activities. This is the main group of competences that are relevant to engage youth and communities into youth policy development for peace and that serves as a reference for the project "Youth as peacebuilders", and for the selection of methods of this toolkit. Exploring and developing further the competences included in this section provides with a good ground for further developing youth policy development for peace training activities.

Competences contained in this area are:
  » Planning, monitoring and evaluating peacebuilding activities

  » Transforming conflict

  » Implementing and organizing grass-root peacebuilding activities

  » Enhancing and sustaining peace

Each of this competences are detailed and unfolded in learning objectives

BUILDING PEACE

Competence	Learning Objective
Planning, monitoring and evaluating peace-building activities	1. To enable the learner to analyze contexts and conflicts jointly with other stakeholders 2. To enable the learner to assess honestly their own capacities for change 3. To enable the learner to set nonviolent pathways of change by creating a theory of change 4. To enable the learner to co-create needs-based and inclusive intervention logics, goals and nonviolent strategies for change 5. To enable the learner to monitor and evaluate own peace interventions transparently throughout the entire duration of the intervention 6. To enable the learner to identify main learning outcomes based on needs, successes and failures and transfer the lessons learnt into action
Transforming conflict	1. To enable the learner to envision peaceful transformation of a specific conflict 2. To enable the learner to raise awareness about injustice and oppression 3. To enable the learner to empower communities and relevant stakeholders and create barrier-free opportunities for inclusive participation 4. To enable the learner to mobilize and connect communities sensitively without creating additional divisions 5. To enable the learner to share decision making powers and create pathways for change
Implementing and organizing grass-root peace-building activities	1. To enable the learner to advocate and lobby for peace. 2. To enable the learner to organize nonviolent actions. 3. To enable the learner to build confidence and reconciliation via collective people-to-people processes and shared responsibility 4. To enable the learner to build peace with negotiations and mediation involving all affected communities and stakeholders 5. To enable the learner to co-create participatory communities and social cohesion. 6. To enable the learner to engage with different groups, coordinating and creating joint actions with a common vision of peace
Enhancing and sustaining peace	1. To enable the learner to monitor the level of violence in a given context 2. To enable the learner to establish grass-root mechanisms of early warning and response to violence 3. To enable the learner to consolidate and reinforce civil society initiatives and institutions that contribute to and sustain peace 4. To enable the learner to build formal and informal institutions enhancing peace. 5. To enable the learner to raise awareness on the value of peace

Before developing an educational programme, it is important to set which competence(s) it aims at developing and which learning objectives it is focusing within the competence(s) chosen. Consider the time limitations and the level of the trainees when defining this elements. Each of the competences and the learning objectives represent a wide spectrum of contents and could be enough to design an advanced educational programme lasting weeks or even months. How deep you want to explore a concrete competence (or an aspect of it!) and how much time you have for delivering the programme should be taken into consideration at this stage.

For the topic of youth policy development for peace, we focused on two of the competences of the building peace action areas: "Planning, monitoring and evaluating peacebuilding activities" and "Implementing and organizing grass-root peacebuilding activities". Under these two competences, the educational team developed tailored and specific learning objectives directly connected with youth policy development for peace. Nevertheless, the holistic approach of peace education and the individual learning of each of the participants triggered the development of competences included in other areas of the competence framework and beyond it. The important here defining the competences and learning objectives of the training programme and making sure that the priority of the competences the training aims at developing are covered.

STEP 2: Assess the level of competences in the group and the gaps between the participants
It is quite often that in non-formal education settings the level of expertise and competence of the participants differs from one to another. For that matter, it is recommend to assess, when possible, the level of experience and the competences of the participants that attend your activity to fine tune the learning objectives you planned.

Assessing the competences of the participants also helps you to define the methods you want to use as far as you understand how much of the methods can be based strictly on peer-to-peer education and sharing. This doesn't mean that if the group is very inexperienced the programme should exclude these methods.
The assessment can be done through a pre-assessment test (online or in person), interviews or, when the team of trainers has a lot of expertise on the topic, through a session on the first day with a learning needs assessment based on the main competences to be developed.

STEP 3: Define the learning outcomes for your educational programme
At this stage, you should be ready to tailor the learning outcomes you envision for the participants of your group. If you followed the instructions, at this point it should be clear for you: the competences to develop in connection with the context and needs of your target group, the learning objectives and their expertise and competences.

At this stage you are ready to develop concrete and tangible learning outcomes. Learning outcomes should refer to the learnings you would like to certainly achieve during your training and that reach your target group. Draft them in connection with the competences and the learning objectives you defined. You can use "I" sentences if that helps you to make it more clear (see example below).

Once you developed this learning outcomes, it will be very easy to understand what are you trying to achieve, and therefore which sessions you need to run. The learning outcomes are also important as they give us a very good tool for measuring the learning, setting indicators and evaluating the activity in measurable terms.

An example of learning outcomes connected with part of the training on youth policy development for peace under the frame of the project "Youth as peacebuilders" could be:
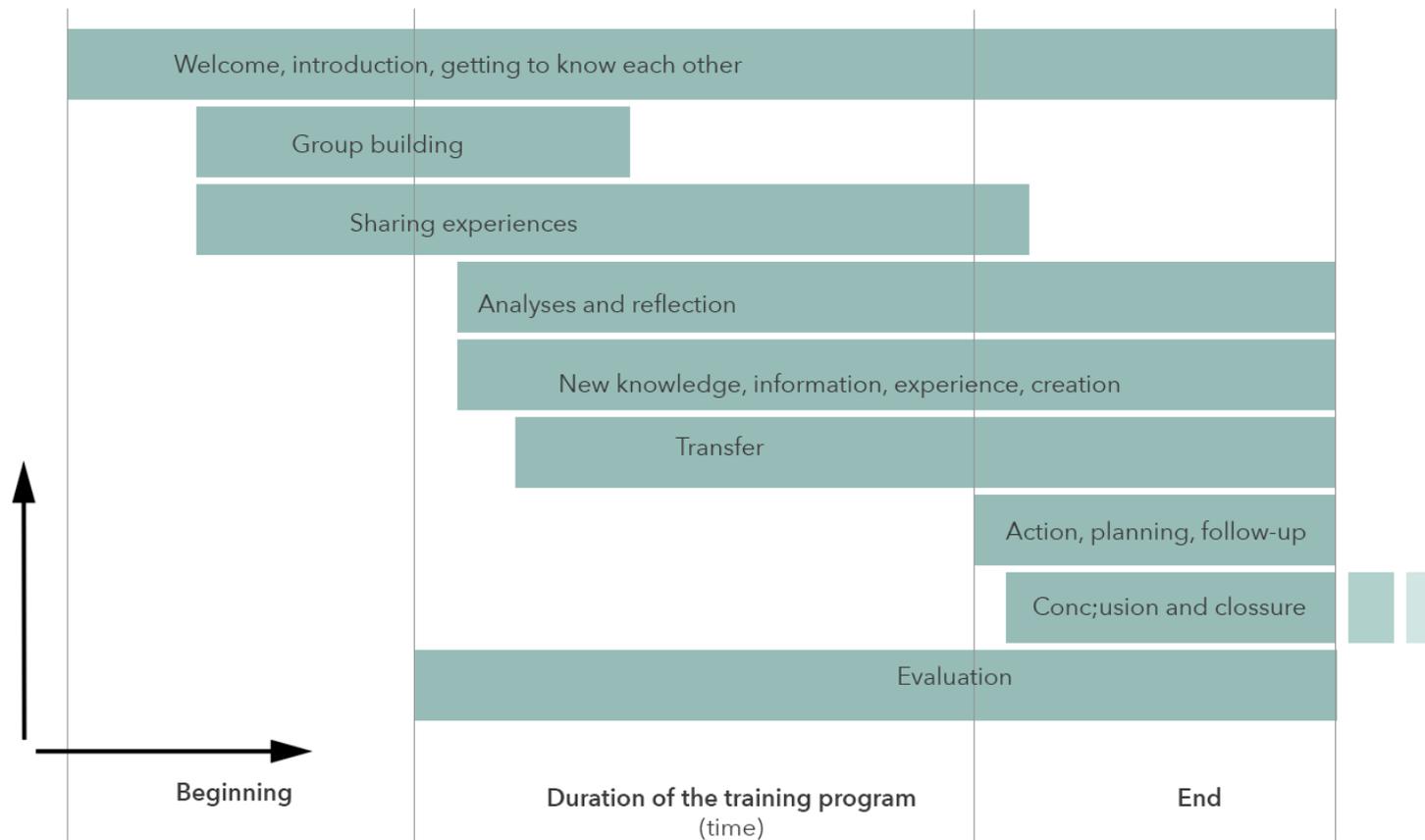
LIVING PEACE

Competence	Learning objectives	Learning outcomes
Planning, monitoring and evaluating peacebuilding activities	To enable the learner to analyse contexts and conflicts jointly with other stakeholders	I can use conflict analysis tools and determine entry points for my youth policy development activities
	To enable the learner to co-create needs-based and inclusive intervention logics, goals and nonviolent strategies for change	I can identify youth related needs, plan actions and set goals in a given context through inclusive and participatory processes.
Implementing and organizing grass-root peacebuilding activities	To enable the learner to advocate and lobby for peace.	I can set-up an advocacy strategy for youth policy development and implement actions to implement it
	To enable the learner to organize nonviolent actions.	I am able to plan and implement a nonviolent action effectively.
	To enable the learner to cooperate with relevant stakeholders	I am able to engage into cooperation with local authorities to trigger youth policy development for peace

STEP 4: Create an educational flow for your non-formal peace education activities

When preparing an educational activity we need to look at different elements to understand what is the best flow and how to put the different pieces together. There are different aspects the educator can consider when building and educational flow:

A) THE GROUP DYNAMICS

B) A PROGRESSIVE BUILD-UP OF THE UNDERSTANDING OF THE TOPIC AND THE COMPETENCES

| Welcome, introduction, getting to know each other |
| Group building |
| Sharing experiences |
| Analyses and reflection |
| New knowledge, information, experience, creation |
| Transfer |
| Action, planning, follow-up |
| Conc;usion and clossure |
| Evaluation |

Beginning   Duration of the training program (time)   End

a) Group dynamics

As we mentioned in the characteristics of non-formal education, these type of activities put a focus on the group and the process. In this sense, we need to make sure that the group follows a build-up that makes each individual feel part of the group. Starting with enough time for teambuilding, making sure there are sessions along the entire programme that allow everyone to contribute, highlighting the contributions of all members are basic measures one need to consider when creating an educational flow and that respond to the needs of the group.
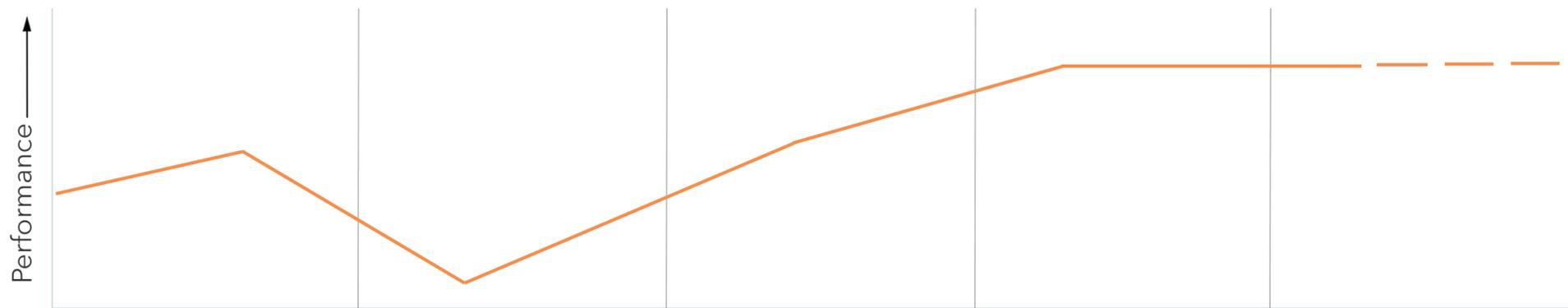
But groups are formed of individuals, and being aware of the different needs at individual level will help to keep good and healthy group dynamics.

As examples, some of the needs we can find and the measures we can plan are:

NEED	EDUCATIONAL FLOW IMPLICATIONS
Having ownership of the activity	Plan feedback spots and spaces to implement ideas brought by individuals of the group, etc.
Being recognized by the others	Plan spaces in which participants receive recognition, acknowledging individual contributions to the programme.
Enjoying the methodology and methods	People who joins a programme knowing it is based on non-formal education methods will expect the flow to respond to it. Plan, schedule and develop a flow that allows peer-to-peer education and allocates time for complex exercises and methods.
Achieving milestones	Plan the educational flows in blocks and fix milestones and dynamic changes of focus. Reaching one "milestone" of the educational flow should be acknowledged and support participants' engagement.
Being coherent with the topic	When talking about peace education, consider integrating spaces for creating peaceful environment for the group, exploring inner peace (such as yoga, meditation, sports), etc. Make sure the educational flow allows to practice the principles implied in the objectives of your activity.

Another important element of the group dynamics when planning a flow are the phases groups go normally through.

Tuckman's model establish at least 5 phases:

	FORMING	STORMING	NORMING	PERFORMING	ADJOURNING
CHARACTERISTICS	» Questioning » Sociolizing » Displaying eargerness » Focusing on group identity & purpose » Sticking to safe topics	» Resistance » Lack of participation » Conflict » Competition » High emotions » Starting to move towards group norms	» Reconciliation » Relief, lowered anxiety » Members are engaged & supportive » Developing cohesion	» Demnstration of interdependence » Healthy system » Ability to effectively produce a team » Balance of task ans process orientation	» Shift to process orientation » Sadness » Recognition of the team & individual efforts
STRATEGIES	» Taking the 'lead' » Providing clear instructions » Quick responce times	» Normalizing matters » Encouraging leadership	» Recognizing individual & group efforts » Providing learning opportunaties & feedback » Monitoring the 'energy' of the group	» Celebrating » 'Guide from the side' (minimal intervention) » Encouraging group decisionmaking & problem-solving » Providing opportunaties to share learning across the teams	» Recognizing change » Providing opportunaty for summative team evaluations » Providing opportunaty for acknowledgement

Summarising, it is important to plan considering the learning path, but to consider also the stages of the group dynamics.

As we mentioned earlier, the level of the participants attending a training course can be quite diverse. It is important that the educational programme tries to create a common basis and understanding of the topic. Dividing the flow into several blocks can help to create an overview of the flow.

As an example, a flow divided in blocks for a training on peace advocacy for youth policy development could look like that. There are many other ways, but the main idea is to reinforce the importance of the progressive learning of the participants.

Block 1: Introduction to the programme	Block 6: Advocacy for youth policy development
Block 2: Teambuilding and group agreement	Block 7: Opportunities and tools for youth advocacy
Block 3: Introduction to peacebuilding. Introduction of basic concepts. Mechanisms for peacebuilding	Block 8: Planning of activities for youth policy development for peace and or advocacy actions (based on the actions identified in block 5)
Block 4: Introduction to participation and youth policy development. Youth participation and youth policy development.	Block 9: Action planning
Block 5: Challenges for youth policy development.	Block 10: Evaluation and closing

If you are planning to divide your flow in blocks, make sure the learning is connected during the entire process and that one learning leads to another one that increase the participants development on the topic. You can make it very clear if you see the group is not following it. Constantly offer closings or wrapping-ups that make that evident. Generally if the flow is properly planned, this will come naturally and will give the feeling of achievement and development to the participants.

We recommend you to invest time in making sure you create a flow that builds-up around what has been covered before and avoid going back to basics once more complex topics have been already introduced in the programme. A general strategy is to imagine we are at the level of the lowest participants and from there create a logic learning path.

> **For example**, *in a peace education activity, if we are aiming at providing an overview on peacebuilding and we have people that has no expertise on the topic, invest time in creating a common ground on the basic understanding of the terms that will be used, why it is important and what are the challenges it tries to address. In this manner, we make sure that the participants get to similar points of understanding when advancing towards covering peacebuilding topics.*
>
> *Or in a training about gender discrimination. Starting with a general introduction to discrimination, its consequences and how participants have been affected -or perpetrated- discrimination could be a good starting point. From there, exploring the different representations of it, such as gender issues and the specific consequences in the general frame of discrimination could be a good continuation. After this, a good flow could explore constructive proposals and case studies and, in the last part, planning concrete interventions for the participants on the topic.*

STEP 5: Create a programme for your activities
Once you have established a flow it is time to break it into the sessions. Try to follow an internal direction also on the sequence of sessions considering the same ideas mentioned in the previous step: build progressive learning and make sure that each session leads to the next one, that there is a feeling of wholeness within the sequence. Once you have this, you are ready to name your sessions, match learning objectives and outcomes to each of them and chose the methods.

STEP 6: Choose the methods
Finally, it is time to choose the best methods for each of your sessions. Many unexperienced trainers start from here before having clear competences to focus on, understanding what are the learning objectives and what participants will learn from each session.

A general categorization of methods of non-formal education could include:

» Energizers

» Icebreakers

» Input

» Discussions and debates

» Games

» Group work

» Exercises

» Case studies

» Theatre methods

» Outdoor activities

» Roleplaying and simulation

» Workshops

» Field-works

Each of them have its pros and cons, and some participants will appreciate more a certain type, while others while appreciate another. There is not a right method, or the perfect one. But what is for sure right is providing and planning with a variety of methods. Once you met your group, it is important to review the methods and adapt them to the general tendency and preference of the group. There is an almost infinite number of methods, as far as each educator and trainer have its own toolbox and adapts other methods already existing. So, chose and create those that better help to achieve the learning objectives and outcomes, that better adapt to your group and that you are more comfortable to deliver as an educator.

We provide you here with a selection of the most relevant methods from our own trainings during the project "Youth as Peacebuilders". These are methods we found relevant in connection with the topic of youth peace advocacy trainings. Some of the methods were used during the main trainings and some others were used when working with the communities.

In this Chapter:

The first part provides with methods to introduce the basic ideas that contains the basis of peace education and peace and conflict studies.
The second part provides with methods focusing on the building peace competence, meaning methods to enhance competences for building peace through youth-led peacebuilding initiatives.

"

Important!

In non-formal education, almost all methods can be used for achieving different learning objectives and not only the one we aim, except maybe for those methods that are very specific and with a strong input/academic component. All the rest, specially exercises and workshops, can easily lead to several different discussions and therefore learning outcomes that are not the ones you planned as a facilitator.

This means that the adequacy of a method doesn't depend only on the method itself, but also on the capacity of the educator to:
Create an educational flow that leads participants towards the desired learning objectives and outcomes, building up session after session in the right direction
Facilitate the sessions in a way that the discussions and content connects with the learning objectives planned
Be clear and concise and readdress the discussions towards the desired learning objectives.
The methods offered in this section are not an exception. We know the methods are fitting the main steps for peace education with a focus on youth policy development, advocacy and participation of youth. But it is still necessary that the educational flow is prepared accordingly, the content and input fits this frame and the facilitation during the training directs the focus of discussions/debriefings/inputs and practice of participants towards the topic.

"

If you are a beginner, we recommend you to take a method from the following and implement it as it is described, since this will give you safety and understanding of the overall method. If you have seen it already from another experienced trainer, or you have seen a similar one, that will help you as well. If on the contrary, you have a wide experience, maybe some of these methods will be new to you, or you can twist them and take those bits that are interesting for you. In both cases, we hope they serve you and you can integrate them in your youth advocacy training courses!

The methods are presented in Session Outlines. Each session outline contains:

Learning objective(s)	What are the learning objectives that you set up for the activity?
Learning outcome(s)	What you would like to see happening in your participants after the activity? (formulated in "I" statements).
Time	An approximate calculation of the implementation time. This measure is not a final one since it can differ depending on the facilitation and the size of the group, but it can help you to assess when planning.
Number of participants	Minimum and maximum participants that can be involved in the activity without drastically having to modify it.
Level of difficulty	1 reflects an activity that can be easily delivered by a trainer with short experience, while 5 reflects activities that may become challenging due to the complex structure, difficult reflection or risks it entails. This difficulty only refers to the difficulty of the method, not of the content delivered.
Method description	A step-by-step description of the method.
Tips	Ideas to develop further the method, warm-up exercises, suggested improvements, etc.
Materials	List of concrete materials you will need during the activity and that may require preparation or buying them specifically. In this list we didn't include the basic materials of a training session (A4 paper, pens, markers, colourful papers, post-its, etc).
Source	The original source of the method. It can also refer to the original idea for the method, even though the method itself has been adapted or modified in this toolkit.

*Most of the methods have been implemented in the trainings of the "Youth as Peacebuilders" project funded by Erasmus+ programme of the European Commission or by the young fellows in the work with their communities. When possible, we included the original source of the method or the method that inspired it. If any method referred as "original" already exists in previous manuals please let us know in order to modify the attribution in the "source" section of the session outline.

ASSESSING LEARNING NEEDS

Learning objective(s)	Learning outcome(s)
» To get to know each other better and understand each participant`s background and experience » To formulate learning intentions in connection with the planned programme	» To get to know each other better and understand each participant`s background and experience » To formulate learning intentions in connection with the planned programme
Time	90m
Number of participants	8-30
Level of difficulty	2

Method description:

1. Present the objectives and the programme of the activity. Introduce participants the main elements and clarify with them as much as possible. Place the learning expectations according to the programme, and do not hesitate to clarify your learning objectives for them. This serves as an orientation for specifying the learning intentions in the further steps of this method.

2. Ask the participants to stand in a circle. Position yourself in the middle of the circle and inform participants that you will read out several statements, and that they have to answer the questions by simply making a step into the circle to express a "yes" or do no move to express "no".
The statements should refer to the main content of the training. If the topic is peacebuilding and youth policy development for peace, relevant statements could be:

» I am concerned about societal challenges in my community.

» I am involved in youth-led social movement or youth CSO.

» I am active (working, volunteering) on social issues.

» I am active (working, volunteering) on peacebuilding related issues

» I am active (working, volunteering) on policy issues.

» I can easily define peacebuilding

» I can easily define youth policy development

» I know how to create a campaign for advcating youth related issues in my community

» I organized and participated on (youth) policy development processes

» I organised youth-led activities in my community.

Stop at some questions and ask those that made a step forward to explain a bit what they do. Remember to value all different types of experience, and remind participants we are all here to learn and specially for those who may not have made any step. Also you can encourage those who made more steps forward to bring in their knowledge and experience at any time during the programme to support the development of others.

3. The ideal youth peace activist (if your topic is youth policy development for peace, otherwise, adapt the instructions accordingly!)
Open this part by referring to the competence model (knowledge skills, attitudes), and display a drawn image of a human (it can be cartoonish) on a flipchart paper. Inform participants this is the ideal youth peace activist seeking policy development through participatory and inclusive means and we need to name her competences.

Split the group into 4 groups and ask every group to identify the knowledge, skills and attitudes this ideal person should have. Ask them to write each feature on the prepared coloured 1/3 of an A4 paper. Establish a paper colour code (for example, red for attitudes, blue for skills and yellow for knowledge) and place empty ones near the example so participants are clear which colour correspond to which element.
Once the groups are more or less done, ask them to tape the identified features onto the human image (attitudes near the heart, knowledge near the head and skills near the hand). Read them out loud of the whole group and when necessary, clarify them. You can highlight those elements that will be treated during the activity.

4. Defining learning intentions (20 min). Explain the participants that they will have to identify individually their learning intentions by looking at the ideal example's identified competences. For this, they will need to reflect on the knowledge, skills and attitudes that they need to develop, improve or strengthen to become this ideal activist. Ask the participants to note those learning intentions for them. This will serve as their own track for the learning. Additionally, ask each participant to prioritize the three most important learning intentions for them, and to write them down on post-its. Have the participants tape those post-its on a second image of a human body displayed right beside the ideal activist.

Tips:

Collect the post-its of the second human figure and have a close look. From there, you can see what elements of the programme and what competences are more relevant for the participants. With this information you can modify, adapt and restructure your training programme and have a diagnose of the learning needs of your group. Ideally, this and a previous assessment (online or through interviews) will give you a clear image of what is the best and most relevant approach and content for them.

Materials:

Two images of human bodies (each best drawn on at least 2 flipchart papers taped together), competence model (skills, knowledge and attitudes), visualisation of the programme

Source:

Original method.

PEACE, CONFLICT AND VIOLENCE MUSEUM

Learning objective(s)	Learning outcome(s)
» Difference between conflict and violence » Peace definition (positive and negative)	» "I can define conflict, peace and violence"
Time	90m
Number of participants	10-25
Level of difficulty	2

Method description:

Preparation:

Find three rooms or spaces that are available for your group. Preferably spaces they don't have access to and they can't see before starting the activity. Set-up these spaces to be places to reflect about the main concepts: one room will bring a peaceful atmosphere, the other one will show a conflict and the third one a violent scene. Place around the walls quotes and definitions you would like people to reflect about. You will need 2 or 3 facilitators during the activity.

Instructions:

1. Divide the group in two or three smaller groups, depending on how many facilitators you have.

2. Tell the group they are going to have "guides" (the facilitators) and the they are going to go to visit a museum. The groups split then in their "visit" to the museum.

3. The groups visit the rooms (10 minutes per room) separately and discuss about the main elements they can see. The "guide" asks them questions to trigger discussions about what they feel and why, what they see as main elements, etc. and then moves forward towards the quotes and definitions they read, asking as well what caught more attention and why.

4. Definitions: after the "visit", once all the group is in the plenary room, ask each of the three groups to come up with keywords for each of the three concepts, and if possible agree on a definition.

5. Presentations: Each of the groups will read the key words or the definitions to the rest of the groups and explain the main elements.

6. As a trainer, you can wrap up the explanations to give consistency or present some of the main elements presented in the definitions of the different groups.

"   **"**

Tips
You can play music in the different rooms according to the topic while the people are exploring the rooms.
Consider who is your target group and assess what level of impact you want to reach. People can get very sensitive, especially in the violence room, and trigger emotions that are not easy to handle. Assess and be aware of it to create a safe environment.
Prepare the rooms the evening before when possible, as this is a time consuming preparation, but worth it for the results!

Materials:

Any sort of materials you have and that can help. There is not a close amount. For sure you will need print outs with the quotes and definitions and daily assets to create the rooms. Use your creativity and don't feel limited by the materials. Everything can help you for this method!

Source:

Original method.

THE FIGHT FOR THE CHAIRS

Learning objective(s)	Learning outcome(s)
» To understand how a conflict can quickly escalate and its phases » To be able to identify conflict escalation and assess stages of escalation in real life	» I can name the different stages of conflict escalation » I can relate the conflict escalation model with real life examples
Time	75m
Number of participants	10-25
Level of difficulty	4

Method description:

Preparation:

Prepare 3 papers with the following tasks:
- » "All 6 chairs should be arranged in a circle"
- » "All 6 chairs should not be touching the floor"
- » "All 6 chairs should be outside of the square tape"

Prepare a square in the centre of the room and put 6 chairs randomly (you can mark the chairs with a tape to make visible for everyone which chairs are part of the game).

Instructions:

1. Divide the group into 3 equal teams. Team A, B and C. Try to separate them to create a "climate of competition" from the very beginning. Ask them to think of a group name and a group cheer.
Make each group present to the others their name and their group cheer.

2. Hand out one of each papers with the tasks to each group. As soon as each of them picks the task, tell them they have 2 minutes with the rest of their group to strategize.

3. After the 2 minutes for strategizing, ask everyone to stand around the square tape. Make sure no one from any other group communicates. Give them the complete instruction: They have 2 minutes to complete their task and that they can't speak). Prepare everyone, if possible try to create a tension with your body language and words by saying something like "OK? READY??? YES??? OK, THEN READY, SET… GO!!!"'
Observe carefully how they behave and control they don't talk. Most probably they'll run and fight over the chairs. Pay attention if there is any behaviour that cross a red-line to your eyes. If not, after 2 minutes, stop the game regardless if they managed their task or not.

4. Debriefing: Ask participants to sit in a circle and start debriefing. If the participants where fighting over the chairs, in the debriefing, you can focus on conflict escalation, and how often individuals assume that they are in front of a conflict (incompatible goals, which was not even the case of this activity) and/or the spontaneous use of violence to address the conflict. The main direction you should follow during the debriefing can be traced by following questions, in this order, like:

1. How do you feel?

2. What happened? Why did it happen? What was the aim of the activity? Did any group complete their task? If yes, how? If no, why not? Ask each team to share their tasks, then ask – could you have completed all 3 tasks together?

3. In real life, what prevents us from collaborating with others? Why do we compete? Why do we think that by having the same resources, our goals would be incompatible? How else can we relate this to real life?

5. Input: Present the conflict stages presented in this manual (Glasl) or any other escalation model that serves you. Try to make as many references to the previous experience as possible.

" **"**

Tips
If participants did not fight over the chairs, or were fighting for a short time, focus your debriefing on how they cooperated and why, and congratulate your group for their achievement.
Create a feeling of competition from the beginning of the activity. Put away any dangerous or breakable object.

Materials
Task cards. Paper tape. Chairs. Visual presentation of the conflict stages.

Source
Adapted from UNOY Peacebuilders, Ortiz Quintilla, R. (2018) Youth4Peace Training Toolkit, The Hague

IDENTITY CRISIS

Learning objective(s)	Learning outcome(s)
» To be able to reflect on how identity can often be closely linked to our values » To know the different elements of identity that are important to others » To establish a link between threatening identities, conflict and violence	» I am able to name elements of my identity that are important for me » I am able to explain why elements of the identity of others are important for them
Time	50m
Number of participants	10-30
Level of difficulty	2

Instructions:

You don't need preparation for this exercise.

1. Ask participants to find a partner

2. Ask each participant to write 7 aspects/elements of their identity in 7 small pieces of paper (small post-its or similar).

3. Give them 10 minutes to make the list.

4. Tell them to go ahead and show this paper to their partner.

5. Tell them that they now need to get rid of 2 elements of their identity that are least important to them – the part they could get rid of and still maintain their sense of self. Tell them to cross out the 2 elements. Tell them to show their paper to their partners once again. *They will almost certainly complain. Tell them that this is just for the purpose of the exercise and we understand that on a different day, they might give up different elements."

6. Now, ask the participants to exchange papers. Without talking, ask them to get rid of 2 elements of their partner's identity. Ask them to cross out the 2 elements from their partner´s paper in their hands. After doing so, ask them to return the paper to their partners. At this point, tell them that they can discuss with their partners about why he or she got rid of a certain element.

7. Ask each pair to present to each other all the 7 identity elements they chose, why they chose it and to explain why they kept the elements that they kept and what those 3 things mean to them.

8. Debriefing: Gather all participants in a circle and guide them through the process by asking the questions. Suggestions of the questions that could be asked are:

- » How did you feel during the activity?

- » How did you feel after the activity?

- » How was it like writing the 7 elements of your identity?

- » Would you say that some elements are permanent and some are temporary?

- » How did it feel to cross things out from your own paper?

- » How did it feel to "give up" parts of yourself?

- » How did it feel when your partner crossed things out from your identity?

- » If and when a part of your identity is threatened, are you more likely to give it up or hold on it tighter?

- » Did you experienced situations when external forces (family, media, your job, etc) have threatened part of your identity? How did you feel?

- » Do you ever feel that you are pressured to privilege one part of your identity over another? When or why?

- » Encourage participants to give real life examples that can be related with the game. Ask participants to also reflect on the stereotypes that exist between people of different cultures, backgrounds or gender.

Tips

You can provide a short input for more clarity on the connection with the violence threatening identities can trigger. We recommend you to explore "Amin Maalouf and his ideas explained in the book "In the name of identity". Otherwise, a good continuation to explore this elements of groups and violence in connection with identity is the method "The dots (or flags)".

Materials:

Post-its or small pieces of paper. If you provide input, a visual support would help your presentation.

Source:

Adapted from the "PeaceBag for Euro-med Youth" published by Fundació Catalunya Voluntària, 2009.

THE DOTS (OR FLAGS

Learning objective(s)	Learning outcome(s)
» To raise awareness about our common attitudes with people "different" from us » To promote "thinking outside the box" or creative thinking in conflict situations.	» I am able to explain why it is important thinking outside of the box in conflict situations » I am able to defend that there are different solutions for conflicts apart than the obvious or mainstream ones
Time	45m
Number of participants	16-24
Level of difficulty	2

Method description:

Preparation:

Prepare the sticking dots of different colours.

Instructions:

1. Ask all participants to find their space in a room, then close their eyes. Tell them that they are not allowed to talk through the whole duration of the game.

2. Stick one dot each on the forehead of each participant, including the white dot.

3. When all participants have their dots stick, ask them to open their eyes.

4. Give the following instruction: "your goal is to group yourselves" Give them few minutes to do this and make sure they are not talking. Observe the behaviours and the reactions of the participants.

5. After few minutes (depending on how the exercise evolves, but no more than 10) ask the groups to sit down in a circle near their groups, and keep the stick.

6. Debriefing: Focus on what happened and how this made feel the participants. First, not knowing which group they belong to, then getting confirmation by others and probably by the end rejecting those that were different. Try to focus on how they formed these groups and in a short period refused others to join. Bring this to the reality and ask what are the "dots" by which people group. Bring it to the sphere of identity.
You can also bring to the discussion the element of competition over cooperation: your instructions didn't express they had to group by the colour of the dots or any other element, but they most probably made this assumption and entered into a competition mode with those who didn't have the same as themselves. Why and how does this relate to identity and violence?

""   **""**

Tips
If you have the time, substitute the dots with invented flags. This will make the debriefing and the identity elements stronger for the debriefing part.
Materials
Dots or circles in sticker form and in different colours. 3-4 of each colour (orange, green, yellow, etc). One white dot.

Source:
Adapted from the "PeaceBag for Euro-med Youth" published by Fundació Catalunya Voluntària, 2009.

THE PULL EXERCISE

Learning objective(s)	Learning outcome(s)
» To learn about conflict management strategies » To understand the approach to conflict transformation	» I am able to name five different conflict management strategies » I am able to identify myself adopting different conflict management strategies in conflict situations

Time	45m
Number of participants	10-25
Level of difficulty	3

Method description:

Preparation:

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

Instructions:

1. Ask 10 volunteers to position themselves along the line, 5 in each side of it and facing each other (establishing pairs separated by the line).

2. Ask the rest of the participants sitting to carefully observe the participants.

3. Give the participants that are standing the following instructions:
   - » You cannot speak during the entire exercise
   - » You have 1 minute to achieve your goal
   - » Get the other participant to your side of the line

Observe them during the exercise.

4. Once it is over, proceed to a semi-debriefing. Ask participants to describe what happened. As the trainer, your task is to connect their strategies to the conflict management strategies (compromising – competition – collaboration/ cooperation – avoidance – accommodation/giving-up) and eventually conflict transformation (which in the exercise will be shown by removing the line). Introduce the strategies one by one and emphasize on the win/win, win/lose aspects. When you introduce them,
you can refer to the actions the participants did that match the strategy you are introducing.

5. (Optional) Input on conflict management strategies and conflict transformation as an alternative that goes beyond the model.

“ ”
Tips
If they didn't play all behaviors that help you introduce all conflict management strategies, you can ask other participants what other options were possible. Participants will come up with other strategies and you need to relate them to the management strategies. In this manner you make an input combined with a debriefing.
If participants come up with the idea of removing the line, congratulate them, this is the essence of conflict transformation, breaking the structures that sustain the conflict. If they don't come up with this idea, you will need to introduce it.

Materials:

White tape or string to make the line. Visual support for the presentation of the conflict management strategies.

Source:

Original method. Adapted from the "PeaceBag for Euro-med Youth" published by Fundació Catalunya Voluntària, 2009.

THE DYNAMICS OF CONFLICT

Learning objective(s)	Learning outcome(s)
» To learn about the complexity of conflict dynamics » To understand the connection between the different elements of the ABC triangle	» I am able to explain how attitudes, behaviours and context are interlinked » I am able to use the ABC triangle for context analysis
Time	100m
Number of participants	16-24
Level of difficulty	5

Method description:

Preparation:

Print five copies of the print outs attached to this session outline. Prepare 4 packs of 10 post-its of different colours. Identify four spaces in which small groups can work separately without seeing or listening the other groups.

Instructions:

1. Split the group in 4 smaller groups. Ask them to give a name to their group and to create a group motto. Each group will present their name and motto.

2. Send each of the groups to four different spaces (the ones you chose earlier) and give to each group one of the copies of the print outs, 1 of the stacks of 10 post-its, a marker and a pen. Ask them to read the instructions carefully. Go to each of the groups clarifying the instructions. Do not give more information than what is written in the paper. Once each group understood the task, tell them they have 3 to 4 minutes to make the first decision from their groups, that they have to write their first decision in the first post-it and that you will collect it.

3. Collect the decision of the first round for each group. Put together the results in a flipchart. At the end of the exercise the flipchart will look like in the picture (or hopefully better!):
Go back to each group and tell them the result of the round (# of Xs and #of Ys). Make sure they understand what it implies for their team in terms of points. Tell them you will collect the results of the next round in 3 minutes.

4. Repeat the previous step. Keep repeating it until round 4.

5. When you give the results of the round 4, tell each group to appoint one vocal that will represent them in the negotiations. Give them 5 minutes to agree on what the vocal should defend or propose during the negotiations.

6. After 5 minutes, make the vocals meet in a separate space where no one else can hear them. The rest of the members of each group wait in their designated spaces. Tell them the negotiation will last for 4 minutes. Let the participants negotiate and you should not intervene, but observe. After 4 minutes send them back to their groups and tell them you will collect their decision in 5 minutes.

7. Collect their results and keep running rounds until round 8.

8. When you give the results of round 8, tell them there will be new negotiations. They need to appoint a vocal (can be different) and they need to agree again what the vocal will defend or propose during the meeting. Hold negotiations like in step 6.

9. Collect the results. Run two more rounds (round 9 and 10) and call all the groups to the plenary. Do not inform them yet of the result of the last round.

10. Debriefing: Gather all the groups and start a debriefing. Emotions can be quite high and people will keep accusing. Your task as a facilitator of the exercise is to start by making clear these were strategies and exploring why each group took each decision. Stop any personal or group shaming and readdress the discussion to the exercise. Validate each of the strategies. During the debriefing, try to reconstruct the following elements:

   » What was the strategy of each group? Why?

   » Where all strategies trying to find the initial goal?

   » How did the negotiation go? What was the strategy for the negotiation? Was it easy to convince the own group about the agreement (or disagreement) during the negotiation?

   » How did this affect the trust? Where your decisions influenced by it?

What you are trying to do in this debriefing is to bring the understanding the ABC triangle, what is context, attitudes and behaviors and how they are interlinked and are dynamic. A good way to show that is by deconstructing, for one or more rounds, the following:

> » How did the results of the first round changed the context for you/your group? (being in minus, being in plus, etc)

> » How did the results of the first round affect the attitude in you/your group? Why?

> » How did the attitudes change after the first round affect the next decision, and therefore the behaviour of you/your group?

Close the debriefing with some examples of real life. If participants can't bring any, check real life examples and be ready to bring them yourself.

11. Input on the conflict dynamics triangle (attitudes, behaviour and context). If the group is still eager to learn more, you can also introduce the prisoner's dilemma model, so they can understand better these dynamics.

" "

Tips

This is a difficult and long exercise. Running it requires advanced management of time and the debriefing can be challenging if emotions are high among group members. We don't recommend to do this exercise unless you are already very comfortable with the group and/or your competences for debriefing intense exercises.

In order to run effectively and timely the exercise it is good to have a helping hand that also can give the initial explanations to some of the groups, collect the results during the rounds and inform back the groups.

Materials:

Five copies of the print out. 4 packs of different colours with at least 10 post-its each. Visual presentation of the ABC triangle.

Source:

Original variation adapted from several manuals.

a.) The goal of your small group is to gain as many points as you can.

b.) You work in four groups and the exercise consists of approximately 8 rounds.

c.) Each group in each round - independent of each other - makes a decision (X or Y), writes it on a piece of paper and hands it over to the leader of the exercise.

d.) The decision is a choice between two options:

one is: **X**

the other is: **Y**

e.) The groups may make profit or "register" loss in each round.

f.) The extent of profit or loss depends on the sub total of the decisions (messages) made by the groups. They are calculated in every round according to that table:

MESSAGES OF THE ROUND	PROFIT/LOSS	
	GROUP THAT CHOSE X	GROUP THAT CHOSE Y
4X	-10	0
3X + 1Y	+10	-30
2X + 2Y	+20	-20
1X + 3Y	+30	-10
4Y	0	+10

h.) Between the rounds new pieces of information may be given. They will not change the structure of the above table of profit, can only change the extent of profit/loss.

i.) During the exercise each group should take notes of their decisions and the subtotal of the group decisions.

DEBATE ABOUT YOUTH AND PEACEBUILDING

Learning objective(s)	Learning outcome(s)
» To understand challenges for youth peacebuilding and policy development for peace » To identify discourses and arguments for advocacy and youth policy development for peace	» I am able to defend why youth policy development for peace is a relevant matter » I am able to express ideas connecting youth work and peacebuilding
Time	60m
Number of participants	16-32
Level of difficulty	3

Method description:

Instructions:

1. Create eight groups.

2. Inform participants you will conduct a debate and they will be defending or being critical with certain statements you will provide them.

3. Describe the following instructions:

» There will be 4 questions and the objective is to stay in the topic for each statement during the debate.

» For every statement there is a "pro" and "con" group

» Each group will have five minutes to formulate the initial argument.

» Each group will then have three minutes to present their argument (beginning with the pro side).

» The groups will then have a minute to agree on a rebuttal.

» Again beginning with the pro side, each group will have two minutes to present their rebuttal.

» During the debate, audience members may walk back and forth between the two groups, standing behind the team they agree with.

The statements we propose are:

» Youth is a leading actor in peacebuilding and policy development

» Young people have well established and accessible mechanisms for policy development, also in regards to peace policy development

» Long-term funding is the determining factor of the success of youth peace initiatives

» One of the biggest obstacles facing youth in peacebuilding and policy development is not being taken seriously by authorities and policy makers

"
Tips
Feel free to modify them or adapt them to your training programme, but make sure there are reasonable arguments in line with your learning objectives and values for both options. Therefore, avoid radical statements such as "terrorism is neces-sary", otherwise you may end-up in a discussion that reinforce this idea and which goes against your entire peace education activity.
Try to give voice to everyone. This method is good to generate speak-up from participants that may not have been Heard so far because of their own challenge to speak in public, or similar. As a facilitator, create a safe space for the debate and make sure the opinions are not taken personally.
"

Materials:
No special materials required.

Source:
General debate method. Original proposal for statements.

INTRODUCTION TO THE UNSCR2250 ON YOUTH, PEACE AND SECURITY

Learning objective(s)	Learning outcome(s)
» To have an understanding of the background, content and localization of UNSCR 2250	» I am able to express why the UNSCR 2250 is helping youth policy development for peace » I am able to name the five pillars of the UNSCR 2250
Time	45m
Number of participants	8-30
Level of difficulty	1

Method description:

Instructions:

1. Present UNSCR 2250: background and content.

2. Divide your group in small groups of 4-5 participants and ask them to reflect on:

    1. challenges of youth participation in peacebuilding,
    2. opportunities for youth engagement in peacebuilding (you can ask them to reflect based on the 5 pillars of the resolution)
    3. how UNSCR 2250 can help them in the work they are doing (or how the activities/work they do in their communities/organizations is related to 2250)

3. Presentation of the main ideas collected by the groups.

4. Closing reflection introducing, for instance, the following ideas:

» While it is a UN Security Council Resolution, it is mainly a resolution that was advocated by a youth movement: 2250 is not an end in itself but rather a tool.

» It supports a new narrative: having a framework such as 2250 is a shift in mentalities that is crucial to provide impulse to a vision where young people are key agents for peace.

» It provides recognition and legitimacy for youth and youth led organizations into working for the peace and security agenda, as well as it brings visibility of the positive role of youth in peace and security.

» Localizing 2250 must be rooted in local realities: 2250 can be seen as a global agenda that is far away from the reality of your group. Youth need to take ownership of the resolution and put it into action in their own reality.

» 2250 is not a tool for putting youth in competition with other groups, it should rather look into partnership rather than dividing groups.

Materials:
Visual presentation of the UNSCR2250 for the input.

Source:
Adapted from UNOY Peacebuilders, Ortiz Quintilla, R. (2018) Youth4Peace Training Toolkit, The Hague UNSCR2250 on Youth, peace and security

CONFLICT ANALYSIS TOOLS

This is a generic method that can be applied to all the different analysis tools for conflict analysis (for example, the conflict tree, the stakeholders analysis, the ABC triangle, the PIN model, the Peace Flower, etc). For more information of each tool, we suggest you to explore publications explaining these tools in detail. The most known publication is "Working with conflict" by Simon Fischer, but other publications also refer to the, such as the T-Kit "Youth transforming conflict"

Learning objective(s)	Learning outcome(s)
» To enable the learner to analyze contexts and conflicts jointly with other stakeholders	» I can use conflict analysis tools and determine entry points for my activities. » I am able to identify stakeholders and conduct conflict and context analyses together with them in a mutually beneficial process.
Time	The amount of time for each tool will be very different depending of the speed of the group, the complexity and the desired results.
Number of participants	3 or 4 groups of 3 or 4 people per trainer
Level of difficulty	1

Method description:

Instructions:

1. Make participants chose a conflict or form of violence they would like to see addressed in their communities. (If they shared this in previous sessions or days, that is even better). If it is an international group, participants can initially group per country and try to choose one they want to work on. If it's a national group, or too big groups of one same country, make a grouping process for them to choose according to their concerns, but in any case don't impose this groups or create them randomly.

2. Introduce an analysis tool to the entire group in plenary and explain them they will go back to their groups and work on it. Make sure the flow of the tools makes sense, as we explained in the previous chapter that's important to build upon. A working sequence could be:

»   - Conflict/Problem tree

»   - Actors and tracking

»   - Pillars of power

»   - Position, Interests and Needs/Onion model

»   - ABC triangle

3. Let the groups practice the tool with their case and let them familiarize with it first. Once they are comfortable and understood it, the team of trainers can ask more questions and try to mentor their work in order to get more relevant results of the exercise.

4. Bring the group together after the agreed time or when you see the attention gap of the groups for the task is gone. At this stage it is not important to share all the results of the analysis with all the group, but it is important to bring the group together and share their achievements and frustrations.

5. Present the next tool and follow the same structure.

> **"**
>
> ### *Tips*
> *These are very demanding exercises and depending on the profile of your group members the energy can drop, or they can lose their interest fast if the sequence goes for "too long" according to their impressions. As a facilitator, you need to evaluate this and assess at which stage the group is. A good strategy is to split this analysis over several days but one session (if you have few days of training), so the work-load is not concentrated in one or two days. Also bringing the group together and making small exercises, dynamics or even good energizers can help those who get tired or bored faster. When having motivated groups eager to work on their conflicts, this method will be very appreciated as far as the training team is constantly coaching and providing with advice and supporting their work.*
> **"**

Materials:
Print outs with the tools. Visual presentations for the plenary explanation of the tool

.

Source:
Original method.

IMAGINING ALTERNATIVE REALITIES

Learning objective(s)	Learning outcome(s)
» To enable the learner to envision peaceful transformation of a specific conflict	» I can imagine alternative realities when I see an unjust situation. » I can point at necessary changes to reach a more peaceful reality in a given context.
Time	30m
Number of participants	12-24
Level of difficulty	3

Method description:

Instructions:

1. Put a chair in the middle of the room that all the group can see.

2. Tell participants you'll ask them a very important question. Catch their attention and then ask "What is this?" pointing at the chair. Most probably the first answers that will come are "a chair!" and people will look at you surprised. Continue asking them, challenge them with questions such as "Yes? Is it a chair?" or "Why?". You'll probably get answer such as "because we can sit on it", "because it has four legs" or even "because it is a chair". You can counter this answers by asking "so everything that we sit on is a chair?" or "everything with four legs is a chair?" or "did you decide this is a chair?". Acknowledge the new ideas coming from your constant questioning, validate them and build upon them when possible. People will hopefully start imagining different uses for the chair. Let these ideas flow like all of them are good ideas. If you find difficulties you can also ask

3. After few minutes, if it didn't come up naturally from the group, move forward the discussion by questioning "who gave it the name?", "who decided for this object to be used like that and not differently?" or "why the chair looks like this and not otherwise?".

4. Ask participants, what if instead of asking a simple question such as "what is this?" referring to a chair, the question would be "What is democracy?", "What is participation?", "What are your rights as a youth peace activist?" or "What is a peaceful community?". If the group is engaged, you can collect some examples to these new ideas about one of these questions as a group practice.

5. Create groups of 4 people. Ask each group to work on the problem they analysed previously or to choose one that is relevant for them. Their task now is to describe how the new reality looks like out of the factual limits and the pre-conceived ideas within the community.

For example, if they are working on a community issue, how the new reality they imagine looks like in this community in regards to the issue. If they have problems imagining this, help them with concrete questions, such as:

» - How the people behave?

» - What are the institutions doing?

» - What is the legal framework?

» - What are the attitudes of the people involved in the conflict?

6. Let participants share their visions of the future.

« *Tips* »
For the second part (steps 5 and 6) you can ask participants something more creative if they are a more playful group, such as creating a newspaper frontpage with the news of the day after all their imaginations became true, or presenting it with a small sketch and then develop the ideas.

Materials:
An extra chair.

Sources and references:
Original method.

CREATING A PATHWAY OF CHANGE

Learning objective(s)	Learning outcome(s)
» To enable the learner to set pathways of change by creating a theory of change	» I can identify conditions and preconditions to achieve a desired change. » I am able to set measures to verify if conditions and preconditions are achieved.

Time	60m
Number of participants	8-32
Level of difficulty	1

Method description:

Instructions:

1. Input: provide an input on the basic ideas on how to create a Theory of Change. Focus on the idea of having a clear "vision", making differences between (pre)conditions and interventions and on how the conditions work ("if"/"then").

2. Once you are sure participants understood the basic ideas of Theory of Change, make groups of 4 people.

3. Tell participants they are going to practice the tool with some very important matters that are relevant to you.

4. Give each of the groups a fun "vision". Tell them they have 30m to develop a comprehensive Theory of Change by using the "if"/"then" approach and to prepare a presentation. Some examples of "fun visions" could be:

» Make everybody in our city (or the world!) love the colour orange

» Make everybody love chess instead of football

» Make this group the most famous peacebuilders in the world

5. Assist the groups during their work, but let their creativity fly.

6. Bring the group together and let them share their presentations. Have fun, but also critically give feedback when interventions are confused with (pre)conditions or the gap between one pre-condition leading to the next one is too big, so participants can understand better the tool.

Tips
This is a method to trigger creativity and also to get familiar, without the pressure of developing a real problem/conflict Theory of Change for participants and it is fine if it is taken as a creative and fun exercise by participants. This method is a good opener for the method "Challenges and counter measures for youth policy development for peace".

Materials:
No special materials required.

Sources and references:
Original method.

CHALLENGES AND COUNTER-MEASURES FOR YOUTH POLICY DEVELOPMENT FOR PEACE

Learning objective(s)	Learning outcome(s)
» To understand the relevance of action planning » To explore common challenges for youth policy development for peace	» I can explain why it is important to create action plans » I am able to identify challenges related to organizing initiatives on youth policy development for peace

Time	30m
Number of participants	8-30
Level of difficulty	2

Method description:

1. Ask the participants to form small groups of 2-3 people. Present them the challenges below one by one and give the groups 5 minutes to identify possible counter measures to the given challenge.

Challenges:

» Creating an initiative group and self-organizing the group

» Mobilizing other young people and members of the community for youth policy development for peace

» Setting-up concrete objectives for youth policy development

» Establishing dialogue with decision makers

» Formulating requests to the decision makers

2. Make sure each of the challenges receive several potential counter measures and that those are understood by the others.

3. Input: provide participants with an input on the importance of planning and effectively develop comprehensive theories of change covering different aspects needed for our projects to be successful.

"

Tips

If the group is not experienced enough or is not providing with relevant answers, it is good that the trainer is ready to provide with relevant counter measures. This requires a previous preparation of the session identifying these counter measures that are applicable in the given context.

"

Materials:

Visual support for the input on the relevance of theory of change and planning.

Sources and references:

Original method.

PLANNING YOUTH POLICY DEVELOPMENT FOR PEACE INITIATIVES

Learning objective(s)	Learning outcome(s)
» To gain competences to plan initiatives for youth policy development for peace	» I am able to create a theory of change for youth policy development initiatives for peace » I can plan concrete actions for youth policy development for peace
Time	N/A
Number of participants	8-30
Level of difficulty	2

Method description:

1. Ask participants to group (or go back to the groups) in relation to the issues they are working on.

2. Input: remind participants about the learning outcomes and results achieved during the implementation of methods 10, 11, 12 and 13.

3. Ask participants use the tools learnt during method 12 (Creating a pathway of change) based on the vision established during method 11 (Imagining alternative realities). Remind them the variety of conditions identified during method 13 (Challenges and counter-measures for youth policy development for peace) and to try to follow a structured thinking process based on it.

4. Give participants enough time to develop their own theory of change by using the pathway mapping on. Provide them with consultation and mentoring during this process.

Tips

This method is planned for participants that already experienced methods 10, 11, 12 and 13. Otherwise, the method can still be used if participants come from already active groups and have a great knowledge of their context and the issue they are going to work with. If participants don't have this previous understanding, skipping these methods, specially the Conflict Analysis, would give participants the wrong impression that it is fine to plan projects and initiatives without having an understanding of the context. In this case, we strongly discourage running this or any other planning method. A natural continuation of this method would be a project planning process focused on the selected conditions and pre-conditions of the theory of change developed by the participants.

Materials:

Flipcharts and visual materials of sessions 10, 11, 12 and 13.

Source:

Original method.

EVALUATION

Learning objective(s)	Learning outcome(s)
» To foster the participants reflection on their learning outcomes » To share the personal learning outcomes within the group » To set next learning intentions » To receive feedback on the programme and methodological approach	» N/A
Time	90min
Number of participants	8-32
Level of difficulty	2

Method description:

1. Retelling the story of the course.
Open with a short explanation why evaluation is important. Remind the participants by collectively retelling the story of the course about what they have done in the past days. Focus on the daily flow of each day, highlight core concepts and memorable events of the course.

2. Reflection group meeting
Ask the participants to gather in groups and to think about the following questions:

» How do you feel?

» What did you learn?

» What would you highlight from the course?

» What would your suggestions be?

3. Four-Corner evaluation
Ask all groups back to the plenary and explain them that you will ask them questions about key elements of the course, and that they answer the questions by taking positions in the four corners of the room. Each corner represents one answer: very bad – ok – good – excellent.
Ask them the following questions:

» How was the content of the course, the topics addressed?

» How was the methodological approach and the methods used?

» How would they rate their own participation?

» How would they rate their learning progress?

Ask for each question two to three participants to explain their opinion. Choose people from different corners to get a balanced impression from the group.

4. Personal reflection time
Invite the participants to a 10 minutes personal reflection on their learning outcomes. Ask them to consult their notes and the learning intentions that they have formulated on the first sessions (if you followed the method "Assessing learning needs").

Ask them to reflect on three aspects of learning:

» What can I directly use because I fully understood?

» What do I have to practice more to feel fully competent?

» What do I still need to learn because I realised I do not know much about it?

5. Sharing learning outcomes
Invite the participants back into the plenary.
Place three chairs in front of the group and tape on every chair one of the three questions for personal reflection. Invite each participant to share.

Materials:

Flipcharts and visual elements used during the training activity for the review of the training programme.

Source:

Original method.

This toolkit provides with a starting point for organizing relevant youth policy development for peace training course. Nevertheless, there is a lot more to learn and consider that for matters of space could not be included, but also because other experts and experienced groups already covered the topics.

Here we present you with a selection of readings we explored during the project and that we believe can help you. We recommend you to have a look at them and chose those that can help you further develop your knowledge on the topic.

Non-formal education

» T-kit 6: Training essentials. Council of Europe publishing. Gavan Titley (Ed.) (2002)

Non-formal Peace Education

» Peacebag for EuroMed Youth. Barcelona: Fundació Catalunya Voluntària. Various. (2009).

» Youth4Peace Training Toolkit. The Hague: UNOY Peacebuilders. Ortiz Quintilla, R. (2019).

» Designing Learning for Peace - Peace Education Competence Framework and Educational Guidelines. Mainstreaming Peace Education. Various. (2016)

» T-kit 12: Youth transforming conflict. Council of Europe publishing. Yael Ohana (Ed.) (2012)

» Mainstreaming Peace Education. Methodologies, approaches and visions. A practitioner's manual. Berlin: European Intercultural Forum e.V. Various. (2014)

Youth Policy

» Youth policy essentials. Council of Europe and European Commission. Lavchyan, Z. And Williamson, H. (2017)

Youth and policy development for peace

» Translating Youth, Peace & Security Policy into Practice: Guide to kick-starting UNSCR 2250 Locally and Nationally. United Network of Young Peacebuilders and Search for Common Ground (2017)

» Young people's participation in peacebuilding: a practice note. Inter-Agency Network on Youth Development Working Group on Youth and Peacebuilding with support from PeaceNexus Foundation. Various. (2016)

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party

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