

Peace Fellowship

Methods and practices for peace education



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About the project

We are living in a time of immense challenges to human rights. Billions of our citizens continue to experience conflicts at various levels, discrimination, racism, violent extremism, homophobia, gender inequality, and domestic violence which has especially increased in times of pandemic. There are enormous disparities of opportunity, especially for young people, who lack the chances to participate in decision-making processes. Armed conflicts and divided societies remain a key challenge.

More frequent natural disasters and climate change pose serious risks to the fundamental rights to life, health, food, and an adequate standard of living for individuals and communities. However, it is also a time of immense opportunity. Technological progress and increased digital capabilities create great potential to bring societies together and contribute to community education.

The Peace Fellowship project brings together the member organisations of the Youth Peace Ambassadors Network to build the capacity of the partnering organisations and the Youth Peace Ambassadors Network in general. The aim is to increase the quality of their work and share innovative practices by developing the Peace Fellowship and empowering the Fellows with peace-building instruments in their communities.

Each partner organisation and, therefore, each target community faces specific challenges in its pursuit of peaceful transformation. While all project partners are active members of the Youth Peace Ambassadors Network, they work in unique and distinct environments with individual methods and approaches.

The idea of the Youth Peace Ambassadors Fellowship is to develop a year-long hybrid learning program that enables partner organisations to work together, share their best practices, and improve the skills and competence of individuals to act for peaceful transformation.

The objectives of the Peace Fellowship project are:

1. To increase partner organisations' capacity and knowledge on; human rights, peace education, conflict management, research methods, and advocacy campaigns.
2. To allow organisations to boost their cooperation, bring innovative approaches to their work, and increase the quality of their activities through developing the Toolkit of practices and methods of Peace Fellowship.
3. To gain a better understanding of country-specific human rights issues. Introduce Fellows with existing instruments and best practices for solving these issues and stir up networking with local and national experts, stakeholders, and decision-makers.
4. To raise public awareness around human rights issues in local communities through educational activities, advocacy campaigns, and other actions.

The Project involves eight partnering organisations – members of the Youth Peace Ambassadors Network:

- Association Cultural Sende (Spain)
- Youth Peace Ambassadors Network France
- Peace Ambassadors Poland
- Center for Euroinitiatives (Ukraine)
- Local Peace (Kosovo)
- Youth Peace Ambassadors Turkey (Genc Baris Elcileri Turkiye)
- Sivil Toplum Araştırmaları Derneği (Civil Society Research Center)
- Peace Up! (Germany) – the coordinating organisation of the project.

The project has a duration of 18 months. It was implemented over the period from November 1, 2022, to April 30, 2024. The project is implemented under the scheme of the Erasmus + KA2 Capacity Building project with the financial support of the German National Agency of Erasmus+.

Testimonies

Testimonies by PEACE FELLOWS



Serena Granzini
Peace Fellow

"Attending the Peace Fellowship program was like finding again the motivation for believing in a possible change for my countries (Turkey and Italy). This long term programme permits, especially to educators, to reconsider their method of learning and teaching and the extreme need to integrate in normal school curricula the theme of peace.

I have learned from professionalists useful technical tools to analyse, manage and solve conflicts; the importance of NVC and how to implement all of these in my local community. It was a journey through knowledge and practical tips. Being part of a community helps us to valorize our potential and Youth Peace Ambassadors does exactly this."



One of the Peace Fellows

"Peace Fellowship was pretty challenging for me due to mental health issues. I didn't manage to complete the online part, because it turned out to be too difficult and challenging considering my state at the time. I was lacking motivation, which I got in the group, even if I'm not feeling my best. That's why I would recommend training this long to somebody who is rather self-disciplined and patient. This showed me that even when being an introvert it's sometimes easier to work with other people. Their support is really helpful. This training (actually, only a part of it) let me learn more about myself - it's hard to spread peace when you miss it yourself. Inner peace is fundamental for further action. Nonetheless, I learned a lot about mapping conflicts and reminded myself about a few important aspects of non violent communication."



Viktoria Stoma
Peace Fellow from Ukraine

"This programme was an incredible experience for me, which opened a new dimension of human rights advocacy. It not only helped me learn the necessary skills, but also changed my attitude towards this field of activities. The programme revealed new values to me, which allow me to confirm my principles in relation to the advocacy of human rights and give me the determination to express them in society. I gained the following knowledge through the programme: general knowledge about human rights and peacebuilding, supported by the mechanisms and tools that allow you to effectively share this knowledge and form an understanding of the principles of human rights and peacebuilding in your own environment; the need to use the principle of "do no harm" in all actions regarding oneself and others; the ability to conduct advocacy companies at the local level, aimed at solving the needs and violations of human rights in the community. I recommend this programme to everyone who works with young people, because it allows not only to master the tools, but also to transfer the acquired knowledge and form an understanding of the principles of human rights and peacemaking among young people. Each part of the programme is interconnected and necessary for a full understanding of the course. However, the second "Peace Advocacy" training in Poland was the most impressive for me. In fact, after the first training and e-learning, I received a huge amount of theoretical knowledge on human rights and peacebuilding, and in the second training, we worked out the tools and mechanisms that we can apply at the local level to advocate for the rights and needs of people in our communities and prepare for local activism."



Johannes Aumann
Peace Fellow

"Through my engagement with YPAN in a long-term way, I feel supported in my educational activities and as a part of a network that consists of allies, friends and motivators for the common purpose. This value can be noticed as mutual support in all levels: emotional, knowledge-based, legal and others! My 3 learnings of the Peace Fellowship programme are:

- Social work and peace education go well together and the combination should be promoted as part of our educational systems;

- Mediation and conflicts are not only negative;
- Imperfection is key: starting advocacy work locally/on a small scale before knowing it all is better than keeping all the theory to ourselves.

I would recommend the Peace fellowship programme to everyone in a youth or social field, but more important people outside of it who are important multipliers, like management level or public sector employees who never heard of non-violent principles or never experienced NFE in the sense of emotional learning.

The most impactful element of Peace Fellowship for me was the last part of the first Berlin training, where we drafted our ideas for real projects and committed to other pax to follow up on those ideas. The long-term character really allowed more commitment structurally, as there were organic deadlines and we would see each other again.

My dream after the end of Peace Fellowship is a network meeting with everyone who stayed engaged would be cool, also to maybe think of a follow-up structure for participants to stay in touch, maybe inform of a work camp (i.e. a short training where even people that work can go for 2-3 days) to make the findings from online-learning hybrid."



Alexandra Osorio
Peace Fellow

"In the Peace Fellowship I learned ways to bring my ideas and beliefs to materialise in actions. I learned ways to speak up in inclusive and sensitive ways and direct it to the correct parties. Naming 3 learnings of the programme I would say: expanded knowledge in human rights, know-how of how to plan actions and advocate and tools, networking and ideas of other initiatives already in place that can inspire future actions. I would recommend the Peace fellowship programme to every person who wants to improve their knowledge in advocacy and take action in their local communities but doesn't know where to start. For me the most impactful element was e-learning and residential training. Through e-learning we could grab all the theory and base needed for the training where we could share and discuss the info learned on our own. After the end of the Peace Fellowship, I want to find a network of youth working in Lisbon and integrate myself to start executing more local actions."



Mar Colomina Hernandez
Peace Fellow

"After the Peace Fellowship course I feel very motivated to keep doing local actions. I am now more aware that there are many different ways to help people and that you can find partners and resources to help fund it. In fact, I am preparing a local action myself within my esc long program."



Katrin David
Peace Fellow

"The Peace Fellowship was the perfect package to start a journey in peace education. I will be well equipped with knowledge and, best of all, part of a network that will support me in my future projects.

For me, the biggest benefit was the combination of well designed trainings and the support in organising local actions linked to what we learned. Even the online modules were adapted to our learning needs, which was perfect.

My dream is that after the Fellowship I will still have the space to stay connected and the capacity to organise facilitated knowledge transfer and joint initiatives."



Neven Boittiaux
Peace Fellow

"The added values that Peace fellowship brought to me are the knowledge that other young people want to change the world and that the long term process permits a better use of the tools we learned. My 3 learnings of the programme are: decision makers are accessible, the political situation in other European countries and that it's easier to act with a group than alone. Plus Žubr.

I would recommend the Peace fellowship programme to any young people who are eager to learn and act for human rights.

The most impactful part of the Peace Fellowship was for me the second local residential training because of the place we were, the history behind it and the people involved in this history."



Edmond Syla
Peace Fellow

“Three of the many things I learned from the Peace Fellowship are effective communication strategies in conflict resolution, the significance of grassroots actions in promoting peace, and the power of collaborative leadership in fostering sustainable change.

I would recommend the Peace Fellowship program to any individual passionate about peacebuilding, aspiring leaders in conflict resolution, and those committed to making a positive impact in their communities and beyond.

The most impactful element of the Peace Fellowship for me was and is the e-learning since we can go back and remind ourselves and also constantly learn from the platform with the update that this undoubtedly facilitates the work in the educational process in this field, such as the implementation of local actions when we had the chance to put those practices into work.

After the Peace Fellowship, my dream is that this project will continue and be implemented as a community-driven initiative focused on dialogue and reconciliation, addressing root causes of conflicts, and creating sustainable positive peace in my local context and globally.”



Andrea Todic
Peace Fellow

“Even before the Peace Fellowship, my values resonated with those of YPAN and their initiatives. I kept the same values, but some were strengthened through participation in the Peace Fellowship, such as respect for the peace community, love for diversity, belief in change, and many others.

Learning is the best part of this program, and my knowledge expanded in the fields of peacebuilding, non-violent communication, and human rights. However, the most important lessons for me are the ability to agree to disagree and the understanding that we can belong to many different communities without "betraying" any of them.

I would like everyone to learn that we can transform our way of communicating and bring about positive changes. I would recommend the Peace Fellowship to every

person who considers themselves an activist, especially those who have lost hope in the possibility of change.

The training in Germany was the most impactful for me, but the most exciting part was the workshop in my town, Mitrovica, Kosovo.

My dream is to facilitate more training in Kosovo, bring people from outside, and expand them to cover topics such as dealing with the past and fighting propaganda."



Paula Alejandra Gonzalez Mateus
Peace Fellow

"The Peace Fellowship allowed me to reconnect with my more social and political side which is something that I value a lot. However, I consider the following things are the most important ones:

- a) The fellowship provided theoretical and practical knowledge in non-violent communication and peace building.
- b) The fellowship provided access to a strong and extended network of peace builders and peace building projects.
- c) The fellowship did not remain in the theoretical reign, but also brought the participants to observe the harsh realities of human rights violations. To be honest, this is the one thing that I will never forget. The things I learnt, heard and felt in Teremiski will be in my heart and mind forever.

Three main learning points from the Fellowship were:

1. The relevance of communication. Although I cannot always apply the techniques of NVC, I can always reflect on what and how I am communicating. This will for sure have an impact in the conflicts that might pop up in daily life.
2. Conflict is not always negative. It can also bring positive outcomes.
3. There are real people out there suffering human rights violations, but there are also real humans out there doing all they can to defend human rights, or at least to try to support the people who suffer human rights violations in any way. Small actions can have a powerful impact.

I would recommend Peace Fellowship to any person that is interested in peace building and is open to hearing the realities of human rights in the world and the realities of other humans regardless of their perspectives.

For me, the residential training was the most impactful. Particularly the one in Teremiski. It was a very special place to visit because it allowed me to live a completely different lifestyle. I never felt more connected with nature and with a community (despite not knowing many people) than during that week in Teremiski.

But also being in such a special place that is somehow marked by so much pain and violence was very impactful. Having the opportunity to hear, read and somehow “co” experience all human rights violations that are happening there was extremely eye opening. It made me deeply reflect on the structures and mindsets that dominate our world and how much we humans need to work on promoting peace and understanding. But also, I have to say, I have never felt more inspired than when I heard the testimonies or the people who are trying to provide some kind of relief to those victims of human rights violations. Each of us can play a role, each of us has agency. Our small actions DO matter IF we decide to JUST be HUMAN.

Another thing that I loved about the fellowship was developing a local action. I worked on a topic that is very close to my heart and it was amazing to see how people who did not even know each other came together to create a small action for a topic close to our hearts. It felt extremely empowering in dark times.

I have two dreams after Peace Fellowship:

One would be to go back to Teremiski with all or some of the members of the fellowship and support those who are working to relieve people in need in the forest.

My other dream is to continue being connected to the network (fellowship and YPAN) to be able to continue participating in peace building activities. I want peace building to become a present and continuing aspect of my life and not just a fellowship that I did once.”

Testimonies by MEMBERS OF PARTNER ORGANISATIONS



Raminta Bagdonaitė

*Member of partner organisation Youth Peace Ambassadors Network
France*

"Peace Fellowship project – was a unique experience that set it apart in every way. It was more than just about skill enrichment; it was a profound exploration of human rights, peace education, and effective conflict resolution. The standout feature? The crafting of a groundbreaking toolkit, collecting the knowledge and innovative ideas of youth workers and participants that not only elevated our work but also made the entire experience exceptional. What made it truly special was the commitment of participants and partners to a long-term journey – from engaging e-learning to specialised training sessions and continuous impactful actions, the Peace Fellowship left an indelible mark on our communities. Being part of this extraordinary venture was nothing short of magical and fruitful experience."



Yuliya Ielfimova

*A member of the partner organisation Center for Euroinitiatives
(Ukraine)*

The "Peace Fellowship" offers an extraordinary voyage for both peace fellows and partner organisations, constituting a remarkable long-term journey. The initiative provided participants, representing national cohorts, with an enriching educational experience that was both stimulating and transformative, leading to a shift in values. Additionally, for partner organisations, the project facilitated the expansion of local peace-building networks and the enhancement of national cohorts within the Youth Peace Ambassadors Network. Notably, the project generated significant value for the Network and participating organisations through the establishment of a competency framework for peace builders and the creation of educational resources applicable within the network and among member organisations.



Nevena Radosavljevic

A member of the partner organisation Local Peace

The Peace Fellowship project was a highly enriching experience, both from the side of the actions implemented but also from the side of people who got involved.

For me, the most powerful moment was implementation of the local activities. It was absolutely impressive to see so many actions, in so many different places, happening at almost the same time. I personally had a full heart following it and being part of it. Besides that, I also want to mention all presentational training courses and toolkit development. For me, it also showed the power of this partnership, support, common values and sense, and amazing achievements.



Alper Paris Gürlek

Member of partner organisation Youth Peace Ambassadors Turkey

The Peace Fellowship project was a truly unique and enriching experience that sets a great example with its depth and impact. It went beyond a simple enhancement of skills; and explored human rights, peace education, peace advocacy and effective conflict resolution. What made it particularly special was the commitment of participants and partners to a sustained journey – traversing through engaging e-learning, specialised training sessions, and impactful actions, the Peace Fellowship has left an enduring imprint on our local communities. The most remarkable aspect was the development of an innovative toolkit, a fusion of wisdom and creative ideas from both organisers and participants. This toolkit not only elevated our collaborative efforts but also transformed the entire experience into something concrete and practical. To be part of this extraordinary journey was nothing short of a magical experience.



Member of partner organisation PA Poland

Peace Fellowship - it was a bonding experience for Youth Peace Ambassadors Network and PA Poland. The project was a space of cooperation of long term members of YPAN, but also the newcomers, where experience and ideas of

everyone were welcomed. It was powerful as it had space to learn at trainings, local actions and workshops, so that new cohorts of peacebuilders kept learning together. It was special for YPAN itself as we could consolidate all the peace expertise in one programme. It had not only personal impact on participants, but also local one on the participating communities, and long term one for YPAN, such as gaining the Competence Framework for Peacebuilders (which already starts to be used in YPAN projects). Hope for the future: to repeat such a programme and organise new edition with Alumni of this edition♥



Jorge Aguado Sánchez

Member of Youth Peace Ambassadors Network

In this project we saw that people understand peace in various ways and forms, that there is not an absolute answer. The key was to analyse and go beyond our comfort zones to see how complex our world can be. These YPAN Fellows managed to understand that working in peace is also an act of empathy: it aims to believe that humans have more things in common than differences. It is surprising to see how many actions and creative ideas can take place when someone is motivated and supported with a community of peacebuilders. My biggest learning is that a peace action can be as simple as inviting your neighbour to a cup of coffee and asking for their story. Try it, it will change the world.



Ketevan Wehrsig

Member of partner organisation Peace Up!

The Peace Fellowship was an incredibly transformative experience that brought together both seasoned members and newcomers in the Youth Peace Ambassadors Network. In these challenging times, fostering peace is more important than ever before, and this project created a powerful space for cooperation, learning, and community impact. Through training, local actions, and workshops, a diverse group of peacebuilders were able to come together and enrich YPAN with their consolidated expertise.

The program's impact on participants and its positive influence on local communities through local actions showcases just how significant it was. Additionally, the Competence Framework for Peacebuilders further solidifies the program's long-term impact. Looking forward, we hope to repeat this unique program, fostering collaboration and creating a lasting legacy.



Edo Sadiković

Member of partner organisation Sende

One more time Sende took part in a project of Youth Peace Ambassadors Network. This network stands out for providing a unique form of education that is increasingly rare to come by in today's world. By bringing together individuals who share fundamental values that are crucial for fostering peace, the network plays a vital role in shaping the future of our society. The collaboration on the Peace Fellowship project not only enriched our understanding of peace-building efforts but also underscored the greater impact that dedicated individuals can have in creating a more human world.

About the Youth Peace Ambassadors Network

The Youth Peace Ambassadors Network (YPAN) is an informal community of trainers and educators specialising in human rights, conflict transformation, and peace-building education. Since 2014, in collaboration with various non-governmental organisations, YPAN has been shaping future peacebuilders through non-formal educational activities conducted worldwide.

The network comprises 120 members from 30 countries globally.



"We are a network of young peacebuilders and activists dedicated to fostering a culture of peace. Our mission involves empowering young people, advocating for human rights through education, and engaging in non-violent actions to address, prevent, and transform conflicts."

 [The website of the Network](#)

 [Instagram](#)

 [Facebook](#)

About the Toolkit

The Toolkit of Peace Fellowship is designed as a comprehensive resource outlining practices and methods to cultivate a culture of peace by training young people and youth workers in the fields of human rights and peacebuilding. This toolkit provides detailed guidance to enhance educational practices that promote competencies for a culture of peace. It is easily adaptable by stakeholders in education, enabling them to integrate these methods into both formal and non-formal educational curricula.

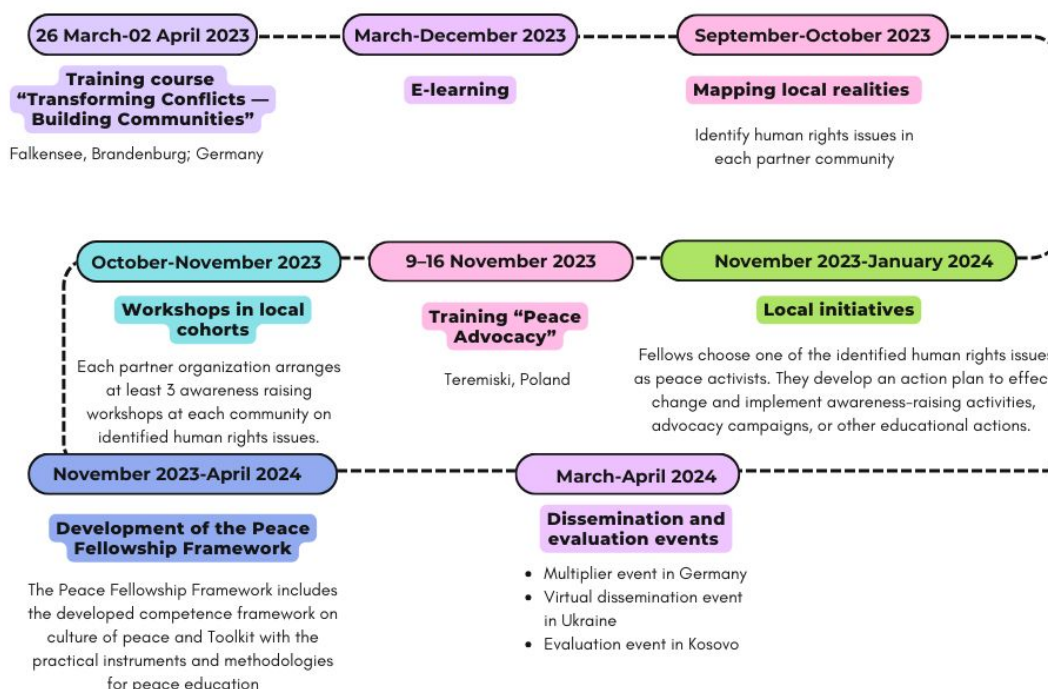
The intention is for the Toolkit to be piloted in each partner country through action projects, ultimately aiming to enhance planning and delivery standards for Culture of Peace and Human Rights protection activities within and beyond participating institutions and countries. The Toolkit seeks to elevate not only the future activities organised by the Network but also those of its partners, collaborators of this project, and other associated entities.

It's crucial to emphasise that the Toolkit, as an educational resource, is planned to undergo continuous development, adaptation, and renewal. This approach ensures a sustainable impact on youth work and education over time.

Concept of Peace Fellowship

The Youth Peace Ambassadors Fellowship is a comprehensive year-long hybrid learning program. It fosters collaboration among partner organisations spanning seven countries (France, Germany, Kosovo, Poland, Spain, Turkey, Ukraine). The primary objectives are to facilitate collective work, share best practices, and enhance the skills and competencies of individuals, empowering them to contribute significantly to peaceful transformation.

Peace Fellowship Timeline



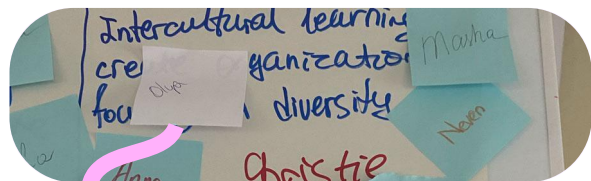
Trainings

During the Peace Fellowship, two significant training sessions were organised for representatives of the national cohorts.

The first training, titled **"Transforming Conflicts – Building Communities"** took place from March 26 to April 2, 2023, in Falkensee, Germany. This training primarily focused on the subject of conflict transformation.

Objectives of the training course included:

- Exploring concepts of peace, non-violence, various forms of violence, conflict, peacebuilding, culture of peace, and human rights.
- Understanding and establishing links between human rights, human rights education, and non-violent conflict transformation.
- Collaboratively contributing to the development of the competency framework for peace education.
- Exploring community and conflict mapping frameworks to understand the impact of conflict and violence in participating countries.
- Sharing local perspectives and creating a common understanding of the effects of violence and conflict.
- Strengthening competencies in non-violent approaches to conflict transformation, including dialogue creation, non-violent communication, active listening, street epistemology, and empathy.
- Planning future local activities, such as mapping local realities and organising local events.



“It was a beautiful week overall. I am leaving the course with lots of inspiration, ideas and connections. Thanks to everyone who invested their time, energy and love in the preparation and implementing this whole project.”

(a participant of the training course)

“I cannot wait to go home and turn my ideas into reality.”

(a participant of the training course)

The second training “Peace Advocacy” took place on 9-16 November 2023 in Teremiski, Poland.

The training aimed to empower young people from the target communities to take an active role in peacebuilding by equipping them with skills and competences in research methods and advocacy.

The objectives of “Peace Advocacy” were:

- Exploring concepts of peace advocacy, peacebuilding and human rights;
- Getting to know examples of peace advocacy which could serve as inspiration for local actions (such as UNSCR 2250);
- Strengthening competencies on standing up against human rights violations and advocating for peace, especially campaigning in online and offline sphere;
- Revisiting the Peace Fellowship elements, such as competency framework for peace education and mapping realities (with research approach)
- Planning implementation of at least 1 local activity in each of the partner country;
- Planning joined advocacy campaigns within the framework of Youth Peace Ambassadors Network and its partners.

“I learned how to properly use peace advocacy”

(a participant of the training course)

“I now know how to map problems, solutions and tools, including advocacy tools. I know how to present my ideas and I realised the importance of networking.”

(a participant of the training course)

“I feel we did a great job integrating the group and managed to create a safe space for everyone's opinions.”

(a participant of the training course)



E-learning

E-learning is a series of online e-learning modules as a tool to share the lessons of the project and beyond. The e-learning is developed on the e-learning platform of the Youth Peace Ambassadors Network – YPAN Academy. The e-learning is provided during the whole project to support the learning process of fellows.

E-learning consists of the following parts:

- Introduction to the e-learning
- Speaking the same language: basic concepts in the field of human rights and peacebuilding
- Tools for Peacebuilding
- Values of Peace Education
- Peacebuilding from the grassroots
- Mapping Local Realities
- Peacebuilding from grassroots (meetings with local community)
- Project Management, Monitoring and Evaluation for Youth Initiatives
- Fundraising and Erasmus+
- Facilitation Tips
- Self-care of activists

The e-learning includes theoretical and practical tasks which fellows can implement individually, in small groups and get involved into discussions in the forums.

Human rights mapping

The YPAN fellows, with support from each partner, conducted a human rights mapping exercise to identify human rights-related issues in their local communities (check the Appendix with the **Tool for community mapping**). The results, presented during the second training in Poland, contributed to developing action plans for local initiatives.

Here are the identified human rights issues in each partner's location:

The following human rights issues were identified:

Sumy, Ukraine:

ISSUE 1: Devaluation of the contribution of young people to the life of the community

ISSUE 2: Violations of the psycho-emotional state of youth due to the presence of war

ISSUE 3: Lack of social cohesion among young people in Sumy.

Warsaw, Poland

ISSUE 1: Pushbacks of the refugees on the Polish Border with Belarus, resulting in numerous deaths.

ISSUE 2: Discrimination against the LGBTQ+ community in Poland.

ISSUE 3: Restriction of Reproductive Rights in Poland

Lleida, Spain

ISSUE 1: Migrant workers rights

ISSUE 2: Human trafficking

ISSUE 3: Freedom of movement of refugees

Prishtina, Kosovo

ISSUE 1: Violations of minority rights and ethnic tensions

ISSUE 2: Violations of media freedom and journalists' safety

ISSUE 3: Child Labour in Informal Sectors

ISSUE 4: Right to Life and Security

ISSUE 5: Right to Peace and Freedom from International Conflict

Bordeaux, France

ISSUE 1: Discrimination Against Marginalised Groups

ISSUE 2: LGBTQ+ Healthcare Disparities

ISSUE 3: Police Violence and Racial Profiling

ISSUE 4: Issues related to Freedom of Expression and Assembly

Germany

ISSUE 1: Discrimination Against Migrants

ISSUE 2: Xenophobia

ISSUE 3: Anti-immigrant sentiments

ISSUE 4: Diminishing space for freedom of expression (in the context of the ongoing conflict between Palestine and Israel)

Türkiye

ISSUE 1: Mainstream acceptance and normalisation of violence

ISSUE 2: Lack of representation of minorities in society in decision-making

ISSUE 3: Discrimination against minorities in the formal education system

Local Activities

The local activities within Peace Fellowship were crafted to apply the gained competencies in the specific contexts of Peace Fellows' local realities. Participants were encouraged to establish local networks to bolster their peacebuilding endeavours. Each partner organisation provided local support, ensuring that the peace efforts of Peace Fellows could have a multiplied impact in their communities.

These local activities comprised two main components:

1. Local Workshops for National Cohorts:

These workshops aimed to deepen the understanding of issues relevant to each country and address the learning needs of participants in executing their local actions. Each workshop was tailored to its location or the identified needs of the Peace Fellows. Every partner organisation implemented three workshops.

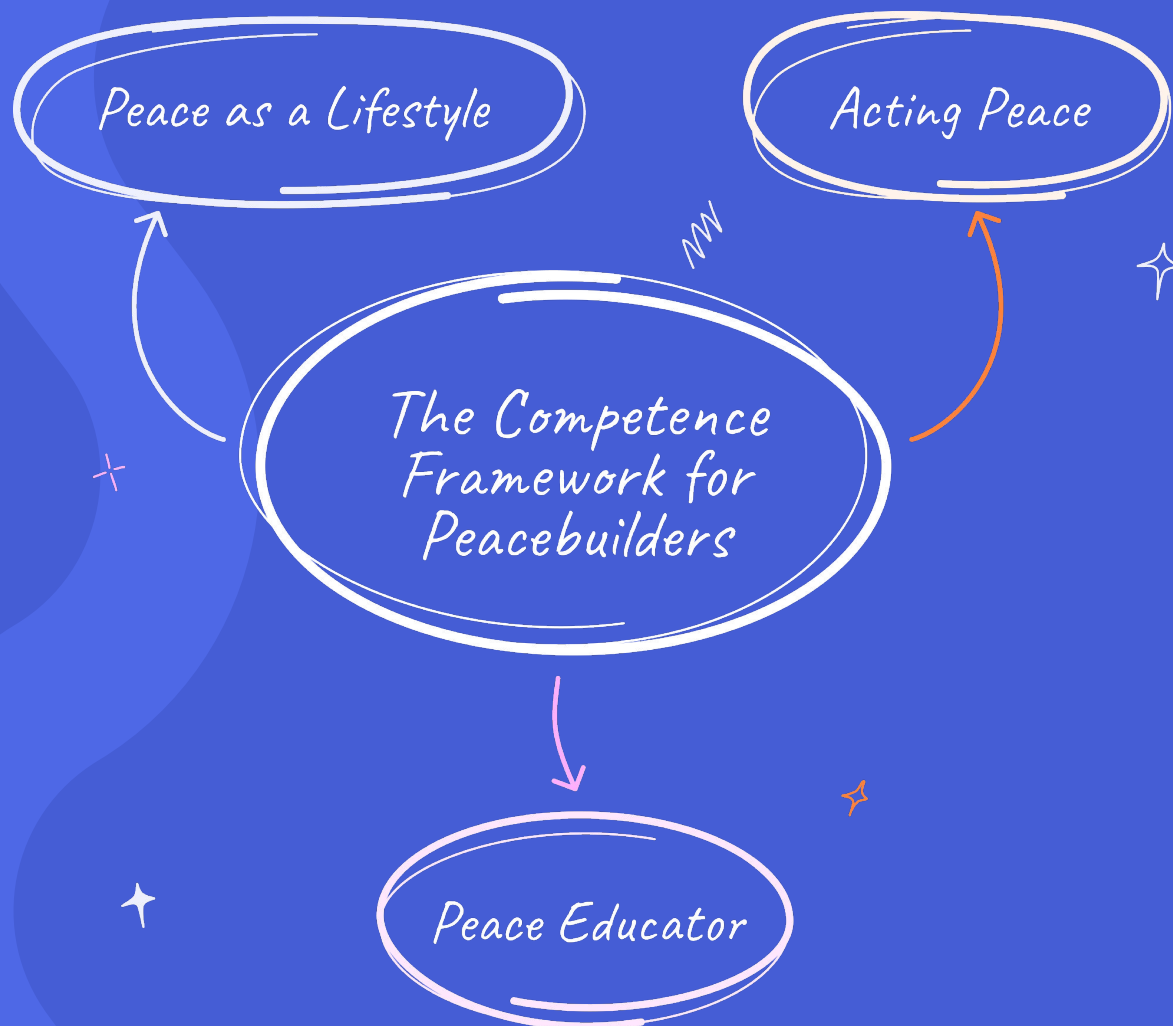
1. Local Actions:

Local actions, an integral part of Peace Fellowship, involved fellows collaborating within national cohorts to identify one or two human rights issues they wished to address as peace activists. Participants developed action plans to instigate change, implementing awareness-raising activities, advocacy campaigns, or other educational actions. These initiatives were designed based on the Framework of Competences for Culture of Peace. During implementation, special emphasis was placed on collaboration with community members and local stakeholders.

Objectives of local actions were:

- Translate competences acquired at Peace Fellowship into practical applications.
- Act as peacebuilders in local realities.
- Tackle challenges to human rights identified during the mapping activity.
- Develop local networks of peacebuilders.

Framework of Competences for Peacebuilders



BACKGROUND

The Competence Framework for Peacebuilders is a component of the 18-month-long Peace Fellowship project of the YPAN. The Peace Fellowship program was implemented with the intention of being multiplied among new generations of peacebuilders. To facilitate such multiplication, the Competence Framework was designed as a guide to building the capacities of young people to act as peacebuilders in their local communities.

The Competence Framework for Peacebuilders is the result of a collaborative process between the international team of trainers and representatives of partner organisations. Each partner organisation and the participants of the training also contributed to the development of the Competence Framework, providing feedback on the content of the competences and their components (knowledge, skills, and attitudes). The participants contributed their comments on residential training courses held within this project, ensuring their input at the beginning of the learning process and later when they gained peacebuilding experience. The Framework was used as a pilot tool during both the training of YPAN fellows and the implementation of local actions.

The inspiration for the Competence Framework came from the expertise of the Youth Peace Ambassadors Network, which has been conducting peace education activities since 2012.

FRAMEWORK OVERVIEW

The Competence Framework for Peacebuilders was designed as a model of competences for individuals willing to be actively involved in transforming conflicts and building a culture of peace in their communities. It serves as a roadmap for the necessary knowledge, skills, and attitudes required to function as a peacebuilder in everyday life, as an activist, and as an educator/trainer.

The framework is divided into three fields of competences mirroring three levels (personal, actionable and educational):

1. Peace as a Lifestyle

Refers to competencies connected to living harmoniously with oneself, other living beings, and the environment both locally and globally.

2. Acting Peace

Refers to competencies needed when working on organising, planning, and implementing peacebuilding activities.

3. Peace Educator

Refers to competencies strengthening the educational side of peacebuilding activities and boosting the capacity to design, implement, and evaluate peace education.

It is important to note that some of the competencies can be applicable at different levels (personal, actionable, and educational).

TARGET GROUP

The Competence Framework is designed for a target group of youth, youth workers, young peacebuilders, and peace activists with the intention of being implemented in non-formal education settings. This Framework is tailored for individuals who already possess the awareness and motivation needed to build peace, serving as a booster to develop their competences to act in their local communities.

The Competence Framework aims to integrate the values of the Youth Peace Ambassadors Network:

- **Constant learning**
- **Sustainability**
- **Non-violence**
- **Empowerment**
- **Change-making**

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- Understanding Interculturality and Diversity of Cultural Expressions
- Seeking Peace with Nature

Acting Peace

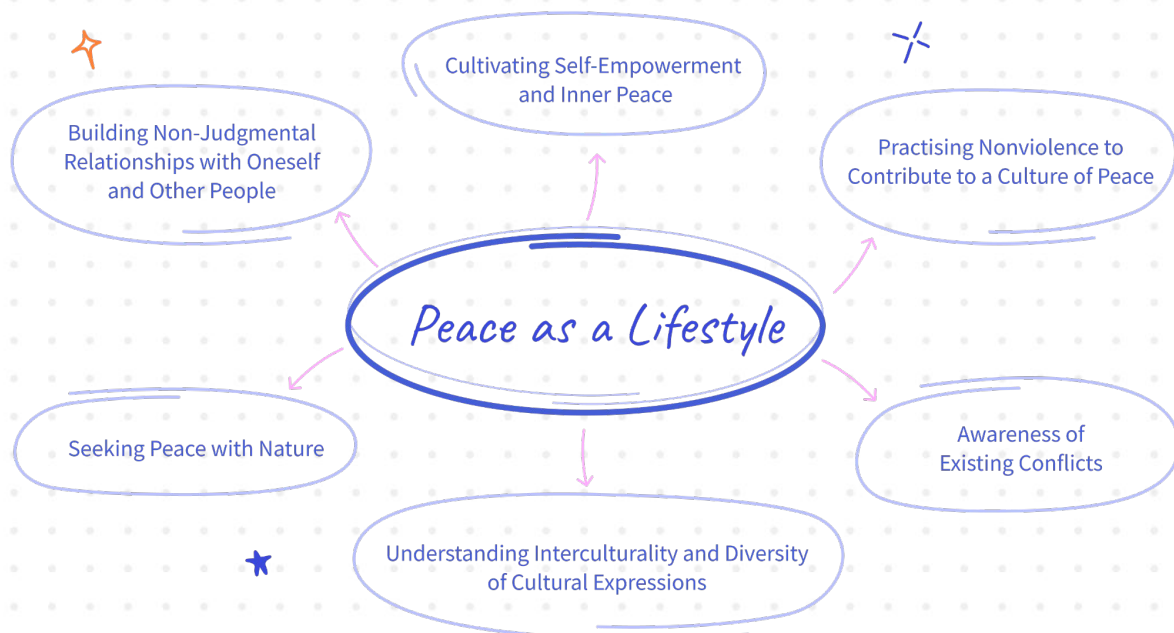
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- Facilitating Individual and Group Learning Processes
- Introducing and Applying Key Concepts of Peace Education for the Development, Implementation, and Evaluation of Educational Activities or Projects
- Communicating with Participants and Treating Them with Understanding in the Educational Process
- Planning the Educational Process Based on Educational Goals
- Understanding Context and Social Reality in the Development of Educational Programs
- Being a Role Model

Field of
Competence:

PEACE AS A LIFESTYLE



Name of the Competence	Building Non-Judgmental Relationships with Oneself and Other People
Knowledge	<ul style="list-style-type: none"> ● Knowledge on the basics of nonviolent communication, including its history and the 4 steps of communication, empathy. ● Ability to name feelings and needs, and differentiate opinions from feelings, and needs from strategies. ● Understanding the roots of judgments, their connection to anger, and the theory of anger management. ● Knowledge on emotional literacy to understand people's personal and emotional issues raised in a peacebuilding context.
Skills	<ul style="list-style-type: none"> ● Applying nonviolent communication in everyday communication with oneself and others. ● Practising active, deep and non-judgmental listening. ● Communicating with empathy, understanding, and respect. ● Remaining peaceful when receiving difficult messages. ● Resolving long-standing conflicts. ● Translating criticism, judgments, and blame into life-serving messages. ● Management of one's emotions.
Attitudes/values	<ul style="list-style-type: none"> ● Responsibility. ● Readiness to multiply non-judgmental relations. ● Transformative attitude. ● Curiosity. ● Empathy. ● Self-awareness. ● Confidentiality. ● Interest in other people's views. ● Active listening. ● Respect towards the individuality of everyone.

Name of the Competence	Cultivating Self-Empowerment and Inner Peace
Knowledge	<ul style="list-style-type: none"> ● Understanding levels of peace and inner peace. ● Knowledge of practices in peacebuilding, encompassing inner peace, self-empowerment, mindfulness, and emotional literacy. ● Knowledge of mental health and mental hygiene. ● Understanding practices of personal development, including awareness of personal goals, aspirations, and steps for continuous self-improvement. ● Understanding personal strengths, weaknesses, values, and emotions. ● Knowledge of examples of peacebuilding projects.
Skills	<ul style="list-style-type: none"> ● Shifting thought patterns leading to guilt and blame into ones based on empathy for oneself and others. ● Utilising anger for self-understanding to increase inner peace. ● Expressing and receiving gratitude. ● Applying inner peace practices on a daily basis. ● Setting and understanding personal boundaries and those of others. ● Identifying activities that bring inner peace through daily reflection. ● Choosing and translating examples of peacebuilding projects into one's local context. ● Managing mental health in peacebuilding work. ● Undertaking daily activities that support and maintain mental health (mental hygiene). ● Prioritising time to rest and recharge. ● Bouncing back from setbacks and adapting to change during crises or challenges (resilience). ● Managing stress through techniques such as meditation, deep breathing, or other relaxation methods.
Attitudes/values	<ul style="list-style-type: none"> ● Self-awareness. ● Patience. ● Calmness. ● A learner's approach and readiness to be a constant learner. ● Curiosity. ● Self-care. ● Motivation to act as a peacebuilder. ● Self-compassion through acceptance of mistakes and challenges as part of the learning process. ● Empowerment through valuing one's ability to create peaceful change and make choices aligned with personal values.

Name of the Competence	Practising Nonviolence to Contribute to a Culture of Peace
Knowledge	<ul style="list-style-type: none"> ● Knowledge about nonviolent movements and the principles and philosophy of nonviolence, including the works of advocates like Mahatma Gandhi, Rosa Parks, Martin Luther King Jr., Nelson Mandela, and other nonviolence practitioners. ● Understanding the difference between non-violence and nonviolence. ● Knowledge on disarmament and its concepts. ● Naming examples of nonviolent actions. ● Understanding the concepts of peace (negative and positive), violence (triangle), conflict, and peacebuilding enabling the practice of nonviolence. ● Knowledge on the culture of peace, international documents on peace, and their connection with nonviolence. ● Understanding the "do no harm" notion in peacebuilding. ● Understanding the concept of human rights, its history, approaches, and mechanisms of legal protection. ● Knowledge on peace education and its approaches, including the approaches of Betty Reardon.
Skills	<ul style="list-style-type: none"> ● Ability to resolve conflicts on an everyday basis in a peaceful manner. ● Running dialogue and consensus building. ● Ability to communicate effectively by expressing oneself clearly, assertively, and respectfully while avoiding aggression or blame. ● Ability to promote sustainable economic and social development. ● Promoting respect for all human rights. ● Respecting the life and dignity of each human being without discrimination or prejudice. ● Skills to overcome enemy images with understanding, empathy, and dialogue. ● Practising active non-violence, rejecting violence in all its forms. ● Promoting cultural diversity, giving preference always to dialogue and listening without engaging in fanaticism, defamation, and the rejection of others.
Attitudes/values	<ul style="list-style-type: none"> ● Diversity. ● Equality and equity. ● Inclusion. ● Empathy: valuing and practising empathy. ● Solidarity. ● Curiosity and interest in other people's views. ● Open-mindedness. ● Respect for oneself and others. ● Respect for Diversity, including recognizing and respecting diverse opinions, backgrounds, and perspectives. ● Tolerance: fostering a sense of tolerance and understanding for differences, even when views diverge. ● Nonviolence, including belief in nonviolent ways to deal with conflicts.

Name of the Competence	Awareness of Existing Conflicts
Knowledge	<ul style="list-style-type: none"> ● Understanding conflicts all around the world, their historical context, as well as the current state of affairs and impact on youth. ● Awareness of specific cultural and socio-political factors contributing to conflicts on the local level. ● Knowledge on conflict research, actors and sources.
Skills	<ul style="list-style-type: none"> ● Conflict analysis. ● Gathering and management of information. ● Critical thinking. ● Ability to identify various sources of information about conflicts. ● Ability to practise self-care in the process of conflict research.
Attitudes/values	<ul style="list-style-type: none"> ● Curiosity. ● Openness to be challenged, readiness to challenge others. ● Tolerance of ambiguity. ● Initiative.

Name of the Competence	Understanding of Interculturality and Diversity of Cultural Expressions
Knowledge	<ul style="list-style-type: none"> ● Understanding the concept of interculturality, intercultural competences and awareness, and related documents. ● Knowledge on peace education, intercultural learning, human rights, and intercultural dialogue.
Skills	<ul style="list-style-type: none"> ● Promotion of interactions between people coming from diverse cultural backgrounds and contexts. ● Practising intercultural learning and facilitation of learning processes for others.
Attitudes/values	<ul style="list-style-type: none"> ● Curiosity. ● Cooperation. ● Solidarity. ● Empathy. ● Tolerance of ambiguity. ● Self-awareness, including language awareness. ● Distance from social roles.

Name of the Competence	Seeking Peace with Nature
Knowledge	<ul style="list-style-type: none"> ● Knowledge on the climate crisis, climate change mitigation, and climate resilience. ● Understanding the complexity and interconnectedness of nature. ● Knowledge on environmental peacebuilding and its methods to manage natural resources in conflict prevention and conflict-affected settings. ● Knowledge on the interconnection between peacebuilding and the environment. ● Knowledge on ways to pursue environmental sustainability in line with the values and priorities of the UN Sustainable Development Goals. ● Awareness of the impacts of oneself, other stakeholders, and conflicts on the climate.
Skills	<ul style="list-style-type: none"> ● Promotion of interactions between people and nature based on reciprocal contributions. ● Ability to pursue climate mitigation and adaptation to achieve and sustain climate resilience. ● Ability to ensure a just transition to environmental sustainability and ecological resilience. ● Reinforcing the role of peacebuilding in creating spaces for ecological resilience. ● Ability to reduce one's impact on climate change.
Attitudes/values	<ul style="list-style-type: none"> ● Curiosity. ● Respect. ● Humility. ● Nature-awareness.



Field of
Competence:

ACTING PEACE



Name of the Competence	Comprehensive Conflicts Analysis
Knowledge	<ul style="list-style-type: none"> ● Knowledge on various conflict analysis tools and awareness of using them according to the conflict. ● Knowledge on conflict mapping, especially geographically and on local, regional, and international levels, identifying areas of tension and the actors involved. ● Understanding the historical, social, and political context of conflict. ● Broader knowledge on human rights.
Skills	<ul style="list-style-type: none"> ● Ability to identify root causes, needs, interests, and feelings of parties involved. ● Ability to recognize human rights violations. ● Awareness of and sensitivity to cultural differences. ● Analytical thinking - the ability to break down complex problems into smaller parts and analyse the information gathered. ● Critical thinking - the ability to analyse information, evaluate evidence, and make informed decisions.
Attitudes/values	<ul style="list-style-type: none"> ● Objectivity - aiming to be neutral and objective in assessing the conflict and its underlying causes, without being influenced by personal biases or preconceptions. ● Open-mindedness - being open to different perspectives and viewpoints, recognizing that there may be multiple factors contributing to the conflict. ● Curiosity - being curious and inquisitive, seeking to understand the root causes of the conflict and the perspectives of all parties involved. ● Humility - recognizing that conflict analysis is a complex and challenging task, being willing to learn from others and adapt one's approach as needed. ● Tolerance for Ambiguity: The ability to work in complex and uncertain situations, and to be comfortable with ambiguity and uncertainty. ● Cultural Competence: The ability to understand and appreciate the cultural differences that may contribute to conflict, and to work effectively with people from various backgrounds.

Name of the Competence	Community Building
Knowledge	<ul style="list-style-type: none"> ● Understanding the principles and practices of community development, including community organising, empowerment, and mobilisation. ● Understanding the social dynamics that shape communities, including power relations, social hierarchies, and social norms. ● Knowledge and appreciation of the cultural, ethnic, social, and religious diversity within communities. ● Knowledge of the resources available to support community development, including funding sources, abilities of others, volunteer management, and strategic partnerships and public relations.
Skills	<ul style="list-style-type: none"> ● Ability to work effectively with diverse groups. ● Ability to create a Safe/Brave Space. ● Ability to establish and maintain relationships with individuals working on community development. ● The ability to inspire and motivate others, set a vision, and facilitate collaboration towards common goals. ● The ability to facilitate group processes, including meetings, workshops, and decision-making processes. ● The ability to advocate for community issues, including developing effective messaging, engaging stakeholders, and influencing policy. ● The ability to generate new ideas and approaches and to adapt to changing circumstances. ● The ability to communicate effectively with diverse audiences, including listening, speaking, and writing skills.
Attitudes/values	<ul style="list-style-type: none"> ● Respect and Empathy - Treating others with respect and dignity, regardless of their background, beliefs, or values, being sensitive to others' feelings and opinions. ● Inclusivity - Ensuring that everyone has an equal opportunity to participate and contribute, valuing the diversity of ideas, experiences, and identities within the community. ● Collaboration - Working together towards common goals, and valuing the contributions of all members of the community. ● Trust - Building trust and fostering open and honest communication, even in difficult or challenging situations. ● Service - Prioritising the needs of the community and working towards the common good, rather than personal gain.

Name of the Competence	Conflict Transformation (Working with Conflicts and Transforming Them Nonviolently)
Knowledge	<ul style="list-style-type: none"> ● Knowledge on differences between conflict management, resolution, and transformation. ● Understanding conflict theory, starting from the position that conflict is neutral. ● Understanding of power dynamics: An understanding of the ways in which power operates within conflicts, including the various sources of power and how power is used and abused. ● Knowledge of conflict transformation methodologies: Knowledge of the different methodologies and techniques used in conflict transformation, including dialogue, mediation, negotiation, and restorative justice. ● Understanding of cultural and social dynamics: An understanding of how culture, identity, and social dynamics can impact conflicts, including the role of gender, race, and religion. ● Knowledge of human psychology: An understanding of the psychological factors that can drive conflict, including emotions, perceptions, and biases.
Skills	<ul style="list-style-type: none"> ● Active listening: The ability to listen attentively to others and to seek to understand their perspectives and needs. ● Communication: The ability to communicate effectively/assertively, both orally and in writing, with diverse audiences. ● Mediation and dialogue facilitation: The ability to facilitate dialogue and to work with conflicting parties to find mutually acceptable solutions. ● Emotional intelligence: The ability to understand and manage one's own emotions and to empathise with the emotions of others. ● Self-awareness: The ability to reflect on one's own beliefs, values, and biases, and to understand how these may impact one's interactions with others. ● Dealing with conflict situations in a nonviolent way.
Attitudes/values	<ul style="list-style-type: none"> ● Non-violence: Resolving conflicts and differences in non-violent ways. ● Compassion: Demonstrating compassion towards others, particularly those who are experiencing difficulties or challenges. ● Integrity: Acting with honesty and integrity, upholding ethical principles in all interactions. ● Tolerance: Being open and accepting of different ideas, perspectives, and cultural practices. ● Fairness: Being fair and impartial in decision-making, treating everyone equitably. ● Justice: Promoting justice and equality for all individuals and groups.

Name of the Competence	Showing Conflict Sensitivity
Knowledge	<ul style="list-style-type: none"> ● Knowledge of the impact of trauma on individuals and communities and how to provide support to those who have experienced trauma. ● Trauma-informed care: Knowledge of trauma-informed care principles, including the importance of safety, trustworthiness, choice, collaboration, and empowerment in supporting individuals who have experienced trauma. ● Psychological knowledge of trauma transformation. ● Understanding of conflict sensitivity principles. ● Contextual understanding: Knowledge of the historical, social, economic, and political context of the community and the conflict situation. ● Understanding of gender roles, stereotypes, and power dynamics, and how they can impact conflict and peacebuilding efforts.
Skills	<ul style="list-style-type: none"> ● Empathy: The ability to put oneself in someone else's shoes and to understand their feelings and emotions. ● Patience: The ability to remain calm and patient in conflict situations, even when emotions are running high. ● Open-mindedness: The willingness to consider new ideas and to challenge one's own assumptions and biases. ● Flexibility: Ability to change opinion and learn in the process.
Attitudes/values	<ul style="list-style-type: none"> ● Humility: Recognizing that one's own perspective is not the only valid perspective and being willing to learn from others. ● Empathy: Showing empathy towards others and trying to understand their perspectives and feelings. ● Responsibility: Taking responsibility for one's own actions and their impact on others, and holding others accountable for their actions as well.

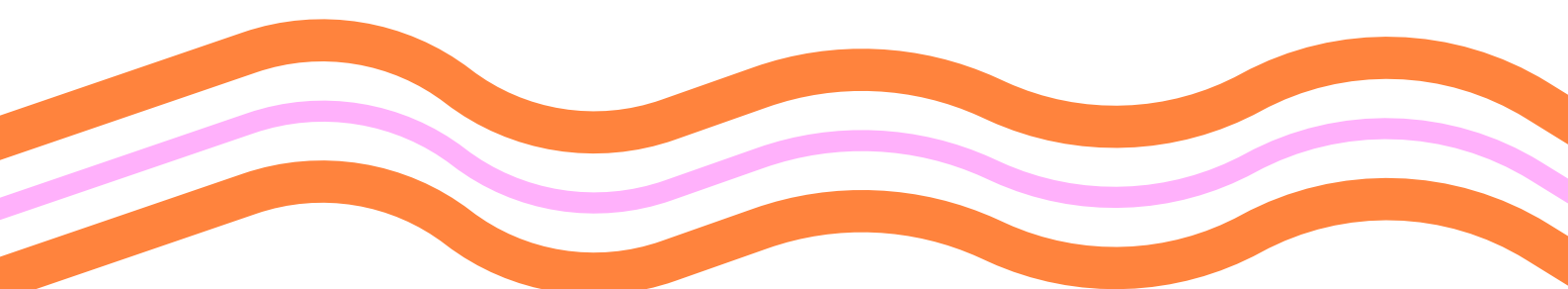
Name of the Competence	Practising Empathy
Knowledge	<ul style="list-style-type: none"> ● A basic understanding of how emotions work, including recognizing different emotional states and being able to label them accurately. ● Being familiar with different types of empathy: emotional, cognitive, and compassionate empathy. ● Knowledge of Nonviolent Communication - A communication framework that emphasises empathy, respect, and non-judgmental language.
Skills	<ul style="list-style-type: none"> ● Perspective-taking: The ability to put oneself in someone else's shoes and see things from their perspective. ● Boundaries: Knowing one's own limits and being able to set boundaries when necessary, while still showing empathy and respect for the other person. ● Verbal and nonverbal communication: Using clear and respectful language, and being aware of nonverbal cues such as body language and tone of voice. ● Reflective listening: Reflecting back what the other person has said to ensure mutual understanding and showing that you are interested in their perspective. ● Active listening: Paying full attention to what the other person is saying, without interrupting or imposing one's own ideas or opinions.
Attitudes/values	<ul style="list-style-type: none"> ● Non-judgmental attitude: Approaching conversations and interactions with an open mind, and avoiding making assumptions or judgments about the other person. ● Respect: Treating others with respect, regardless of their background or circumstances, and valuing their opinions and perspectives. ● Compassion: Feeling concern and empathy for others, especially those who are vulnerable or in need. ● Authenticity: Being honest and genuine in one's interactions with others, and avoiding manipulative or insincere behaviour.

Name of the Competence	Active Listening
Knowledge	<ul style="list-style-type: none"> ● Understanding the basics of communication, including verbal and nonverbal communication, and how to express oneself clearly and effectively. ● Understanding the importance of empathy in effective communication and how to put oneself in another's shoes to better understand their perspective. ● Understanding methods of active listening. ● Knowing how to paraphrase or summarise what the speaker has said to confirm understanding and show respect for their perspective.
Skills	<ul style="list-style-type: none"> ● Focus and concentration: Active listening requires the ability to concentrate and maintain focus on the speaker's words and nonverbal cues. ● Feedback: Knowing how to give feedback that is constructive, respectful, and focused on specific behaviours or statements rather than making assumptions or judgments. ● Nonverbal communication: Paying attention to nonverbal cues, such as facial expressions and body language, can provide important insights into the speaker's message.
Attitudes/values	<ul style="list-style-type: none"> ● Respect: Active listening requires showing respect for the speaker and their ideas, even if the listener may not agree with them. ● Open-mindedness: Being open-minded and willing to consider different perspectives helps the listener understand the speaker's message. ● Curiosity: A curious attitude helps the listener to ask questions, seek clarification, and explore the speaker's ideas more deeply.

Name of the Competence	Profounding Emotional Literacy
Knowledge	<ul style="list-style-type: none"> ● Developing an understanding of one's own emotions and being able to recognize and respond to the emotions of others. ● Understanding different emotions and their triggers, as well as being able to identify and label one's own emotions. ● Understanding the social and cultural norms around emotions and emotional expression, and how they can vary across different communities and contexts.
Skills	<ul style="list-style-type: none"> ● Mindfulness: Developing an awareness of one's own thoughts, feelings, and bodily sensations, and being able to regulate one's emotions in a healthy and productive way. ● Emotional regulation: Developing strategies for managing intense emotions, such as breathing exercises, meditation, or talking to someone. ● Communication: Being able to express one's own emotions clearly and effectively, as well as being able to listen actively and respond with empathy. ● Self-awareness: Being able to recognize and label one's own emotions, as well as understanding what triggers these emotions. ● Reflective and Active listening: Paying attention to what others are saying and validating their emotions through reflective listening.
Attitudes/values	<ul style="list-style-type: none"> ● Self-awareness: Being honest and reflective with oneself about one's own emotions and triggers. ● Empathy: Showing care and concern for the feelings of others and taking the time to understand their perspectives. ● Patience: Being willing to take the time necessary to work through complex emotions and find peaceful solutions.

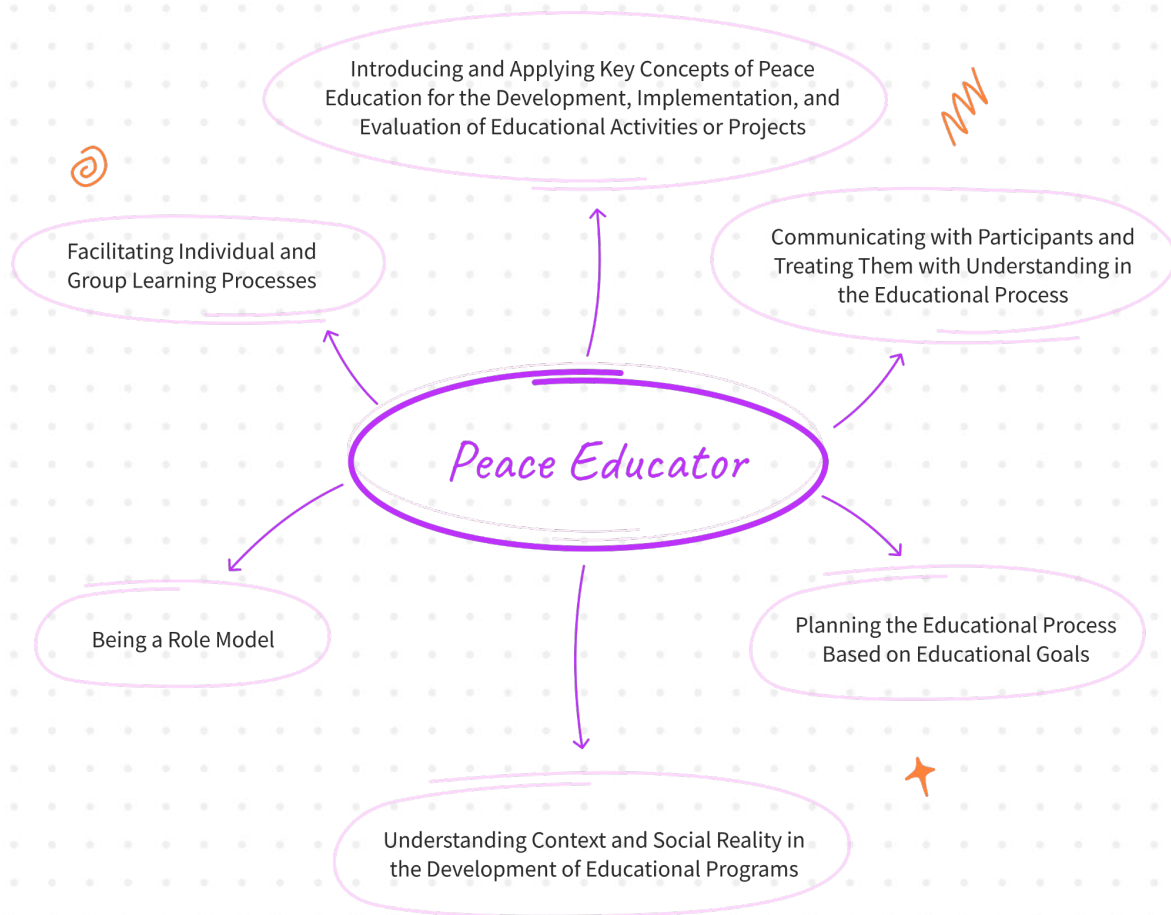
Name of the Competence	Recognizing Our Own Biases
Knowledge	<ul style="list-style-type: none"> ● Having a comprehensive understanding of what bias is, including its various forms such as cognitive bias, cultural bias, and implicit bias. ● Knowledge of different cultures, backgrounds, and social contexts as a background to acknowledge biases. ● Understanding how various aspects of identity (such as race, gender, socioeconomic status) intersect and influence biases.
Skills	<ul style="list-style-type: none"> ● Self-Reflection: Developing the ability to reflect on one's own thoughts, beliefs, and attitudes. ● Critical Thinking: The ability to critically analyse information and question assumptions.
Attitudes/values	<ul style="list-style-type: none"> ● Open-Mindedness: Willingness to consider alternative viewpoints. This includes being receptive to feedback about potential biases. ● Empathy: Developing empathy helps to connect with others and understand their experiences, reducing the likelihood of biased judgments. ● Commitment to Equity and Inclusion: Reinforcing the importance of recognizing and mitigating biases to create a more just and inclusive society.

Name of the Competence	Peace Advocacy and Creative Strategies for Peace
Knowledge	<ul style="list-style-type: none"> ● Knowledge of the concept of advocacy, its aim, principles, and tools, such as marketing, education, research, building partnerships and coalitions, lobbying, campaigning. ● Understanding the difference between advocacy and peace advocacy. ● Knowledge on examples of peace advocacy and ways of using technology, social media, and innovative platforms in this field. ● Knowledge on examples of artistic expressions, cultural events, and storytelling contributing to peace and peacebuilding. ● Knowledge on ways of involvement of communities in peace advocacy and peacebuilding activities.
Skills	<ul style="list-style-type: none"> ● Ability to use effective communication: clear and specific communication to pass peace messages and objectives. ● Ability to define actions which would translate the desired peaceful change into reality. ● Ability to use Advocacy Strategies: Knowing how to advocate for peace at different levels, from local communities to international stakeholders and by using various advocacy tools. ● Networking Skills: Building and maintaining relationships with key stakeholders, organisations, and influencers. ● Community Empowerment: Capacity to empower local communities to be active participants in peace initiatives. ● Creativity: Ability to design creative strategies to be used in peace advocacy and peacebuilding.
Attitudes/values	<ul style="list-style-type: none"> ● Integrity: Upholding ethical standards and honesty in all peace advocacy efforts. ● Accountability: Taking responsibility for actions and outcomes. ● Fairness: Advocating for equitable and just solutions to conflicts.



Field of
Competence:

PEACE EDUCATOR



Name of the Competence	Facilitating individual and group learning processes
Knowledge	<ul style="list-style-type: none"> ● Familiarity with various tools for facilitating individual and group learning processes. ● Competence in employing instruments for monitoring and evaluating the educational process. ● Insight into group dynamic processes. ● Mastery of principles and approaches in non-formal education. ● Proficiency in assessing learning achievements of participants in the educational process. ● Understanding the concept of emotional intelligence.
Skills	<ul style="list-style-type: none"> ● Establishing a secure and inspiring learning environment. ● Communicating the purpose of the educational event to learners effectively. ● Cultivating and sustaining active participation, motivating and inspiring learners. ● Fostering an environment for creativity, encouraging diverse problem-solving approaches and thinking beyond conventional frameworks. ● Overseeing and evaluating the group learning process, recognizing the significance of lifelong learning as a social process. ● Managing group dynamics to create learning opportunities. ● Providing assistance to learners, identifying and understanding their educational needs, and offering support to overcome challenges in the learning process. ● Selecting, adapting, or devising work methods (exercises) for effective learning. ● Explaining, utilising, and discussing various methods of individual and group learning with learners. ● Offering and receiving feedback within the context of an educational event. ● Applying principles of non-formal education in the educational program. ● Utilising techniques for evaluating educational achievements of participants in the educational process. ● Supporting learners in enhancing their self-awareness. ● Addressing conflicts within educational settings. ● Presenting a diverse array of methods and activities targeting different learning types (auditory, visual, creative methods, etc.) and preferences. ● Establishing a mutual learning ecosystem, encouraging learning from each other.

Attitudes/values

- Upholding democracy as a value.
- Embracing inclusiveness.
- Providing opportunities for active and equal participation.
- Demonstrating flexibility and adaptability.
- Engaging in self-reflection.
- Applying critical thinking.
- Embracing self-development.

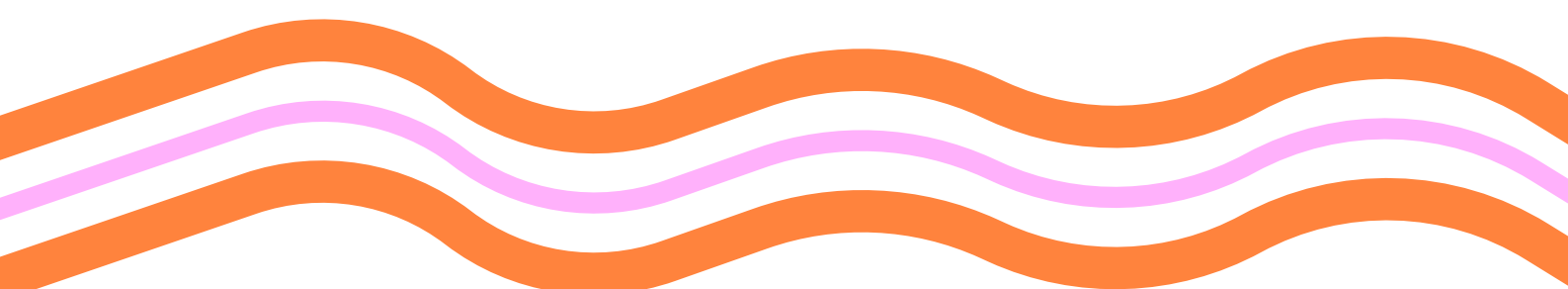
Name of the Competence	Introducing and Applying Key Concepts of Peace Education for the Development, Implementation, and Evaluation of Educational Activities or Projects
Knowledge	<ul style="list-style-type: none"> ● Understanding key values and principles of peace education. ● In-depth knowledge and comprehension of the content and theories of peace education. ● Recognizing the distinctive contribution of peace education in enhancing value-oriented knowledge, action-based skills, and change-centred competences empowering young people, while strengthening social justice and democratic freedom. ● Knowledge of key international frameworks and principles related to peace education, along with key concepts of peace education and their translation into national and local policies. ● Understanding legal measures and legislation applied in the local community/reality.
Skills	<ul style="list-style-type: none"> ● Applying key values and principles of peace education in the educational process. ● The ability to articulate and explain the theories of peace education. ● Integrating the content of peace education into training programs that encompass political and legal, social and cultural, economic, and European and global dimensions. ● Analysing one's own approach to learning and the achievement of educational goals, being ready to revise them when necessary. ● Planning approaches, methods, and learning opportunities that incorporate peace education knowledge, skills, dispositions, attitudes, and values, emphasising active learning and student engagement. ● Creating and adapting materials, agendas, and methods used in learning activities based on the context and target group (especially for sensitive topics among different groups).
Attitudes/values	<ul style="list-style-type: none"> ● Maintaining professional distance. ● Practising neutrality. ● Being aware of cultural norms that might limit or change the learning process. ● Demonstrating multipartiality.

Name of the Competence	Competence: Communicating with Participants and Treating Them with Understanding in the Educational Process
Knowledge	<ul style="list-style-type: none"> ● Knowledge and understanding of age, gender, social, and other characteristics of those who learn. ● Incorporation and understanding of the learners' context and social reality, including awareness of concerns affecting the learners, socio-political dynamics in the group, and issues affecting the community. ● Understanding the principle of "do no harm" in the learning environment. ● Knowledge about theories of participatory learning to enable self-directed learning.
Skills	<ul style="list-style-type: none"> ● The ability to build the learning process in accordance with the background of those who learn. ● Managing one's emotions during training and staying within the framework of ethical standards in relations with participants. ● Building trusting and respectful relationships with those who learn, while forming a clear understanding of the difference in roles. ● Enabling the active, inclusive, genuine, and interactive participation of learners and educators in the programs. ● Valuing each person and showing genuine interest in others through active and effective listening. ● Perceiving and clearly expressing sensations, feelings, emotions, and thoughts. ● Empathising and supporting participants. ● Being sensitive to the attitudes, values, and feelings of participants and adhering to ethical standards. ● Competently using humour in the learning process. ● Applying principles of "do no harm" in the educational environment. ● Creating participatory and collaborative learning to support inclusion, democratic citizenship, freedom of expression, respect for differences, and non-violent transformation of conflicts. ● Transforming conflicts in the group.
Attitudes/values	<ul style="list-style-type: none"> ● Tolerance to ambiguity. ● Sensitivity. ● Creativity. ● Adaptability. ● Attentiveness.

Name of the Competence	Planning the Educational Process Based on Educational Goals
Knowledge	<ul style="list-style-type: none"> ● Mastery of educational program development. ● Familiarity with various training methodologies. ● Understanding diverse evaluation tools for educational programs. ● Adherence to quality standards of non-formal education set by the Council of Europe, ensuring compliance at all event stages.
Skills	<ul style="list-style-type: none"> ● The ability to choose a training methodology based on the different abilities and capabilities of the participants. ● Effectively using physical space and resources in the program of the educational event. ● Building a program for an educational event in accordance with the set goals, educational tasks, and the appropriate content. ● Developing knowledge, skills, attitudes, and values related to the topics of educational activities in those who learn. ● Planning and organising the process of evaluating the educational event, assessing its effectiveness and impact. ● Choosing and building ways and methods of collecting, interpreting, and disseminating information according to the topic, available data, and resources. ● Creating accessible and understandable educational programs for those who learn.
Attitudes/values	<ul style="list-style-type: none"> ● Inclusion. ● Human rights. ● Non-violence. ● Respect for diversity. ● Multipartiality. ● Tolerance to ambiguity.

Name of the Competence	Understanding Context and Social Reality in the Development of Educational Programmes
Knowledge	<ul style="list-style-type: none"> ● Understanding the socio-political environment of participants. ● In-depth awareness of the current peace-related challenges, with a special focus on the national and local levels. ● Knowledge of diverse instruments for the protection and promotion of human rights.
Skills	<ul style="list-style-type: none"> ● Correlating the socio-political environment of participants with the educational event, selecting suitable teaching methods. ● Analysing the socio-political situation critically and comprehensively. ● Creating a safe learning space that aligns with the context-sensitivity of participants, employing a trauma-informed approach and inclusive language. ● Initiating and leading debates on the current situation and challenges to peace, with a special focus on the national and local levels. ● Connecting different instruments for the protection and promotion of human rights with the lives of individuals and communities.
Attitudes/values	<ul style="list-style-type: none"> ● Peace. ● Human rights. ● Non-violence. ● Respect for diversity. ● Multipartiality. ● Tolerance to ambiguity. ● Self-development.

Name of the Competence	Being a Role Model
Knowledge	<ul style="list-style-type: none"> ● Self-awareness and understanding of one's own path to development. ● Understanding the concept of non-violence. ● Knowledge of techniques related to active listening, dialogue, and conflict transformation. ● Understanding the concept of power relations and the importance of promoting equality and power balance. ● Awareness of personal biases.
Skills	<ul style="list-style-type: none"> ● Demonstrating empathy, tolerance of ambiguity, and distance to social roles in professional contexts. ● Recognizing and translating the peace and human rights value framework into personal, social, and professional actions. ● Modelling non-violence, peace values, attitudes, and dispositions. ● Demonstrating attitudes, behaviours, and actions that are ethical and non-violent. ● Showing mutual understanding, respect, and appreciation for others. ● Welcoming diversity. ● Demonstrating consistency between words, behaviours, and actions. ● Being reflective and conscious of the impact that behaviours and attitudes have on learners. ● Recognizing one's own mistakes.
Attitudes/values	<ul style="list-style-type: none"> ● Commitment to self-reflection as a peace educator. ● Peace. ● Human rights. ● Non-violence. ● Respect for diversity. ● Multipartiality. ● Tolerance to ambiguity.



Assess Your Level of Competence

After familiarising yourself with the competency model designed for peacebuilders who are willing to be actively engaged in conflict transformation and the development of a culture of peace within their communities, we invite you, dear reader, to evaluate your competence in the above-mentioned fields.

Complete the table below for each competence field and subfield.

Assess your level of competence, following the example:

1 is the lowest, 10 is the highest

1 2 3 4 5 6 7 8 9 10

Name of the Competence	Your Level of Competence	What Experience Do You Have in Applying This Competence? Give Examples of Situations When You Demonstrated It:	How Would You Like to Improve This Competence? What Do You Need to Learn to Improve Your Competence?
<p><i>Peace Educator:</i></p> <p><i>Communicating with participants and treating them with understanding in the educational process</i></p>	<p>6</p>	<ul style="list-style-type: none"> - Acted as a training support responsible for communication with participants at 3 international projects. - Designed the form to analyse participants' learning needs before the training and translated the analysed needs into an educational program. 	<ul style="list-style-type: none"> - Learn how to prepare educational materials sensitive to context, language, age, and abilities.

Methodology

This chapter of the Toolkit contains descriptions of methodologies used during both residential training sessions of the Peace Fellowship. It is divided into two parts:

- Programmes of residential trainings
- Description of the sessions implemented at the training sessions.

Collected methodology facilitates the accomplishment of one of the objectives of the Peace Fellowship, which is to allow organisations to boost their cooperation, bring innovative approaches to their work, and increase the quality of their activities through developing the Toolkit of practices and methods of Peace Fellowship.

By gathering and describing methods of Peace Fellowship, we are enhancing the promotion and recognition of youth work, ensuring a strong role for youth work in any conflict situation.

Each partner organisation contributed to the description of the methodologies using their expertise and unique approaches to working on human rights, peace education, and conflict management issues. Gathering methodologies was a cooperative process during which partners were learning from each other and sharing their educational methods used in youth work.

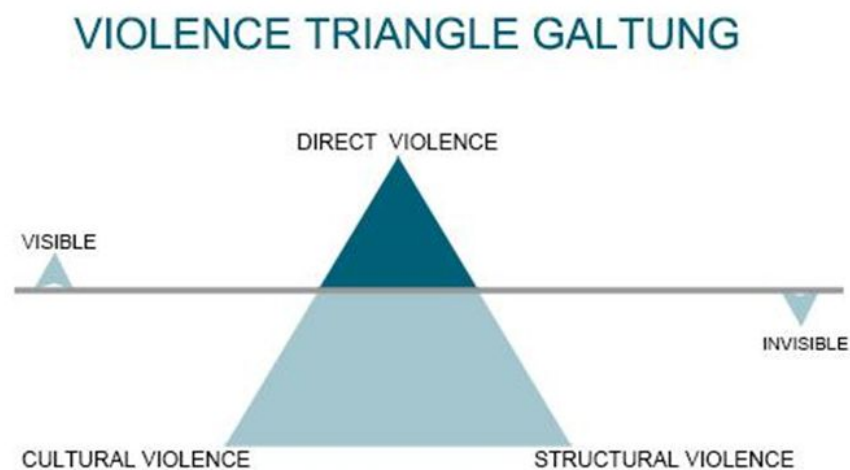
The users of the Toolkit are invited to review and further develop the proposed methodologies, as well as to adapt them to the context of their own activities and needs of target groups they work with.

Peace Concepts

Before we explore various methods, it's crucial to grasp theoretical concepts related to peace and peace education. These concepts provide foundational knowledge and theoretical insights for Toolkit users, enhancing their comprehension of different theoretical approaches to violence, conflict, peace, peacebuilding, nonviolence, and conflict transformation.

Violence

Violence can be defined as any action that prevents or stops a living being from reaching their full potential. Furthermore, violence can be understood as any human behaviour, attitude, or situation that causes harm to living beings or the environment. In a broader sense, violence includes an inability to empathise or inflict harm when one fails to "put themselves in the other person's shoes." Johan Galtung ¹, the founder of peace studies, identified three primary types of violence: direct, cultural, and structural. To clarify these distinctions, Galtung introduced the concept of a violence triangle.



Examining the triangle, the main difference is between forms of violence that are visible and those that are invisible. Within visible violence, we find direct violence—the type we can perceive through our senses (sight, hearing, touch), encompassing physical harm, hate speech, or war.

Turning to the invisible part of the pyramid, two categories emerge: cultural and structural violence. Cultural violence involves accepted societal ideas often rooted in stereotypes and biases against specific groups, leading to violence like sexism, racism, and homophobia.

In contrast, structural violence is embedded in societal structures and institutions, including laws, national bodies, and public institutions. It manifests as an unjust political, social, and economic system, treating people unequally. An example of structural violence is the inability for same-sex couples to marry in many countries due to laws defining marriage as the union between a woman and a man.

¹ For more details, read Lederach, John Paul (2003); "The Little Book of Conflict Transformation";

It's crucial to note that while cultural and structural violence may not be immediately apparent, their presence in society, if unaddressed, can exacerbate situations, potentially escalating into the full pyramid of violence simultaneously. This creates a cycle where cultural and structural violence contribute to direct violence. An illustrative historical example is the Nazi regime, where violence existed in laws, cultural aspects, and direct acts such as the Holocaust concurrently.

Conflict

The question of whether conflict is synonymous with violence has been a central challenge in understanding and defining conflict. It is crucial to emphasise that conflict and violence are distinct concepts. While violence is inherently negative and does not lead to peaceful outcomes, conflict has a fundamentally different nature—it is neutral and presents an opportunity for learning and growth.

In essence, conflict is described as a clash or contradiction of goals. According to Johan Galtung's definition, conflict is a dynamic process where attitudes, behaviours, and contradictions are in constant flux, influencing one another.

Conflict can take various forms. Perceived conflict exists when it is understood or interpreted by one person but may not actually exist or only exists in the perception of one of the involved parties.

Additionally, conflict can also be inner, occurring within an individual as they pursue two conflicting goals, also many times referred to as a dilemma. From the other side, it can be a conflict involving interacting parties, such as different groups of people having or aiming for the same goal. To this type of conflict, we can also refer as competition.

It's crucial to recognize that conflict is a regular part of daily life, from deciding who gets the last piece of cake on the table to more complex interpersonal and societal conflicts. Rather than avoiding conflict, embracing and acknowledging it as an inherent aspect of life is essential.

Given that conflict is unavoidable and has a neutral nature, the key question is how we deal with conflicts when they arise. This leads to the distinction between positive and negative conflict. Positive conflict arises when dealt with nonviolently, fostering exploration of diverse ideas, discovering alternatives, and promoting an understanding of different perspectives, ultimately resolving problems. These conflicts enrich lives and contribute to personal growth. For instance, conflicts of opinions can be opportunities for learning and individual development. Conversely, negative conflict involves violence and violent approaches to conflict resolution,

leading to harassment, discrimination, bullying, segregation, and, in extreme cases, fatal casualties, as seen in armed conflicts or wars.

Peace and Peacebuilding

The most important lesson in defining peace is that "Peace is more than the absence of war". Contrary to attempts to oversimplify it, peace entails more than the lack of war or direct violence; it encompasses any form of violence. Moreover, peace is not a straightforward event at a specific moment; it is a nonviolent, participatory process that includes all conflicting parties without discrimination. It is essential to recognize that any form of violence undermines the pursuit of peace. In essence, peace is a nonviolent, participatory process that mitigates all types of violence. It extends its influence to three levels: internally or inner peace (harmony within ourselves), social peace (harmony with others), and environmental peace (harmony with nature).

Peace can be classified as positive or negative, a concept derived from Johan Galtung. Negative peace denotes the absence of war or open armed conflict, often described as a ceasefire. However, as previously emphasised, the absence of war only constitutes negative peace. On the other hand, positive peace strives to eradicate all forms of violence and promote harmony through nonviolent means. Additionally, positive peace seeks to uphold human rights, justice, dignity, freedom, and equality.

In discussions about peace, the term "peacebuilding" often emerges, as is the case in this toolkit. Similar to peace, peacebuilding can be defined as any action aimed at reducing all forms of violence. It addresses the root causes of conflicts by engaging various actors (individuals, civil society, governments, etc.) and employing diverse approaches (education, local actions, dialogue projects, etc.) to establish sustainable peace. Ultimately, peacebuilding is a process that fosters enduring positive change by prioritising the development of peaceful relationships.

Nonviolence

The concept of nonviolence stems from the Indian principle of "Ahimsa," which advocates that humans should abstain from causing harm or injury to other living beings. Nonviolence, as a philosophy, entails a commitment to denounce injustice actively and resist it, all while refraining from resorting to violent means. It reflects a readiness to avoid causing harm to others and to oppose any violence directed towards oneself or others. At its core, nonviolence places human relationships at the forefront, promoting ideals of truth, love, and care for one another.

Moreover, nonviolence can be viewed as a method geared towards transforming relationships and fostering positive change through various actions such as protests, artistic expressions, civil disobedience, and more. It embodies a belief in the power of nonviolent actions to bring about meaningful and lasting transformations.

Conflict Transformation

Finally, when we face conflict, it is really important to know how to face it. In relation to conflict transformation, it is also important to remember that there is always an opportunity to turn it into something that can serve us for personal growth. This is the main idea behind the concept of conflict transformation. Transforming conflict involves shifting the narrative where there is a winner and a loser (a win-lose situation) to one where all parties can be winners, mutually benefiting from the conflict (a win-win situation).

In terms of this, we can explain conflict transformation as a nonviolent process that perceives conflict as an opportunity to grow and learn, while answering problems, fosters justices, reduces violence and fosters peaceful relations between people. Following the idea of John Paul Lederach, In order to apply conflict transformation we can ask ourselves "How do we end something not desired and build something we do desire?" By following this question, we can assure positive transformation and long lasting change.

Programme of residential trainings

Trainings' Programme

Training "Transforming Conflicts – Building Communities"

26 March – 2 April 2023, Falkensee, Germany

26 March 2023

Arrival of the participants

Welcoming Night

27 March 2023

Session 1. Introduction to the training and the project. Presentation of the Youth Peace Ambassadors Network and Erasmus+ Programme. Getting-to-know each other

Session 2. Team-building

Session 3. Building a common ground about key concepts of the training course: peace, violence, conflict and non-violence

Session 4. Building common ground: peacebuilding, culture of peace, conflict transformation

28 March 2023

Session 1. Introduction to human rights

Session 2. Sharing local realities on the impact of violence and conflict - acknowledgment (human rights violations)

Session 3. Non-violent conflict transformation

Session 4. Conflict analysis tools

29 March 2023

Session 1. Conflict mapping and analysis

Session 2. Active listening and empathy

Session 3. Non-violent communication

Session 4. Non-violent communication

30 March 2023

Session 1. Peaceful conflict transformation workshops: dialogue

Session 2. Peaceful conflict transformation workshops: mediation

Session 3-4. Street epistemology (trip to Berlin)

31 March 2023

Session 1. Human rights education

Session 2. Bazaar of competencies

Session 3. Community building as a tool of conflict transformation - values based

Session 4. Me as a peacebuilder

1 April 2023

Session 1. Framework of competences (brainstorming or look at what we have) - use a space to consult with participants; peace education

Session 2. Framework of competences (brainstorming or look at what we have) - use a space to consult with participants; peace education

Session 3. Me as a peacebuilder - next step - personal - what do you need to become/act as a peacebuilder?

Session 4. Evaluation of the training course

2 April 2023 - Departure of the participants

PEACE FELLOWSHIP

training 1 on Transforming Conflicts & Building Communities
Falkensee (Germany)

	27.03	28.03.	29.03.	30.03.	31.03.	01.04.
	breakfast	breakfast	breakfast	breakfast	breakfast	breakfast
ARRIVAL	INTRO	HUMAN RIGHTS	CONFLICT MAPPING	DIALOGUE	HUMAN RIGHTS EDUCATION	FRAMEWORK OF COMPETENCIES
	break	break	break	break	break	break
	TEAM-BUILDING	HUMAN RIGHTS VIOLATIONS	ACTIVE LISTENING	MEDIATION	BAZAR OF COMPETENCIES	FRAMEWORK OF COMPETENCIES
	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
	COMMON GROUND	CONFLICT TRANSFORMATION	NONVIOLENT COMMUNICATION	STREET EPISTEMOLOGY	COMMUNITY BUILDING	NEXT STEPS
	break	break	break	break	break	break
	COMMON GROUND II	CONFLICT ANALYSIS	NONVIOLENT COMMUNICATION	STREET EPISTEMOLOGY	ME AS A PEACEBUILDER	EVALUATION
	Reflection	Reflection	Reflection	Reflection	Reflection	
	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner

DEPARTURE

Training "Peace Advocacy" 9-16 November 2023, Teremiski, Poland

9 November 2023

Arrival of the participants

Welcoming night

10 November 2023

Session 1. Introduction to the training and update of the project. Getting-to-know each other

Session 2. Team-building - reconnection

Session 3. Speaking the common language and exploring: advocacy, peace advocacy, peacebuilding, human rights

Session 4. Game "People" on learning about the context of Teremiski (Polish-Belarusian border)

11 November 2023

Session 1. Human rights reconnection through dialogue

Session 2. Exploring peace advocacy and its basics

Session 3. Advocacy practices based on process behind UNSCR 2250

Session 4. Advocacy practices based on YPAN activities and planning joined advocacy campaign "Peace as a human right"

12 November 2023

Session 1. Advocacy with policy makers + peace work practices for the Toolkit

Session 2. Meeting with local activist - Dominika Ożyńska connected to Grupa Granica to get understanding of the humanitarian crisis on the Polish-Belarusian border

Session 3. Mapping local realities - sharing human rights challenges

Session 4. Translating mapped challenges into "Action Tree"

13 November 2023

Session 1. Peace with environment on the example of Puszcza Białowieska (Białowieża Forest)

Session 2. Peace with environment on the example of Puszcza Białowieska (Białowieża Forest)

Session 3. Local actions planning based on 5 W and 1 H

Session 4. Local actions planning

14 November 2023

Session 1. Local actions canva making

Session 2. Mapping supporters for local actions

Session 3. Local actions - advocacy twist

Session 4. Canva making and presentations

15 November 2023

Session 1. Framework of competences (feedback and consultation space); mapping further learning needs of the participants

Session 2. Evaluation of the training course

Session 3. Utopia - dreaming together on the community of the project

16 November 2023 - Departure of the participants



Description of the sessions in Alphabetic Order

Active Listening and Empathy Session

Competences addressed:

- Empathy
- Active Listening
- Emotional literacy
- Building self-empowerment and inner peace
- Building non-judgmental relationships with oneself and other people.

Prerequisites: None

Duration: 90 minutes.

Materials: Flipchart, Markers

Instructions:

STEP 1. Introduction to the concept of empathy. – 15 minutes.

1. Activity "Mirror exercise": Participants pair up, taking turns mirroring each other's actions. Roles are switched.
2. Debriefing:
 - How do you feel after this activity?
 - How was it to be a mirror?
 - How was it to be mirrored?
 - What is this activity about?
1. Brainstorming
 - "How do you build connections?" - Writing down participants' ideas on the flipchart
 - "What do you need to have a safe space?" - Writing down participants' ideas on the flipchart

STEP 2. Emotions and vulnerability. – 15 minutes.

Introduction to NEW and OLD map of emotions.

1. Discussion:
 - Why is it not ok to feel ... angry/sad/happy/fearful
 - How can feelings serve us ... angry/sad/happy/fearful

STEP3. Exercise of sharing feelings. – 15 minutes.

1. The group walks around and eventually pair up. They would take turns to share their answer to a question, each taking 2 minutes. Questions are aimed to invite the participants to lower their numbness bars and to enter a space of vulnerability and authentic sharing. Potential questions could be:
 - What makes you feel joy?
 - When was the last time you cried and why?
 - What makes you feel angry?
 - What scares you?
1. This exercise is repeated a few times, with partners changing for each question.

STEP 4. Listening activity – 15 minutes.

1. Instruction for the listening activity and creating pairs.
2. In pairs: ask participants to share the story about:
 - What makes you feel alive? - 3 minutes.
 - What gifts/talents do you see in the partners in this conversation? - 3 minutes.

One person shares, another person listens and then they switch roles.

STEP 5. Circle of feelings. - 5 minutes.

Participants share one-word feelings after the activity.

STEP 6. Buzz group discussion on effective communication. – 10 minutes.

1. Invite the participants to discuss the following questions in the buzz groups:

- What helped you to share your story from the way you share and from the way you were listened to?
- What helped you to listen to the story from the side of perceiving and the side of listening?

2. Bringing the results of the buzz groups discussions to the plenary. - 10 minutes.

STEP 7. Summing up with the key hints for active listening:

- Ask open-ended questions
- request clarification
- summarise
- paraphrase
- reflect feelings
- be tuned to feelings
- ask probing questions
- observing body language

Advice to the facilitator:

You can decide to spend more time on the sharing exercise.

Follow-up proposals:

This session can be followed by the introduction to nonviolent communication, dialogue or mediation.

Additional information: N/A

Handouts: N/A

Advocacy practices

Competences addressed:

- Peace Advocacy and Creative strategies for peace
- Community building
- Cultivating self-empowerment
- Being a role model

Prerequisites: this session is conducted after the participants have an understanding of the concepts of advocacy and peace advocacy

Duration: 120 minutes.

Materials: flipcharts, colour papers, markers, pencils

Instructions:

STEP 1. Introduction to the session – 5 minutes.

Explain the learning objectives:

- exploring practices of Peace Advocacy with a variety of project sizes, including peacebuilding projects within YPAN
- to practise the ability to differentiate peace advocacy projects from peacebuilding projects with no elements of advocacy
- to train the ability to choose and translate the examples of peacebuilding projects into own local context
- to gain motivation and inspiration to act as a peacebuilder and to design future local actions
- to practise skills in peace advocacy by developing advocacy actions

STEP 2. The Story of UN Resolution 2250 and lessons learned- 35 minutes.

10 minutes: Get participants familiar with the first youth peace advocacy example, emphasising the importance of UN Resolution 2250 in the context of young people advocating for peace. Deliver a comprehensive overview of UN Resolution 2250, discussing its key components and importance as a peace advocacy example.

10 minutes: Interactive discussion, where participants engage in a structured discussion to share their initial thoughts, questions, and reflections on UN Resolution 2250.

10 minutes: Brainstorming on identifying key elements of effective peace advocacy by using UN Resolution 2250 as an example.

5 minutes: Facilitated discussion that wraps up drawing connections between the UN Resolution 2250 and the ideas generated during the brainstorming session.

STEP 3. Real-Life Examples from Youth Peace Ambassadors Network - intro - 10 minutes

Invite participants to get to know specific examples of Peace Advocacy and peacebuilding initiatives undertaken by YPAN, providing context for their impact. Explain the connection between learnings on peace advocacy and planning local action/follow-up. There is no pressure that local action needs to be a big peace advocacy example. Local action can be a starting point of the change to see in the world. Peace advocacy framework gets us closer to knowing ways to advocate for our cause. It can serve as a road map in which direction to guide your actions.

Explain that before planning local actions it is important to get some inspirations to what shape they could have.

Let participants know that this session serves also to practise distinguishing what is peace advocacy and what is not. Thus, the first part of the session aims to get familiar with the peacebuilding activities done by YPAN and to recognize which of them are peace advocacy examples.

STEP 4. World Cafe of YPAN - 20 minutes

Invite participants to take part in the "World Cafe of YPAN". Allowing people to rotate among the facilitators who will present the past and present activities of the Network. The participants focus both on their possible inspiration for local actions and reflection on what is peace advocacy and what is not.

Examples of YPAN activities divided as advocacy tools in the handout.

STEP 5. Designing an Advocacy Action - 25 minutes

After a few rounds of exploring YPAN activities, participants are invited to design their own advocacy action on raising awareness about Peace as a human right.

Allow participants to choose one of the 6 groups, so that each group can use different advocacy tool for their action:

- Marketing
- Education
- Research
- Building partnerships and coalitions
- Lobbying
- Campaigning

Each group needs to figure out at least 3 actions within their tool and present it.

Encourage participants to work on implementation of their ideas, as possible part of the local actions.

STEP 6: Presentations of the groups - 15 minutes

Ask each of the groups to present the outcomes of their work.

STEP 7: Debriefing - 10 minutes

Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.

- a) How do you feel?
- b) How was this process for you?
- c) How can you distinguish advocacy from peace advocacy?
- d) What is important to keep in mind when planning the advocacy actions?

Advice to the facilitator:

Adapt the list of YPAN actions to your training needs and make it up to date.

Follow-up proposals:

You can follow this session by planning further steps of the campaign.

Additional information: check the website of ypa.network for more examples of actions

Handouts:

List of **YPAN ACTIONS**:

- **Campaigning:**
 - Campaign on unaccompanied minors with elements of research, marketing and campaigning
 - Gezi protest & Twitter ban in Türkiye
 - Stickers
 - Guideline on online communication concerning war
 - First YPAN collage for 10th December

- **Building partnerships**
 - NGOs cooperation (YPAN partners in Europe and beyond)
 - DEAR (EU Commission programme)
 - Schwarzkopf Foundation
 - Cartooning for Peace
 - Montessori School - peace as a subject

- **Education**
 - trainings at international, regional, local level
 - trainings in conflict affected communities
 - online workshops (webinars+YPAN festival of knowledge)
 - e-learning
 - Peace Fellowship (long term project)
 - local workshops (Cyprus schools, NVC)
 - Council of Europe cooperation (study sessions, consultative meeting on peace education)

- **Lobbying**
 - Advisory Council on Youth
 - meetings with policy makers (mayor in San Lorenzo de El Escorial, member of regional Parliament in Geneva)
 - **Resolution 2378 (2021)** of Parliamentary Assembly of the Council of Europe on Strengthening the role of young people in the prevention and resolution of conflicts

- **Marketing**
 - stickers
 - social media + website
 - t-shirts
 - local magazine
 - local radio (Rodos TC)

- **Research**
 - Columbia university research on understanding the strategic role of human rights education and training in preventing conflict and sustaining peace
 - project: Youth work for rehabilitation of youth affected by war and armed conflicts (KA2)

Advocacy with Policy Makers: "The President and the Ways to Reach Them"

Competences addressed:

- Peace Advocacy and Creative strategies for peace
- Building self-empowerment and inner peace
- Understanding of interculturality and diversity of cultural expressions
- Being a role model

Prerequisites: This session is conducted after the participants have an understanding of the concepts of advocacy and peace advocacy

Duration: 60 minutes.

Materials: Pieces of paper and pens for each participant

Instructions:

STEP 1. Introduction to the session – 5 minutes:

Introduce the idea behind the session by letting participants know that they will learn about easy but tangible options that can get institutional support and cooperation (based on participants and YPAN experience). This session will also be a space where participants will gain understanding about the challenges that may be faced when engaging policy-makers in our projects.

The session uses the methodology of a Role-play and a presentation.

STEP 2. New President - 20 minutes:

1. Ask participants to write down (in silence) on small pieces of paper what they think the needs of their communities are.
2. Gather these in a bowl/small box and tell them you will use them in the next session.
3. Ask for one volunteer. Announce that this person will become the new president of their community (ask people to clap very hard). Ask a facilitator to take an 'institutional photo'.
4. Sit down in front, with the new "president," as if it was an interview. Ask them what they will do as actions in their first 100 days of mandate.

(They will most probably answer what they wrote on the paper. After some minutes, start reading some of the needs written by the other participants.)

5. Check the reaction of the president for not considering the needs written by the participants.
6. Ask the participants what learning they take from this small performance?
7. Link this theatrical element with the assumption of little knowledge policy-makers may have about all the community issues.

STEP 3. Youth work and reaching policy makers - 10 minutes:

1. Connect the lack of knowledge of community issues by the policy makers to the youth work role. The youth workers and youth have a role to reach them to bring change as active citizens.
2. Ask participants: How can we reach the president of your country/city/town/village?

Write down the answers on a flipchart.

STEP 4. Presentation with ways to reach policy makers - 10 minutes:

Show a presentation with your association's best practices to reach policy-makers. If you are seeking these practices from other networks, write to info@ypan.org for support or check the **Advocacy Handbook** of the European Youth Forum.

STEP 5. Learning point reflection - 15 minutes:

Ask participants to share first in pairs:

- What is your "aha-moment" from the session on reaching policy makers?
- What would be your first step when planning to reach the policy makers?
- How engagement of policy makers could support your local project?

After sharing in pairs, ask participants to share their insights in the plenary.

Advice to the facilitator:

Adapt the list of YPAN actions to your training needs and make it up to date.

Follow-up proposals:

You can follow this session by planning further steps of the campaign.

Additional information: write to info@ypan.org for support with the presentation or check the **Advocacy Handbook** of the European Youth Forum

Handouts: N/A

Building a Common Ground about Key Concepts of the Training Course: Peace, Violence, Conflict, and Non-Violence

Competences addressed:

- Conflict Transformation (Working with Conflicts and Transforming Them Non-Violently)
- Introducing and Applying Key Concepts of Peace Education for the Development, Implementation, and Evaluation of Educational Activities or Projects

Prerequisites: None, this session is the first one tackling the main theoretical ideas and concepts behind the training.

Duration: 90 minutes.

Materials: flipchart paper, markers.

Instructions:

STEP 1. Introduction to the session – 5 minutes.

Explain to the participants that during the session, you will explore their understanding of the concepts of peacebuilding, culture of peace, and conflict transformation.

STEP 2. Exploring symbols of violence - 15 minutes:

Share white papers and pens with participants and invite them to think individually about the symbols that represent violence to them. They can draw or sketch it on paper or use their phones. It's important to have a symbol of violence or any representation of violence for them.

STEP 3. Exploring peace and violence - 20 minutes:

After the first drawing is ready, ask participants to imagine that the room is a world map. Show them where the west, east, north, and south are. They should stand on the map according to the place where they were born. Group them according to the regions. Now ask them to share drawings of violence and explain why they represent violence to them. They can ask themselves if there are any similarities or differences. Give them 10 minutes to share, and then ask them to think as a group about what symbolises peace to them and why. They should come up with it as a group.

STEP 4. Plenary Sharing and Short Debriefing - 15 minutes:

Invite participants to share their symbols of peace and explain why those symbols represent peace to them. After every group presents, move to debriefing.

Debriefing:

- How challenging was it to think of a symbol of peace? And violence?
- Can we spot any differences in understanding peace and violence? Why are they different?

STEP 5. Presentation of the Concepts Peace, Violence, Conflict, and Nonviolence and Conclusions - 35 minutes:

Finalise the session by explaining to participants what violence, conflict, peace, and nonviolence mean.

Advice to the facilitator:

Prepare presentations in advance, either on flipchart or any other visual material (ppt, canva etc.) and read the peace concepts that can help you pass the knowledge to your group.

Variation on Method:

Introduce the "World Cafe" method, and prepare one table per concept so participants can discuss it among themselves.

Follow-up Proposals:

Next steps could involve further exploration of these topics and related ones such as conflict transformation, human rights, peacebuilding, etc.

Additional Information:

Check the part on "Peace Concepts" that can help you conceptualise the session. For further reading, you can check the Toolkit "[Youth Transforming Conflict](#)".

Building Common Ground: Peacebuilding, the Culture of Peace, Conflict Transformation

Competences addressed:

- Practising non-violence to contribute to a culture of peace
- Conflict Sensitivity
- Building non-judgemental relationships with oneself and other people

Prerequisites: This session is conducted after the participants have an understanding of the concepts of peace, conflict, violence, and non-violence.

Duration: 90 minutes.

Materials: Flipchart paper, markers.

Instructions:

STEP 1. Introduction to the Session - 5 minutes:

Explain to the participants that during the session, you will explore their understanding of the concepts of peacebuilding, culture of peace, and conflict transformation.

STEP 2. Creation of the Working Groups - 10 minutes:

Explain to the participants that they are like atoms moving around the room, and they will need to join into "molecules." A "molecule" should consist of a number of "atoms" called out by the facilitator. Make several rounds. In the last round, a facilitator calls out the number needed to create three groups.

STEP 3. "World Café". – 60 minutes.

Introduction to the Activity – 3 minutes.

Explain to the participants that they will discuss how they understand concepts of peace-building, the culture of peace, and conflict transformation. Each concept is at one table, and participants will move from one table to another. At each table, there is one host from a team of facilitators. The host's task is to write down ideas and comments from the group on the flipchart and share the information with a new group arriving at the table. After the last round, the host sums up conclusions from her table.

Task for the “World Café”: Share your experience related to the concept on your table and write down your understanding of the concepts on the flipchart.

Table 1: Peace-building

Table 2: Culture of Peace

Table 3: Conflict Transformation

- Each Round (12 minutes):
- Conclusions from the World Cafe from each host - 10 minutes.
-

Debriefing: – 10 minutes.

- How do you feel after this activity?
- How was the process of sharing your ideas and opinions?
- What was the most challenging during the discussions at the table?
- Which concepts caused the most discussions?

STEP 4. Conclusion and Wrapping Up the Session. – 15 minutes.

Conclude the session by referring to the concepts of peacebuilding and conflict transformation as the aspects to focus on and revisit during the training. Provide input on the Culture of Peace as a holistic concept.

Advice to the Facilitator:

For the “World Café,” formulate specific questions for each table to support participants in the discussion.

Adapt the concepts to the topic of the training. For example, during the Peace Advocacy training, the discussed topics were Advocacy, Peace Advocacy, Human Rights, Conflict, and Violence, Peace Building.

Variation on “Pizza toppings method”: If you work with a group that already has previous knowledge of the majority of the topics and you wish to create space for peer learning on the concepts, use the “Pizza Toppings Method.” In this version, participants do not rotate around the tables but move into smaller groups, each assigned to a flipchart with a pizza drawn on it. They are asked to create one slice for each notion and list words that they relate to that notion as “pizza toppings.”

Follow-up proposals:

You can follow this session by the deeper exploration of each of the concepts.

Additional information:

- Culture of Peace: An integral approach to preventing violence and violent conflicts, and an alternative to the culture of war and violence based on education for peace, the promotion of sustainable economic and social development, respect for human rights, equality between women and men, democratic participation, tolerance, the free flow of information, and disarmament (**1998 UN resolution on the culture of peace**).
- Culture of War and Violence: Belief in power based on force, having an enemy, authoritarian governance, secrecy and propaganda, armament, exploitation of people, exploitation of nature, male domination.
- Culture of Peace: Education for a culture of peace, understanding, tolerance, and solidarity, democratic participation, free flow of information, disarmament, human rights, sustainable development.

Handouts: N/A

Community Building as a Tool of Conflict Transformation

Competences addressed:

- Community Building
- Practising Nonviolence to Contribute to a Culture of Peace

Prerequisites: Common understanding of the basic peace concepts.

Duration: 90 minutes.

Materials: Flip chart, markers, paper, pens

Instructions:

STEP 1. Introduction and Energizer - 10 minutes:

Explain to participants that the aim of this session is to reflect on the communities they belong to and understand how these communities can support them in peacebuilding work. Start with the energizer “human knot” to explore different connections.

STEP 2. Community Brainstorming - 5 minutes:

Divide participants into pairs and ask them to discuss “what is community” according to their understanding?

STEP 3. Community Brainstorming II and Presentation - 15 minutes:

Collect ideas from each pair and write them down on the flipchart. After collection, present the main ideas that emerge and be ready to add if something is missing to the general understanding of the community.

STEP 4. Mapping My Communities - 20 minutes:

Introduce a reflexive task on community building. Ask participants to map the communities to which they belong, contribute as peace builders, and those that empower them. Possible guiding questions could be:

- To which communities do I belong?
- To which communities do I contribute as a peace builder?
- Which communities empower me to be a peace builder?
- What do I use to contribute, and what is used to empower me (strategies and community resources)?

STEP 5. Small Groups Sharing - 20 minutes:

Divide participants into small groups (up to five people) and invite them to share their resources and strategies.

STEP 6. Debriefing and Conclusions - 20 minutes:

- How was this process for you?
- Did you discover something about yourself or your community in this process?
- What are the main resources and strategies you found?
- How do these resources and strategies empower communities?
- How can these talents support community and peacebuilding? Why are they important?

Advice to the facilitator:

Ensure that participants have a clear understanding of what community can be interpreted as and understood.

Follow-up proposals:

You can follow up this session with an exploration of any conflict transformation tool or an exploration of competencies in peacebuilding work, as they might already appear in the strategies and resources.

Additional information:

If you need more information to build this understanding, you may also read this [article by Stanford Social innovation review](#).

Handouts: N/A.

Conflict Mapping and Analysis Tools

Competences addressed:

- Comprehensive Conflict Analysis
- Awareness of Existing Conflicts

Prerequisites: Before this session, it is important for participants to have common knowledge of basic peace concepts and ensure a safe space where participants can share local contexts.

Duration: 180 minutes.

Materials: Printed scenario/cases/handouts, flipcharts, markers, colourful post-its.

Instructions:

STEP 1. Introduction to the Activity - 5 minutes:

Explain to participants the aim of this session, which is to get familiar with various tools on conflict analysis.

STEP 2. Getting Familiar with the Scenario - 10 minutes:

Divide participants into four working groups. Distribute a copy of the case/scenario/handout to all participants. Give them time to read it together and understand the main issues of the case. Tell participants that their role is to “get to the bottom” of the problem that has caused the conflict described by the case. In order to do this, they have a number of tools at their disposal that can help them analyse the conflict.

STEP 3. Presentation of Conflict Analysis Tools - 20 minutes:

After participants get familiar with the scenario, present tools for conflict analysis. The tools that can be presented are:

- Conflict Tree
- Onion of Conflict
- Triangle of Conflict
- Mapping Conflicts

STEP 4. Conflict Analysis Practice - 30 minutes:

After explaining these four methods, assign different methods to different groups and ask them to use the method to analyse the conflict from the scenario.

STEP 5. Presentation - 15 minutes:

Invite each group to briefly present their analysis and findings.

STEP 6. Debriefing - 15 minutes.

Proposed questions for debriefing:

- How did you find this exercise? Why was it difficult/easy?
- What presented the main challenge to you personally?
- What presented the main challenge to you as a group?
- Which issues appeared as the most important in your analysis? Are they different depending on the analysis?
- Are you surprised about the results of your analysis? What did you find out? What did you not expect?
- Can you use these tools in your work and everyday life?

STEP 7. Going Back to the Local Context - 40 minutes:

Invite participants to think about one of the local problems/conflicts that bothers them the most and that they would like to work on later on. After finding one problem/conflict, remind them of all four tools that you presented before and ask them to choose one tool to analyse their own conflicts. At the moment, this is an individual exercise, so they should work on their own.

STEP 8. Mapping and Sharing Conflicts - 30 minutes:

After analysing their local conflicts, it's time for participants to share them with others to become aware of different contexts. Separate participants into groups of 3-4 from different backgrounds. Each participant in the small group has a chance to share their conflict and analysis, and others can add to the analysis or ask more questions for clarification.

STEP 9. Debriefing and Conclusion - 15 minutes:

Debriefing:

- How was the process now?
- Was it easier/harder to analyse our own conflicts?
- What did you learn in the process of sharing? Was there something you weren't aware of?
- Can we completely analyse a conflict with only one tool? Can we combine the tools?

Advice to the Facilitator:

This activity requires previous knowledge and understanding of various conflict analysis tools. Consider joining each group to check their process and provide clarifications, both when participants work individually and in groups.

Follow-up Proposals:

Another session on conflict analysis can follow after this session to give participants a chance to analyse their own conflicts. Additionally, you can explore different tools that can help transform the root causes of the conflict.

Additional information: You can read more about different conflict analysis tools by exploring the Toolkit "[Youth Transforming Conflict](#)".

Handouts:

The Scenario: Protest in Japan against Nuclear Power Plants

The Japanese government and Tokyo Electric Power are facing an angry backlash among the public for their radioactive wastewater discharge plan, as people in Tokyo rallied on Saturday for a large-scale protest.

On March 11, 2011, an earthquake off Japan's northeastern coast triggered an ensuing tsunami that crashed into the Fukushima Daiichi nuclear plant and melted three of its six nuclear reactors. As the worst nuclear disaster since the 1986 Chernobyl nuclear disaster, it forced more than 160,000 people to evacuate from the region, and about 33,000 of them are still unable to return home. The Japanese government announced in January 2013 that it would release radioactive wastewater from the wrecked nuclear power plant into the Pacific Ocean in spring or summer this year. In Tokyo, people held up slogans and gathered in front of Tokyo Electric Power Company to protest against the release plan of wastewater from the Fukushima Daiichi nuclear power plant. All of Japan's 50 reactors were gradually shut down after the Fukushima disaster, and all but two of them remain idle. But the sweeping December victory of Prime Minister Shinzo Abe and his Liberal Democratic Party (LDP), which long supported nuclear power and fostered ties between politicians, bureaucrats and utilities, is a worry for nuclear power's opponents.

Framework of Competencies

Competences addressed:

- Addresses all competencies, as this session is planned for co-creation of the framework of competencies.

Prerequisites: It is important for participants to explore their own competencies prior to this session so they can use them for the framework.

Duration: 180 minutes.

Materials: Prepared draft of the framework of competencies, laptops, flipcharts and markers.

Instructions:

STEP 1. Introduction to the Framework of Competencies - 15 minutes:

Explain to participants the idea behind the Framework of Competencies and that it will serve for peace builders on different levels - peace as a lifestyle, acting peace, and peace educator. Based on their own competencies, they are invited to co-create this framework. After explaining the three levels of competencies, divide them into groups based on their preferred level (the level they feel they can contribute to).

STEP 2. Working on the Framework - 130 minutes:

After splitting participants into working groups, give them enough time to work on the framework.

STEP 3. Presentation of the Work Done - 20 minutes

Invite every group to present their work and what they have added or changed in the framework.

STEP 4. Debriefing 15 minutes

Debriefing:

- How was the process?
- How did you feel contributing to the Framework?
- Do you think something is still missing?
- How can we use this framework in our work and daily life?

Advice to the facilitator:

You can use this activity also to develop the framework from the beginning. In case this is the case, make sure that you have clear guidance on what those competencies can be. In this case, we have drafted the framework and we asked for co-creation and additional competencies from participants based on their experience.

Follow-up proposals: N/A

Additional Information:

The Framework of Competencies can be found in this Toolkit.

Handouts: N/A

Human Rights Reconnection

Competences addressed:

- Awareness on existing conflicts
- Empathy
- Recognizing our own biases
- Peace Advocacy and Creative strategies for peace
- Practising non-violence to contribute to a culture of peace

Prerequisites: Before the session, it is important to explore the concept of human rights with the participants.

Duration: 90 minutes.

Materials: Agree/disagree papers, object imitating microphone or microphone, paper tape or thread.

Instructions (activity "Where do you stand" from, "[Compass: Manual on Human Rights Education with Young People](#)"):

STEP 1. Introduction to the activity. – 5 minutes

Explain to the participants that they will take part in the activity to boost their critical thinking, to confront various ideas on the spectrum of human rights, empower them to explain their decisions, and provide real examples of ethical and moral dilemmas faced by human rights activists.

STEP 2. Setting the context and rules explanation – 10 minutes.

Before the start of the activity, put a line in the middle of the room, separating it into two sectors.

- On the left, at the end of it, put a paper stating "YES."
- On the right, at the end of it, put a paper stating "NO."

Explain the rules:

- Participants are standing on a spectrum, with the line at the center (neutral position). They can move freely at the beginning or whenever they change their minds.
- A statement will be said out loud.
- Each participant will need to position themselves on the spectrum: the left side for agreement and the right side for disagreement.
- Introduce the difference between dialogue and debate and encourage participants to adhere to dialogue principles during this activity.

STEP 3. Dialogue About the Statements – 45 minutes

- Read the first statement about human rights and invite participants to position themselves on the line.
- Once positioned, ask if someone wants to share why they are standing where they are.
- Give them the microphone or a totem (can be a stick or some piece) to grant them the voice.
- After sharing, tell participants that if they feel convinced by what others said, they can change places or move around the spectrum.
- Try to ask the people who are in the furthest parts of the spectrum, bring a balance of voices.
- Don't spend too much time on one statement. Go for the next one!
- Move on to the next statement and repeat the process until all statements are covered.

STEP 4. Debriefing – 30 minutes

Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.

- a) How do you feel?
- b) How was this process for you?
- c) Did you learn something new about yourself and about others?
- d) How was it to be around many people? And when you were just a few?
- e) Did you change positions during the dialogue? What made you change? If not, what made you not do it?
- f) Do you think these statements are real ethical questions in the HR world?
- g) What can we get from this exercise as a peacebuilder?

End up explaining that the statements are formulated in a vague way to foster dialogue and active listening, but that they are true dilemmas among the peacebuilding and human rights world.

Advice to the facilitator:

- This activity can perfectly take place outdoors, just make sure that all the participants can hear you well and are dressed according to the weather.
- Consider writing down the statements on the piece of paper (each statement separately), so that people can refer to the statement during all the activity duration.
- Microphone or totem: Have something participants can hold in the hands. It helps them to feel less nervous when they speak. It can be anything in the room or outside, even a rock or stick can work.

- Remind participants that there is no obligation to share - this is a participative space.
- Another way: Say the statement. Once the participants chose the side, change the YES paper for the NO paper and vice versa. Ask them not to move. Now they will need to answer with the other point of view.

Follow-up Proposals:

Further explore the application of human rights in everyday life, such as simulating the trial of the European Court of Human Rights. ([Chahal v. UK](#))

Additional information:

Check information about human rights education in "[Compass: Manual on Human Rights Education with Young People](#)".

Handout:

List of statements:

You will need to adapt the statements based on the needs of the training course

- I like pasta with ketchup (start with something easy)
- Human Rights are no longer sexy
- We should obey all laws
- Migration rights are more urgent than climate rights
- Knowing about HR is important but not enough
- Peace is a Human Right

Human Rights Education

Competences addressed:

- Building nonjudgmental relationships with oneself and other people
- Practising non-violence to contribute to a culture of peace
- Understanding interculturality and diversity of cultural expressions
- Empathy

Prerequisites: Before the session, it is important to explore the concept of human rights with the participants.

Duration: 90 minutes.

Materials: Handouts with the roles, handouts with the statements, projector and screen, an open space (a corridor, large room, or outdoors), calm music.

Instructions (activity "Take a Step Forward from", "**Compass: Manual on Human Rights Education with Young People**"):

STEP 1. Introduction to the Activity - 5 minutes

Explain to the participants that they will be involved in a role play where each of them will have to imagine themselves as a person based on the role card they will receive.

STEP 2. Getting into the Roles - 10 minutes

1. Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence.
2. Ask participants to take a role card out of the hat. Tell them to keep it to themselves and not to show it to anyone else.
3. Invite them to sit down (preferably on the floor) and to read carefully what is on their role card.
4. Now ask them to begin to get into the role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:
 - What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
 - What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?
 - What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What do you do during your holidays?
 - What excites you and what are you afraid of?

STEP 3. Taking Steps - 30 minutes

1. Now ask people to remain absolutely silent as they line up beside each other (like on a starting line)
2. Tell the participants that you are going to read out a list of situations or events. Every time that they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.
3. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.
4. At the end, invite everyone to take note of their final positions. Then give them a couple of minutes to come out of their role before debriefing in plenary.

STEP 4. Debriefing. – 20 minutes.

Start by asking participants about what happened and how they feel about the activity. Then go on to talk about the issues raised and what they learnt.

- How did people feel about stepping forward or not?
- For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
- Did anyone feel that there were moments when their basic human rights were being ignored?
- Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)
- How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?
- Does the exercise mirror society in some way? How?
- Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
- What first steps could be taken to address the inequalities in society?

STEP 5. Introduction to Human Rights Education

Introduce to the participants the definition of human rights education:
"Educational programmes and activities that focus on promoting equality in human dignity. It is a process that aims to establish a culture of human rights and democracy."

Human rights education involves three dimensions:

- Learning **about** human rights, knowledge about human rights, what they are, and how they are safeguarded or protected;
- Learning **through** human rights, recognising that the context and the way human rights learning is organised and imparted has to be consistent with human rights values (e.g. participation, freedom of thought and expression, etc.) and that in human rights education the process of learning is as important as the content of the learning;
- Learning **for** human rights, by developing skills, attitudes and values for the learners to apply human rights values in their lives and to take action, alone or with others, for promoting and defending human rights.

Invite participants to think about the activity that they had during the session:

- What was in this activity about human rights?
- What was in this activity through human rights?
- What was in this activity for human rights?

Advice to the facilitator:

If you do this activity outdoors, make sure that the participants can hear you, especially if you are doing it with a large group! You may need to use your co-facilitators to relay the statements.

In the imagining phase at the beginning, it is possible that some participants may say that they know little about the life of the person they have to role-play. Tell them, this does not matter especially, and that they should use their imagination and to do it as best they can.

The power of this activity lies in the impact of actually seeing the distance increasing between the participants, especially at the end when there should be a big distance between those that stepped forward often and those who did not. To enhance the impact, it is important that you adjust the roles to reflect the realities of the participants' own lives. As you do so, be sure you adapt the roles so that only a minimum of people can take steps forward (i.e. can answer "yes"). This also applies if you have a large group and have to devise more roles.

During the debriefing and evaluation it is important to explore how participants knew about the character whose role they had to play. Was it through personal experience or through other sources of information (news, books, and jokes?)

Are they sure the information and the images they have of the characters are reliable? In this way you can introduce how stereotypes and prejudice work.

This activity is particularly relevant to making links between the different generations of rights (civil/political and social/economic/cultural rights) and the access to them. The problems of poverty and social exclusion are not only a problem of formal rights – although the latter also exists for refugees and asylum-seekers for example. The problem is very often a matter of effective access to those rights.

Follow-up proposals:

After the activity, you can proceed with planning follow-up initiatives applying human rights education. You can also proceed to explore the human rights-related topics raised within the activity.

Additional information:

You can check information about human rights education in [“Compass: Manual on Human Rights Education with Young People”](#).

Handouts:

ROLE CARDS

You are an illegal immigrant from Mali.

You are the 19-year-old son of a farmer in a remote village in the mountain.

You are an HIV positive, middle-aged prostitute.

You are the president of a party-political youth organisation (whose “mother” party is now in power).

You are the son of a Chinese immigrant who runs a successful fast food business.

You are an Arab Muslim girl living with your parents who are devoutly religious people.

You are a soldier in the army, doing compulsory military service.

You are a 17-year-old Roma girl who never finished primary school.

You are a disabled young man who can only move in a wheelchair.

You are the daughter of the local bank manager.

You study economics at university.

You are the owner of a successful import-export company.

You are a retired worker from a factory that makes shoes.

You are a 24 year old transgender person from the Balkans.

You are a 22-year-old lesbian.

You are an unemployed university graduate waiting for the first opportunity to work.

You are a fashion model of African origin.

You are a 24-year-old refugee from Ukraine.

You are a homeless young man, 27 years old.

You are an unemployed single mother.

STATEMENTS

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone and television.
- You feel your language, religion and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters and your views are listened to. Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.
- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theatre at least once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You feel that your competence is appreciated and respected in the society where you live.
- You can use and benefit from the Internet.
- You are not afraid of the consequences of climate change.
- You are free to use any site on the Internet without fear of censorship.

Introduction to the first training

Competences addressed:

- Community building
- Understanding of interculturality and diversity of cultural expressions

Prerequisites: This session is the first one to be conducted, so it has no prior requirements.

Duration: 90 minutes.

Materials: Colourful papers, stickers, markers, paper tape, a small basket or box, moderation cards, flipchart, A4 papers, and colourful pencils.

Instructions:

STEP 1. Name Game - Vampire in the Middle - 25 minutes.

The facilitator welcomes the participants to the program, introduces the team, and opens the floor for the name games.

One person is the vampire in the centre of a circle. He stretches out both arms and walks slowly towards a person he chooses at first. This person can only defend himself by saying another person's name. The vampire will now go to this newly named person and will be there quicker as he can say another name. Then this person becomes the new vampire in the middle.

STEP 2. Interview and draw a Partner Portrait - 25 minutes

Invite participants to create pairs. Two participants ask each other either given (for example on a copied paper) or freely invented questions.

- What is inspiring you?
- What kind of hobbies do you have?
- One thing that characterises you?

Draw a portrait of the interviewed person.

The interviewer is writing the answers down. The last task is to draw the person, on the other side of the paper or the other half of it. Now the interviewed person starts the interview and portrait. In the plenary, invite the interviewers to briefly present each other. The drawings are pinned on a wall - the new participants' gallery.

STEP 3. Dynamic corners - 30 minutes

At this point, each trainer is briefly explaining the information corners of YPAN, Project, the Agenda of the Training, Needs & Expectations.

1. The facilitator explains the flow of the exercise and asks participants to group themselves into groups of 5.
2. Participants will have 5 minutes to visit the presentations.
3. After 5 minutes, the Trainer will give them a BANG signal, which means that they have to move to another corner to their right.

STEP 4. Closure and Q&A

Invite participants to ask and bring any questions that they still might have.

Advice for the facilitator:

- For the name games: Ensure games are inclusive, and everyone has a chance to participate.
- For dynamic corners: Explain the information corners and their relevance to the overall training very well and make sure participants understand the importance of time management during the group rotations. Have a clear signal, such as a sound, for moving between the corners.

Follow-up:

Consider additional name and team-building games for the next day if the group is large and if participants need to bond more.

Additional information: N/A

Handouts: N/A

Introduction to the second training

Competences addressed:

- Community building
- Understanding of interculturality and diversity of cultural expressions

Prerequisites: This session is conducted as the introduction session at the second training, thus it assumes updates on the project progress and not an introduction to it.

Duration: 90 minutes.

Materials: Flipchart paper, markers, prepared program.

Instructions:

STEP 1. Welcome – 5 minutes.

Welcome participants to the training and set the context of the training and its main topic. Mention its organisers, note what is special about the training and its participants.

Example used: second residential TC of Peace Fellowship on Peace Advocacy designed by Youth Peace Ambassadors Network. First time Peace Fellowship is introduced, its speciality is long term and focuses on local work for peacebuilding.

STEP 2. Team and Participants Presentation – 10 minutes.

Invite the team of the training to present themselves, including their roles at the training and background. Follow by inviting participants to present themselves by sharing their:

- *name,*
- *pronouns,*
- *where they feel local,*
- *their connection to peace.*

STEP 3. Venue Welcome – 10 minutes.

Get participants familiar with the story of the place where the training takes place, which builds the feeling of safety, connection, and deeper meaning behind the place choice.

*Example used: The venue providers of the second training **Dom Przyrody i Kultury in Teremiski's** Board member welcomed participants of the training, shared the story of the place, its activists' support aspect, connection to Białowieża Forest, values and coliving methods.*

STEP 4. "World Café". – 60 minutes.

1. Introduction to the activity.

Let participants know that this part of the session will allow them to discover the framework of the project. It will use the World Café method in which they will work in 4 groups. In their groups, they will visit each station/table and explore another part of the project framework. Each group will visit every table by the rotation system.

1. Task for the "World Café":

Visit each of the 4 tables of the world cafe and follow the instructions of the facilitator:

Table 1: Project story and update (what is done, ongoing, upcoming in Peace Fellowship)

Table 2: Aim and objectives of the training + program

Table 3: Learning intentions (metaphor of a boat and a river)

- *What do I already know in peacebuilding?*
- *Where do I want to go with this training?*

Table 4: People - who is who in the Peace Fellowship TC

Each round is 14 minutes.

1. Conclusions from the World Cafe from the facilitator of table 3. – 4 minutes.

STEP 5. Conclusion and wrapping up the session. – 5 minutes.

Concluding the session with checking the potential questions, doubts, comments about the project and training.

Advice to the facilitator:

For the “World Café”, you can formulate various topics for each of the tables or add more tables if needed.

To encourage possible questions, ask participants to share their perceptions first in couples and then ask for possible comments/doubts on the project schedule.

Additional information: N/A

Handouts: N/A

Local Actions (Feedback)

Competences addressed:

- Community building
- Facilitation of individual and group learning processes
- Key concepts of peace education for the development, implementation and evaluation of educational activities or projects.
- Peace Advocacy and creative strategies for peace

Prerequisites: This session is conducted after the participants have developed their local actions and are ready to present them to the whole group.

Duration: 60-90 minutes.

Materials: Flipcharts with canvas for each participant/working group, post-its for each participant.

Instructions:

STEP 1. Introduction – 5 minutes.

Present the aim of the session by mentioning it will ensure space for sharing the local actions created in the training course as multiplier activities, as well as space to gather feedback on the proposed projects from participants and trainers.

STEP 2. Introduction to feedback session – 15 minutes.

Gather everyone and ask participants to find a curious or new space to present their local action to the rest of the group (think out of the box: ever tried a presentation in the bathroom?) Ask participants to install their flipcharts in the chosen space.

STEP 3. Presentation – 60 minutes.

1. Gather participants again and give each person 5-6 post-its.
2. Instruct participants on what is constructive and nurturing feedback.
3. Go from presentation to presentation. Each group is invited to present the answers to the most crucial questions: What? When? Where? By and with Who? and How?
4. Set a timer for each group to manage the time (for example: 3 minutes per presentation), so that the groups build their presentations as a pitch.
5. Once they are done give around 3-5 minutes for written feedback using the post-its from the other participants (also trainers). You may encourage participants to provide verbal feedback during the session, but emphasise the importance of capturing and documenting it in written form so that insights don't get lost.

STEP 3. Feasibility check and gratitude – 10 minutes.

Invite participants to share how feasible they think their activities are and if they are ready for them. Ask each of the participants to share in one word what they are grateful for in the process of presenting their local actions ideas.

Advice to the facilitator:

Trainers/Facilitators need to have in mind not to be the first ones to give feedback. Encourage the participants to share first.

Additional information: N/A

Handouts: N/A

Local Actions Planning (Road Map)

Competences addressed:

- Community building
- Conflict transformation
- Peace Advocacy and Creative strategies for peace

Prerequisites: This session is conducted after the participants have shared the challenges for human rights in their local realities.

Duration: 90 minutes.

Materials: Flipcharts for each road map, colour markers, pencils, crayons.

Instructions:

STEP 1. Introduction – 5 minutes.

Introduce participants to the session by explaining that it will provide them with a local action designing tool, giving them the chance to plan the implementation of their local action for human rights promotion in their communities.

STEP 2. Choosing the challenge – 10 minutes.

Invite participants to work in community groups. Ask them to recall the Map of their city or the Action tree developed in previous sessions. Then, ask them to select one action they would like to focus on and implement. Ensure that all participants have chosen the challenge they wish to address and the action they want to develop further.

STEP 3. Road map – 50 minutes.

Present the 'Road map' tool (in handout) and ask participants to create one for their action. Reinforce the idea that this session provides them with a local action designing tool to plan the implementation of their actions for human rights promotion.

STEP 4. Presentations of the groups – 20 minutes.

Conduct presentations of the groups and facilitate a debriefing.

STEP 5. Conclusion and wrapping up the session. – 5 minutes.

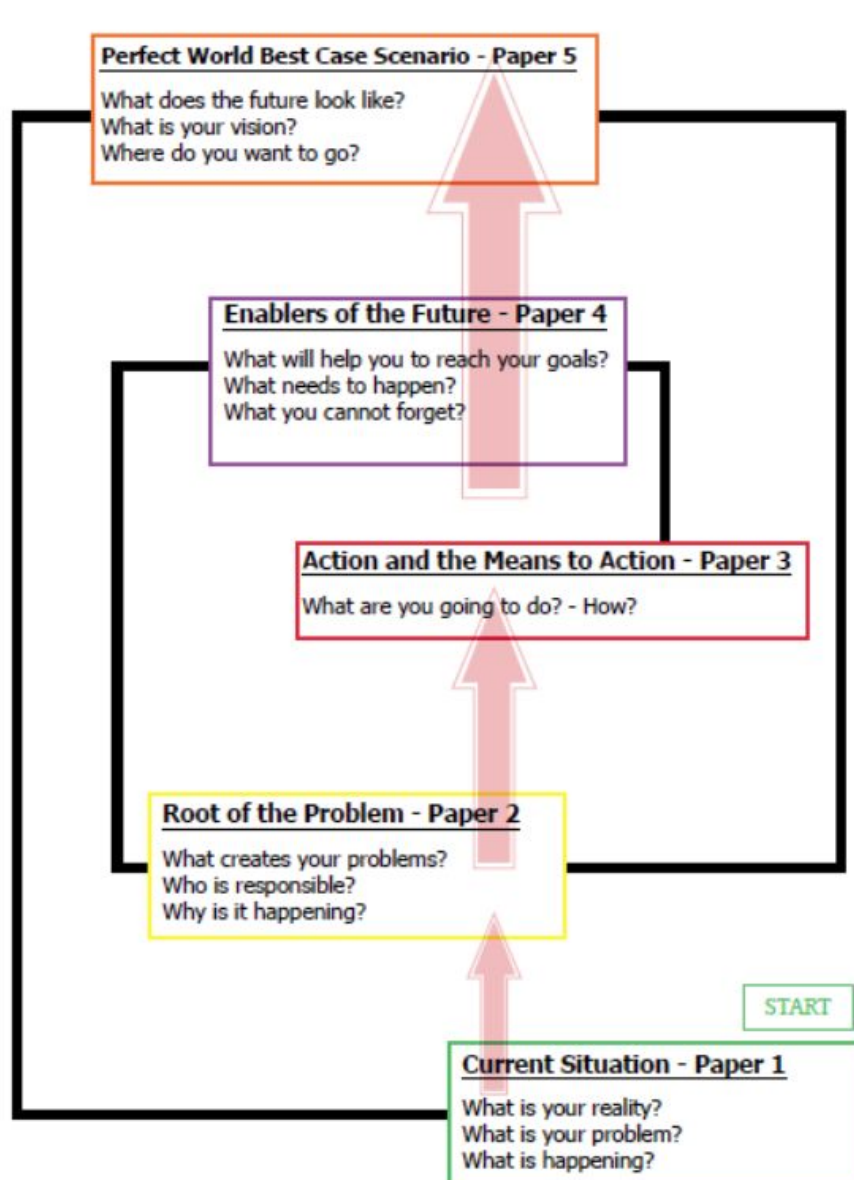
Conclude the session by addressing potential questions and letting participants know that in upcoming sessions, they will have more time to develop their actions.

Advice to the facilitator:

Consider using the session on sharing local realities as the one before this and local action planning (Canva) afterward. Ensure ample time in the program to develop the ideas of local actions.

Additional information: N/A

Handouts:



Local Actions planning (canva)

Competences addressed:

- Community building
- Conflict transformation
- Peace Advocacy and and Creative strategies for peace

Prerequisites: This session is conducted after the participants have shared the challenges for human rights in their local realities.

Duration: 120 minutes.

Materials: Canva printed for each participant.

Instructions:

STEP 1. Introduction – 5 minutes.

Introduce participants to the session as a space providing a structural methodology for design and implementation of local action planning. This session is also a space for peer-mentoring for participants to give feedback and support for each other's local action ideas.

STEP 2. Introduction to local actions and canva – 15 minutes.

Emphasise the significance of local actions in promoting positive change and community engagement in relation to the context of developing the culture of peace.

Introduce canva as a tool for structuring and visualising local action plans. Present the 'canva' tool (in handout) and ask participants to create one for their action. Remind participants to work on Canva with their chosen local action and human rights challenge in mind. Conduct a step-by-step tutorial on using Canva for local action planning. Ensure space for expressing doubts and questions.

STEP 3. Canva preparation – 75 minutes.

Invite participants actively work on their Canva templates, incorporating key elements discussed in the tutorial.

STEP 4. Individual/Peer Progress Review – 20 minutes.

Ensure that the trainers check in with each participant, providing individual feedback on their Canva templates. Assign one trainer per each working group, providing additional support, and addressing any questions or challenges.

Encourage participants also to use Peer Mentoring Discussion - space where they can engage in small-group discussions, sharing their progress and providing constructive feedback to their peers.

STEP 5. Closing Remarks – 5 minutes.

Summarise the main points covered during the session, main takeaways and create space for questions and concerns to be discussed in the plenary.

Advice to the facilitator:

Consider using the session on sharing local realities as the one before this. Ensure ample time in the program to develop the ideas of local actions.

Additional information: N/A

Handouts:

The Local Action Canvas is a structured template for planning a local action. It features a central heart shape labeled 'Purpose' with the question 'Why are we doing what we are doing in the first place?'. Surrounding this heart are eight sections, each with an icon and specific questions:

- Local Action Idea** (Lightbulb icon): What's the 3 W's of our action (What, Where, When)?
- People and Roles** (Group of people icon): What are our names and the roles we have in the team?
- For Whom?** (Heart icon): Fill here.
- Activities** (Clipboard icon): Describe the activities that you like the implement. How do we execute and evaluate what we do?
- Common Goals** (Target icon): What we as a group really want to achieve? What is our key goal that is feasible, measurable and time-bounded?
- Needs • Expectations** (Lightbulb icon): What do we need to be successful? What are our personal needs towards the team to be at our best? What are the financial needs?
- Strengths and Assets** (Upward arrow icon): What are the skills we have in the team that will help us achieve our goals? What are interpersonal/soft skills that we have? What are we good at, individually and as a team?
- Weakness and Risks** (Warning triangle icon): What are the weaknesses we have, individually and as a team? What our teammates should know about us? What are some obstacles we see ahead us that we are likely to face?

At the bottom, there are fields for 'Team Name:' and 'Date:'. The title 'Local Action Canvas' is prominently displayed, and a footer note states: 'Most important things to talk about in our team to make sure our work as a group is productive, happy and stress-free'.

Me as a Peacebuilder

Competences addressed:

- Cultivating Self-Empowerment and Inner Peace
- Being a Role Model

Prerequisites: This session should be implemented after exploring basic concepts, conflict analysis, and getting to know various conflict transformation tools. It aims to gather already acquired competencies but also explores spaces to be improved.

Duration: 90 minutes.

Materials: Flipcharts or other visuals on Nonviolent Communication steps, cards with emotions and needs, wheel of emotions handout, wheel of needs handout.

Instructions:

STEP 1. Introduction to the session - 5 minutes

Explain to participants the aim of the session and the process that follows.

STEP 2. Exploring competencies - 10 minutes

Explain to participants that, to work in peacebuilding, certain competencies are needed, which can be broken into knowledge, skills, and values or attitudes. Show them the human drawing where the heart represents values and attitudes, hands represent skills, and the head represents knowledge. Give examples of each part of the competencies and how they contribute to peacebuilding.

STEP 3. Self reflection on competencies -10 minutes

Invite participants to individually draw a human and reflect on which values, skills, and knowledge they possess as peacebuilders, writing them on paper as precisely as possible.

STEP 4. Group reflection on competencies - 30 minutes

After individual reflection, divide participants into 5 groups. Ask them to share their humans, create a common one on flipchart, and prepare for presentation. If they feel they lack some skills, knowledge, and attitudes, they can add them to the flipchart.

STEP 5. Competencies presentation - 15 minutes

Ask each group to present the competencies. While being presented, facilitators collect the ideas and use them for the Peace Fellowship framework of competencies.

STEP 6. Debriefing

- How difficult was it to point out those characteristics of a peacebuilder?
- Do you think it is possible for one person to have them all?

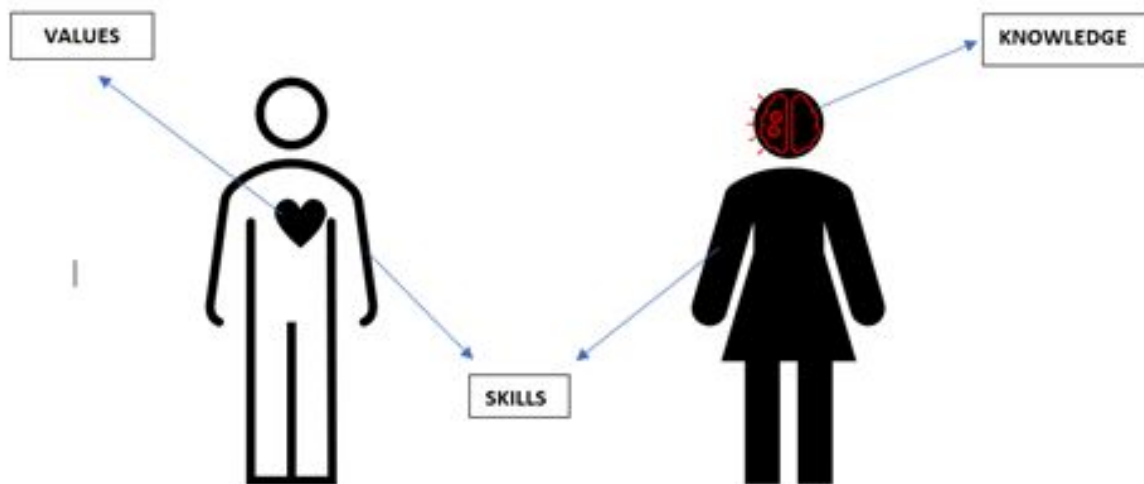
Point out that being a peacebuilder doesn't require being superhuman; rather, it involves a willingness to bring peace and positive change to the community. Everything else is a lifelong learning process.

Advice to the facilitator:

Ensure participants understand the difference between knowledge, skills, and values and attitudes. At this point, you can use the Framework of Competencies developed within Peace Fellowship as a reference.

Additional information: N/A

Handouts:



Next Steps

Competences addressed:

- Practising Nonviolence to Contribute to a Culture of Peace
- Peace Advocacy and Creative Strategies for Peace
- Introducing and Applying Key Concepts of Peace Education for the Development, Implementation, and Evaluation of Educational Activities or Projects

Prerequisites: N/A

Duration: 90 minutes.

Materials: Papers and pens, colourful pencils, and drawing materials.

Instructions:

STEP 1. Introduction - 10 minutes

Explain to participants that this activity is to help them understand better what changes their ideas can bring about. It can help to picture a bridge. On one side of the bridge is the present or the past, on the other side is the future. The two sides are connected by a bridge, which represents the initiative. This bridge will be built by answering constructive questions. Answers can be written or drawn.

STEP 2. - 40 minutes

Draw a bridge. The left-hand side is the participants' current state. On this side, you will make a note of everything that occurs to you when answering the questions that follow.

- What is needed?
- What is the problem?
- What exactly is bothering me?
- Why is that a problem?
- What worsens the problem or prevents the solution?
- What would the future look like if things continue as they are?

Bridge

- How can I implement the changes I want to see?
- Why me?
- Who else has an interest in such change?

Desired state

- What is the situation now?
- What exactly has changed?
- What is the improvement?
- How can I recognize it?

After answering all the questions on the present/past side, you travel to the far bank, or the future side. On this side, write down what the future reality should look like. Be as specific as possible.

STEP 3. - 20 minutes

Next, participants should consider their involvement and initiative. Identify the problem they would like to address and brainstorm possible steps to get there. Imagine what the bridge looks like, who the people crossing are, what can happen, and how.

If working in a team, begin with individuals working on their own bridges independently, and then share them. You can use various materials to build the bridge, but ensure that the ideas and answers are written down.

STEP 4. Debriefing - 20 minutes

Let the participants share and briefly describe what they came up with. Divide them into small groups (max. 4 people), keeping an eye on the time. After working individually, some participants may have a greater need to talk and share their ideas, but this step should not exceed 20 minutes.

Advice to facilitator:

Begin the session by clearly explaining the purpose of the exercise: reflecting on the current state, envisioning the future, and identifying steps for positive change. Ensure participants understand the questions they need to answer on each side of the bridge. Wrap up the session by emphasising that the exercise is a starting point for future actions, and the envisioned bridge can serve as a roadmap for individual local action plans.

Follow-up: N/A

Additional information: N/A

Handout: N/A

Nonviolent Communication I

Competences addressed:

- Building Non-Judgmental Relationships with Oneself and Other People
- Practising Nonviolence to Contribute to a Culture of Peace
- Practising Empathy
- Community Building

Prerequisites: N/A

Duration: 90 minutes.

Materials: Flipcharts or other visuals on the Nonviolent Communication steps, cards with emotions and needs, wheel of emotions handout, wheel of needs handout.

Instructions:

STEP 1. Introduction to the workshop and key ideas and principles of nonviolent communication - 15 minutes

Explain to participants that this session is based on the idea of Marshall Rosenberg's concept of Giraffe and Jackal language. Introduce them to 2 different Parts and 4 Components of NVC:

Part one - Empathetic listening:

- Observations
- Feelings
- Needs
- Requests

Part two - Honestly expressing:

- Observations
- Feelings
- Needs
- Requests

The four steps, when used in "self-expression" mode, work like this:

1. To observe without evaluation, judgement, or analysis.
2. To express feelings that these observations evoke.
3. To express needs connected with these feelings.
4. (optional) To make a specific request of another person to help meet an unmet need, and to enrich the life of everyone involved. Essential in this is that the other person is to be left free to honour or decline the request.

STEP 2. Exploring observation - 15 minutes.

With your co-facilitator, perform a small play where one person is sharing something important to them, while the other is scrolling the phone. When done, ask participants: What happened? What did you see? Collect the ideas from the participants of what they see in the situation. Then ask them again, "What do you REALLY see?" Collect the ideas and later explain the difference between evaluation and observation and emphasise that observation is based on everything that we can notice with our senses. For example:

- I see;
- I hear;
- I taste;
- I smell;
- I touch.

STEP 3. Exploring feelings and needs - 40 minutes

1. Introduce participants to the forest of needs and feelings. Put the feelings on one side of the room and needs on another. Preferably divide them also by colour. The trainer/facilitator reads several situations, and participants should stay in the forest of feelings and say the phrase describing the situation + feelings then switch to the forest of need and say the full phrase situation+feeling+need.

Give an example:

"When I talk, and you scroll your phone, I feel ...frustrated/abandoned/excluded ... "
And then switch to the forest of needs (satisfied or unsatisfied).

"When I talk, and you scroll your phone, I feel ...frustrated/abandoned/excluded.
Because I need attention/connection/validation".

Statements:

1. When you are in a hurry to the airport and there is a traffic jam.
2. When you are relaxed.
3. When you witnessed offence and aggression towards an elderly person.
4. You are tired after a long day of work, and you have to help a boss whom you aren't particularly a big fan of.
5. After you have typed 20 pages of an important essay and your computer dies before saving the document.
6. When some important and respected people made very positive remarks about the project you implemented.

Participants are encouraged to bring a couple of examples from their life when they felt their need was met or unmet.

2. After this practice, invite participants to explore connections between feelings and needs. While presenting separate feelings and needs, emphasise that feelings are reactions we have when the action that affects our well-being happens. Feelings are not judgments, opinions, or thoughts. That's why it is important to build a vocabulary of emotions, for which you can use a wheel of emotions. Give participants the wheel of emotions and ask them to explore it. You can ask if there are any new emotions they haven't heard about?

3. After exploring and understanding emotions, now you move to the needed exploration. Explain to participants that needs are the roots of our feelings. Based on fulfilment or lack of fulfilment of our needs, we have different emotions. In order to know our needs, we also need to explore them, and we can use the wheel of needs for that purpose. Give the participants the wheel of emotions, and ask them to explore it. Again, you can ask for any surprises in regard to the wheel of emotions.

STEP 4. Asking for request – 10 minutes

Remind participants that the last step is to make a request. Ask them - How to make the request specific, positive, doable and in the present moment? Brainstorm with participants and write the ideas on the flipchart. Wrap up with the information on providing a request, emphasising that request is not a demand and possibly starting with "Would you be willing to..." can help us.

STEP 5. Practise with the group - 10 minutes

Invite the group to give you an everyday example they face, that Nonviolent communication can help them. Ask for volunteers to practise different ways to tackle that situation by using four steps.

Advice to the facilitator:

Be sure that you are familiar with all four steps before running this session. Besides that, keep in mind that there are many moments in this session that are based on explanations from your side. Ask questions and seek interaction with participants, or make them physically move during the session.

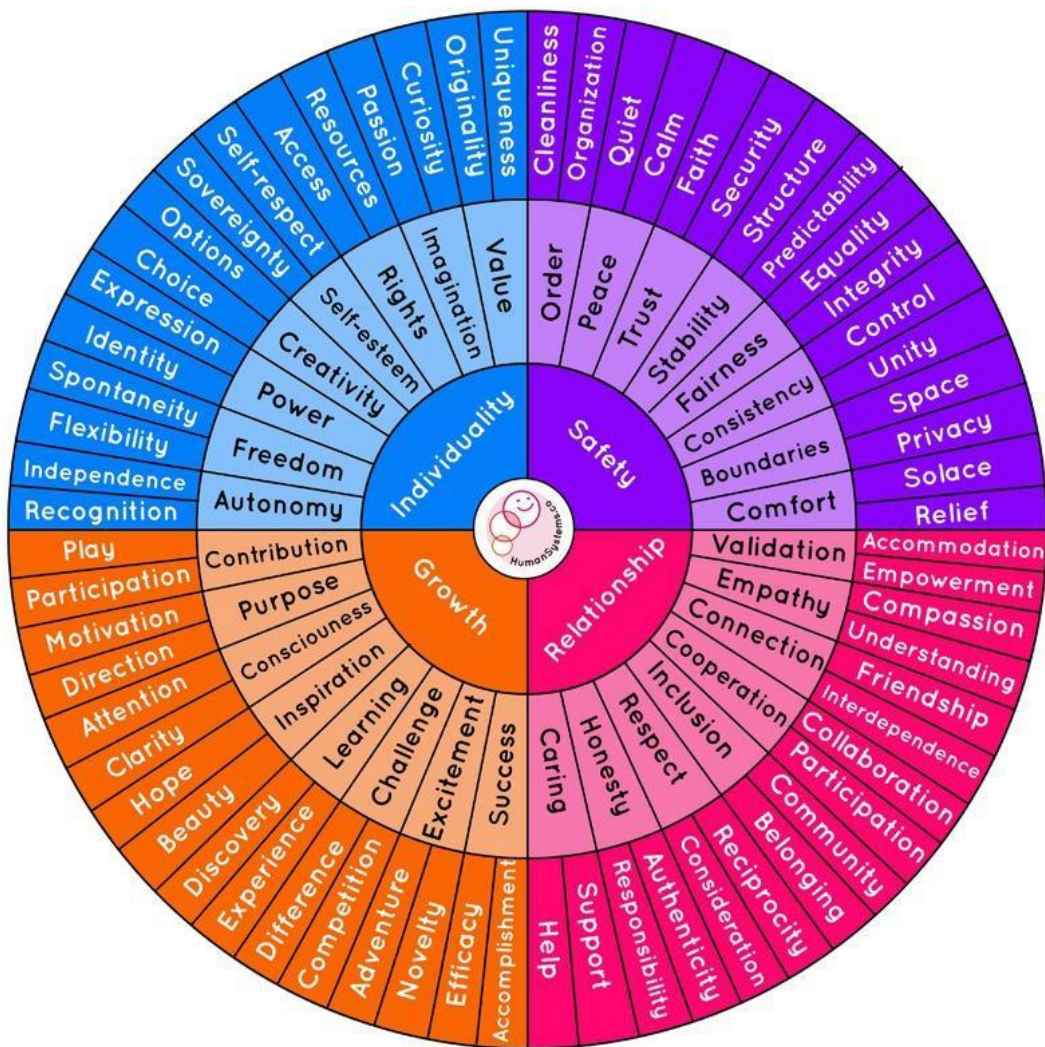
Follow-up proposals:

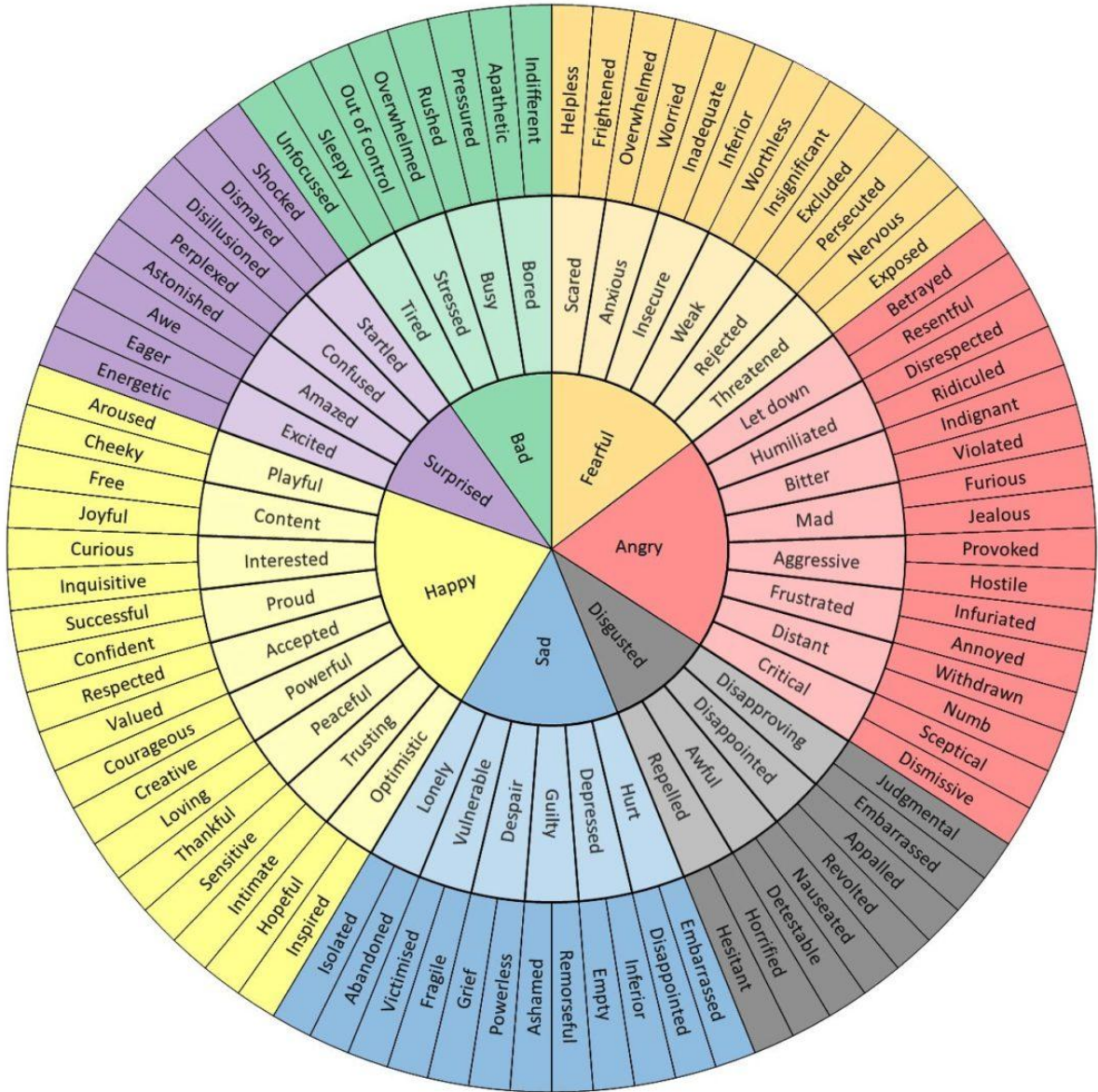
As this session is based on many theoretical inputs, you may proceed with the session on practising nonviolent communication.

Additional information: For more knowledge and information about the steps of nonviolent communication, read the book "Nonviolent Communication, A Language of Life".

Handouts:

HS Needs Wheel II





Wheel of emotions

Nonviolent Communication II

Competences addressed:

- Building Non-Judgmental Relationships with Oneself and Other People
- Practising Nonviolence to Contribute to a Culture of Peace
- Practising Empathy
- Community Building

Prerequisites: Prior to this session, it is important for participants to be familiar with four steps of nonviolent communication.

Duration: 90 minutes.

Materials: Flipcharts or other visuals on the Nonviolent Communication steps, printed handouts.

Instructions:

STEP 1. Reminder of the nonviolent communication steps - 10 minutes

Remind participants about the four steps of Nonviolent communication and what each of them means.

STEP 2. Practising NVC - 30 minutes

Divide participants into groups, each one led by one facilitator. In each group, the facilitator reads a sentence and asks participants if the sentence is Giraffe or Jackal. After the group answers, the facilitator gives an explanation from the non-violent communication perspective.

STEP 3. Individual NVC practice - 15 minutes

After practising with a facilitator, now ask participants to think of a situation that happened to them, that they think NVC can serve them. At the same time, they should be comfortable sharing that situation with another person from the group. Tell them to write down that situation in jackal language, and then transform it into giraffe language.

STEP 4. NVC practice in pairs - 20 minutes

Now that participants have their own versions of Jackal and Giraffe, put them in pairs and ask them to share the situation and the Jackal and Giraffe sentences. The other person should help them change or improve the Giraffe sentences.

STEP 5. Debriefing - 15 minutes

Advice to the facilitator:

Your role, as well as the role of your co-facilitators, is crucial in the first part of practising, as this is the moment when you need to support them in understanding which approaches are Giraffe or Jackal. Make sure that you and your co-facilitators are familiar with all examples.

Follow-up proposals:

After this activity, you may proceed with other tools helpful to transform conflicts.

Additional Information: N/A

Handouts:

IS THIS OBSERVATION IN NVC?

Janice works too much. - JACKAL

[If you think this is an observation, we are not in agreement; "too much" is a judgement, how to define what is "too much"?, you can say: Janice works 15 hours every day for last 2 weeks"

Henry is aggressive. - JACKAL

[[if you think this is observation, we are not in agreement; "aggressive" is a judgement and analysis of behaviour, meaning of "aggressive" can be different for different people, you can say: Henry punched John

My aunt complains when I talk to her. - JACKAL

[if you think this is observation, we are not in agreement; "complains" is a judgement, for one it is complaining, for the other not, you can say: When i talk with my aunt, I hear she expresses frustration for some situations in life"

Sam didn't ask for my opinion during the meeting. - GIRAFFE

(we're in agreement that an observation was expressed without being mixed together with an evaluation)

Luke told me I didn't look good in yellow. - GIRAFFE

(We're in agreement that an observation was expressed without being mixed together with an evaluation.)

IS THIS FEELING IN NVC? 💖

I feel scared when you say it. - GIRAFFE 🦒

[if you think this is a feeling we are in agreement with, as you name the feeling: fear.]

When you don't greet me, I feel neglected. - JACKAL

[[if you think this is a feeling, we are not in agreement; "neglected" is a judgement that the other person is guilty for how you are, this is not the feeling coming from inside of you. instead of neglected - you can say - frustrated]

I feel like hitting you. - JACKAL

[If you think this is a feeling, we are not in agreement; after "I feel" there needs to be a feeling (like joy, anger, frustration, sadness), not a preference on what you would like to do. You can say: I feel angry.]

I'm happy that you can come. - GIRAFFE

(we're in agreement that a feeling was verbally expressed)

I feel good about what you did for me. - JACKAL

(If you circled this number, we're in agreement that a feeling was verbally expressed. However, the word good is vague when used to convey a feeling. We can usually express our feelings more clearly by using other words, for example: relieved, gratified, or encouraged.)

IS THIS NEED IN NVC? 🌳

I feel angry when you say it, because I need respect and I see your words as an insult. - GIRAFFE

[if you think this is need we are in agreement, as you name the need: respect]

I feel disappointed because you said you would do it and you did not. - JACKAL

[[if you think this is need, we are not in agreement; there is no need expressed, you can say: I feel disappointed because I need to be able to rely on your words"]

Little things people say sometimes hurt me - JACKAL

[if you think this is a need, we are not in agreement; there is no need expressed, and the sentence is not concrete, you can say: I need appreciation and it hurts me when you do not tell me thank you for the job you did".

I'm sad that you won't be coming for dinner because I was hoping we could spend the evening together. - GIRAFFE

(We're in agreement that the speaker is acknowledging responsibility for his or her feelings)

I am grateful that you offered me a ride because I needed to get home before my children arrived. - GIRAFFE

(we're in agreement that the speaker is acknowledging responsibility for his or her feelings)

IS THIS REQUEST IN NVC? 🙏

I want you to understand me. - JACKAL

[if you think this is a request we are in disagreement, as what you ask for is not concrete, not specific, and you put the action on someone else, instead of thinking that maybe it is you who could express yourself more clearly, you can say: Would you allow me to express myself one more time so we can have a common understanding?"

I would like you to drive at or below the speed limit. - GIRAFFE

[if you think this is a request, we are in agreement; it is a concrete request, positive one, expressing what to do]

I'd like you to feel more confident in yourself. - JACKAL

(we're not in agreement. To me, the words feel more confident and do not clearly express a request for a specific action. A request for a specific action might be: "I'd like you to take a course of assertiveness training, which I believe would increase your self-confidence)

I want you to stop drinking. - JACKAL

(if you circled this number, we're not in agreement. To me, the words stop drinking do not express what the speaker wants, but rather what he or she doesn't want. A request for a specific action might be: "I want you to tell me what needs of yours are met by drinking, and to discuss with me other ways of meeting those needs.")

I'd like you to tell me one thing that I did that you appreciate. - GIRAFFE

(we're in agreement that the speaker is clearly requesting a specific action.)

Nonviolent Conflict Transformation

Competences addressed:

- Conflict transformation (working with conflicts and transforming them non-violently)

Prerequisites: Before the session, it is important to explore concepts of conflict, non-violence, and violence with the participants.

Duration: 90 minutes.

Materials: Projector, screen.

Instructions:

STEP 1. Warming-up for the session - 15 minutes

1. Activity "Crossing the line".

Invite the participants to stand in lines facing each other. Tell them that their task will be to convince the person in front of them to cross the line within three minutes.

1. Debriefing:
 - How do you feel after the activity?
 - How was that for you to convince another person to cross the line? Did you succeed?
 - Which strategies did you use to convince another person to cross the line?
 - How is this activity connected to the conflict transformation?

STEP 2. Introduction to the conflict transformation. – 15 minutes.

1. Start the session by recollecting the ideas of the group on the concept of conflict transformation from the "World Café". Explain that you will explore conflict transformation aspects throughout the session.
1. Input on conflict transformation:
 - Definition
 - Preconditions (non-violence and power balance).

STEP 3. Sculpture of Power (adaptation of the activity “Power Statue” from T-Kit 12: Youth Transforming Conflict). – 60 minutes.

1. Ask the participants to choose their own conflicts to analyse and transform the power relations involved. They may do so in groups (minimum four, maximum eight people per group).
1. Ask them to represent the power relations in the form of a statue formed by their own bodies. In this case, the person whose conflict situation is being represented stays outside the statue to guide the process.
2. Once the different representations are ready, participants gather and try to guess what the situation represents. The author of the representation animates the statue by touching the different people, who then express what they feel or what their need is. The author of the representation may further briefly clarify what the conflict is about. The rest of the participants have to think and suggest how the power could be transformed from a power-over/power-less situation to a more power-with situation.
3. The situation can be repeated until all groups have presented their statue.

1. Debriefing:

- Was this exercise difficult?
- What role did power play in the different situations?
- Was it possible to change? In what ways?
- Were the suggested changes realistic?
- What did you learn from it for your own conflict situation?
- How can you change the power relations now?

Advice to the facilitator:

You have a very active role in this exercise, as you may need to assume the role of the director of the scenes. You may want to agree on signs for “freeze” and “defreeze” by clapping your hands, or by using some other significant sign or noise. Furthermore, you may ask the spectator participants to suggest the changes of participants by touching their shoulders and using their voice. Different people may talk as one person until a power-with situation is reached.

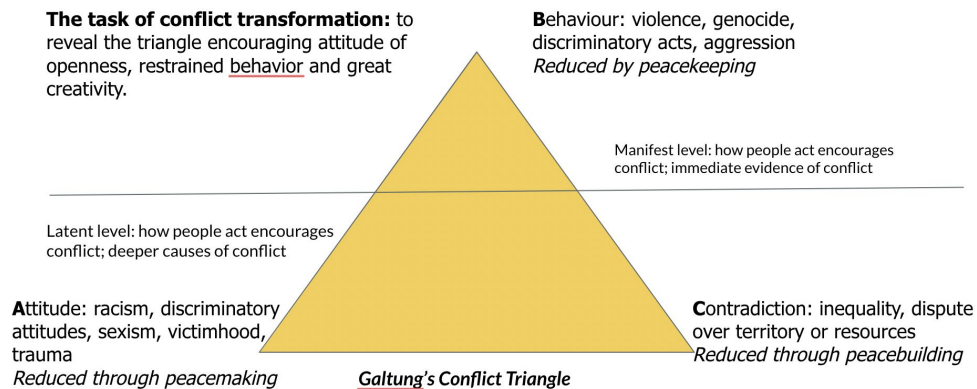
Follow-up proposals:

You may want to continue the reflection on power with your participants by running conflict-analysis exercises.

Additional information:

Conflict transformation is a process of engaging with and transforming the relationships, interests, discourses, and, if necessary, the very constitution of society that supports the continuation of violent conflict.

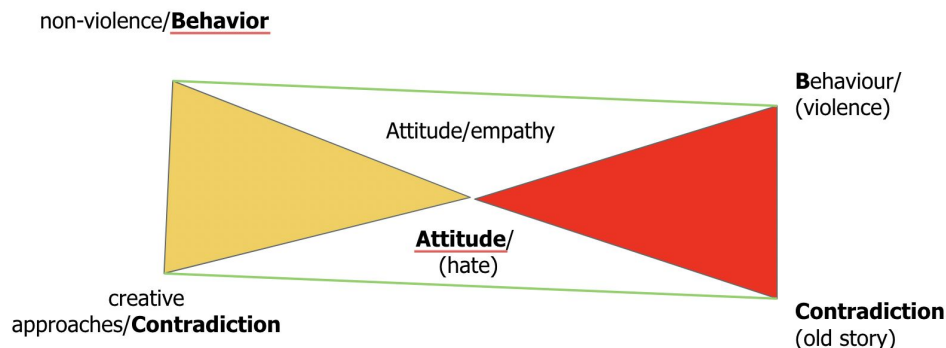
ABC Conflict Triangle



Most failures in dealing with conflicts are due to disregard for this rule:

- focusing only on attitude leads you to believe that all problems stem from hatred and a distorted view of the world, and suggests religious or ideological transformation, psychotherapy and / or educational campaigns, forgetting that even the most normal people can kill or indulge in violence, if there are contradictions that disorient their consciousness;
- focusing only on behaviour is quite common, because this is where we deal with violence. Tamelers can sweep violence under the rug, make it less visible, but it does not eliminate the contradictions that underlie the conflict;
- focusing only on contradictions can lead to increased hatred and violence if the approach to contradictions is violent.

Transformation



Ways to transform conflict

1. Non-violence

- Gandhi's ideology based on ahimsa ('non-injury to all living beings')
- **an active attitude that rejects any kind of violence** (violent conflict, occupation, undemocratic political structures, unfair economic systems, etc.) and **transforms it in a constructive way**.
- The underlying idea of non-violence is that the **means must match the aims**, so it is important to **promote peace without violence to the enemy**.

1. Empowerment

- being aware of the sources of power that one can have as a person and in a group: support and development, and their role in strengthening the person and/or group;
- being able to find a solution with the enemy, without necessarily yielding to the enemy's preferred option;
- rejecting the idea of power as physical force and strength;
- aim: to balance power between the parties in conflict (so the weaker party gets more power) and to feel/be aware that people have the capacity to transform society.

How to get more power

As a person:

- develop such skills as self-confidence, self-esteem or assertiveness;
- self-empowerment: know the strongest sources of power one has, and use them.

As a group:

- strengthen the group: create a climate of affection and confidence in the group, improving communication skills, encouraging cooperation and so on.
- learn methods: how to reach consensus, how to plan strategic actions, how to achieve non-violent action, how to formulate projects, how to negotiate with others in the group.
- learn content: receive training on peace education, intercultural learning, peace building, development, human rights, democratic participation.

When we can start transformation

Peace can be built by actions in three main areas:

- stopping violence and its effects,
- addressing the root causes of conflict,
- creating the means to confront violence.

Handouts: N/A

Peaceful Conflict Transformation Workshops: Dialogue

Competences addressed:

- Conflict transformation (working with conflicts and transforming them non-violently)

Prerequisites: before this session, it is necessary to have the session on active listening and empathy or non-violent communication, as well as session on conflict analysis.

Duration: 90 minutes.

Materials: Flipchart, pens, markers.

Instructions:

STEP 1. Introduction - 10 minutes

Explain to participants the aim of the session and that they will have a chance to practise and explore dialogue.

STEP 2. Free discussion - 10 minutes

Participants are asked to converse in pairs about an issue or dilemma written on the blackboard and briefly explained by the facilitator. This can be phrased as a question:

- Putting pineapple on pizza is okay
- Can Euthanasia be justified
- Bombing for peace is justified

Ask them first to discuss freely about these topics, but one should agree, the other disagree with the topic/statement. After 3 turns, stop and ask how do they feel? How was the process?

STEP 3. Holding stick - 15 minutes

Now participants talk about the issues using the following method of holding a talking stick (for example a pen or any other object). To mark the shift between who gets to address the topic:

1. Person A briefly sets out their view of the issue while holding the object.

2. Person B takes hold of the object and repeats back exactly (mirrors) what A said, while A continues to hold on to the object as well. B might start by saying, for instance, "What you say is that..." (and then reproduces what was said).

3. B is not allowed to speak their own mind until A confirms that this is 100% correctly represented. Meanwhile, both of them hang on to the object.

4. Only when A has confirmed that B has correctly rendered what they said is correct, they can let go of the object.

5. Now it is B's turn to express their views about the issue.

6. Then A takes hold of the object and repeats back exactly (mirrors) what B just said, while both hold on to the object.

7. They always take turns to hold and let go along the same lines as set out above.

STEP 4. Debriefing - 10 minutes

- How did you perceive your communication in this exercise?
- What was your view of the issue – before, during and after the exercise? Did you shift your position at all? If so, why do you think you did so?
- How did you experience your mutual contact?
- Where do you all stand now as regards the issue?
- Have you shifted your position as a group at all?

STEP 5. Personal reflection and brainstorming - 15 minutes

At this point, ask participants to reflect on their own, what is dialogue for them and how do they understand it. They should put a definition on it. After they finish, ask them to explain it and collect the notes.

STEP 6. Wrapping up and presentation - 30 minutes

At this moment, bring the general idea of dialogue and how it differentiates from debate. Wrap it up by listing dialogue values that participants should be aware of when practising dialogue as a tool of conflict transformation.

Advice to the facilitator:

You can prepare dialogue values handout in advance and share it with participants.

Follow-up proposals:

You can proceed with self-reflections on the skills which the participants already have and which they need to develop to be able to practise dialogue as a conflict transformation tool.

Additional information:

This session is based on [Nansen Handbook for Trainers in Dialogue and Conflict Transformation](#) that can serve you for further understanding of dialogue.

Important to note: Dialogue is a way of communicating that focuses on understanding “the other”, rather than trying to convince them that you are right.

Handouts:

Dialogue Vs. Debate

Dialogue Characteristics:

- Explain
- Listen
- Look for the strength in the opponent
- Self-discipline
- Tolerance
- Make opponent feel safe
- To change opinion is a sign of maturity
- Supportive language

Debate Characteristics:

- Convince
- Argue
- Look for the weak argument
- Hunter
- Moral Judge
- Make opponent insecure
- To change opinion is a sign of weakness
- Confronting language

Dialogue Values

Integrity

Dialogue is communicating with integrity. Non-verbal aspects of communication, intentions, attitudes, values and thoughts must be consistent with the words used

Caring for the other

Dialogue requires accepting responsibility for the other, without expecting that this will be reciprocated.

Challenging

Dialogue does not mean accepting anything or everything from others. It may require that we challenge or oppose the others assertion. When this is the case, this must be done in a way that upholds the humanity of the other and us.

Common language

Dialogue is about striving to achieve a common language

Understanding first

In dialogue, we seek first to understand and then to be understood.

Relationships

Dialogue is about understanding and exploring relationships.

Humility

Dialogue involves seeking to know oneself and showing one's strengths and weaknesses to the other.

No agreement

Dialogue is not necessarily about agreeing or becoming like the other.

Listening

Dialogue is more about listening than speaking.

Non-verbal communication

Dialogue can take place even in silence. Body language and facial expressions are essential for dialogue.

No judgments

In dialogue, we try not to pass judgement. Judgments, generalisations, blame or diagnoses destroy the dialogue process.

Change

Dialogue means personal and societal change.

Peaceful Conflict Transformation Workshops: Mediation

Competences addressed:

- Conflict transformation (working with conflicts and transforming them non-violently).

Prerequisites: Before this session, it is necessary to have the session on active listening and empathy or nonviolent communication, as well as session on conflict analysis.

Duration: 180 minutes.

Materials: A5 paper for the participants for writing skills and strategies, flipchart paper, markers, handouts with the roles for the simulation game, paper with the principles of mediation.

Instructions:

STEP 1. Working on strategies and skills from own experience of helping somebody to transform the conflict or observing somebody helping - 20 minutes.

1. Give a card to each participant. On one side of the card, they write "strategies," on the other side, they write, "skills."
2. Ask participants to think about a situation in their lives when two people or groups were having a disagreement, and they tried to help solve it.

For example, perhaps they tried to resolve an argument between friends on what film to watch, between siblings about who would get to ride in the front seat of the car, or young children crying over sharing a toy. If they can't think of a time when they did this, they can recall a time when someone else tried to resolve a disagreement.

- What did you do to help resolve the conflict?
 - What was the result?
3. Under strategies, instruct participants to write particular actions they took to help resolve the conflict.
 - *For example, did they ask each side questions about what they wanted?*
 - *Did they try to come up with a solution for them?*
 - *Did they help them brainstorm possible options to resolve the disagreement?*

4. Under skills, ask what skills they used to help solve the conflict. Remind them of the previous skills they practised in previous sessions as options: non-violent communication, active listening.

5. Create two columns on the board with strategies on one side and skills on the other, divided by a vertical line, and ask participants to share their answers. Record the strategies and skills on the board.

6. Tell participants that in this session, they will explore what it takes to be an effective mediator, and what strategies and skills they have identified apply not only at the interpersonal level but also in managing conflict at the national and international levels.

STEP 2. Definition of mediation and role of a mediator. – 30 minutes.

1. Join participants into small groups. Ask two groups to discuss and come up with the definition of mediation, and two groups to discuss and write what is the role of mediator. Give 10 minutes for this discussion.

2. Invite groups to share the outcomes of their group work. – 10 minutes. Ask participants if they see similarities or differences in the definitions and the roles of a mediator in different groups.

3. Continue with the introduction of the definition of the mediation and different styles of mediation.

STEP 3. Principles of mediation. – 20 minutes.

1. Explain to the participants that they will explore principles of mediation.

2. Join the participants into five random groups. Each group receives one principle of mediation. Tell them that in their groups they need to discuss the principle they get, focusing on the following questions:

- How do you understand the principle?
- How can it be put in practice in the process of mediation?

3. Presentation of the groups and clarification from the side of the trainer.

STEP 4. Presentation of the stages of mediation. – 10 minutes.

STEP 5. Practising mediation. – 90 minutes.

1. Share that participants will now have a chance to practise a basic mediation. Inform them that this will be an opportunity for them to practise skills:

- active listening,
- identifying wants and needs,
- problem-solving.

Remind them that as a mediator, they must be conscious of verbal and non-verbal communication to maintain the role of an impartial third party.

2. Divide the participants into groups of three (four). Instruct each group to identify a mediator (or two co-mediators if it is a group of four), and two parties to the conflict. If moveable seating is available, instruct them to set up three chairs in front of the room in the shape of a triangle—the two parties in conflict sitting side by side facing the mediator. Distribute roles to each group. There is no separate scenario background for participants to read, as each role establishes the conflict.

3. Participants meet in role groups (all mediators together, all Parties 1 together, and all Parties 2 together) and spend 15 minutes preparing for the mediation. Distribute the **Mediator's Instructions Worksheet** to the mediators. They should use this during the mediation. They can use the **Mediation Process Handout** as well. Distribute the **Mediation Preparation Worksheet** to Parties 1 and 2 to complete in their role groups.

4. Participants return to their mediation groups and give them 30 minutes for the mediation.

5. Debriefing:

- What was the final result of your mediation? Did you have a chance to come up with any solutions? If not, what do you think possible solutions could have been?
- What was either easy or challenging about being a mediator?
- For the parties in conflict, what was it like having someone mediate your dispute?
- What skills do you think you already have that are useful as a mediator? What skills do you feel you need to work on?
- How can developing mediation skills help you in being everyday peacebuilders?
- How might the mediation be more challenging if the conflict were international and involved warring parties? What obstacles might the mediator have to overcome?

Advice to the facilitator:

You can prepare printed out stages of the mediation process for the participants for the simulation game.

Follow-up proposals:

You can proceed with self-reflections on the skills which the participants already have and which they need to develop to be able to practise peer mediation and prepare a personal plan of self-development. You can also continue with planning follow-up actions on conflict transformation.

Additional information:

What is mediation?

"Intervention in a dispute or negotiation by an acceptable third party with limited or no decision-making authority that helps the parties involved voluntarily reach a mutually acceptable settlement of the disputed issues."/C.W. Moore – The Mediation Process (2003)

"The process of mediation contains a unique potential to transform interaction in a conflict and, as a result, to change the mindset of the people involved in the process. This transformative potential stems from the ability of mediation to generate two important effects: empowerment and recognition"/R.A. Baruch Bush & J.A. Folger – The Promise of Mediation (2005)

Mediation is a process in which an impartial third party helps parties to a conflict communicate effectively with each other and reach their own agreed and reasoned solutions to some or all of the issues in dispute./T. Whatling – Mediation Skills and Strategies (2012)

Given this framework, we define mediation in a dispute or negotiation as the 'intervention of a third party unfamiliar to the conflict, trustable, unbiased and intending to be neutral'. According to Moore (1986), being a mediator involves artful skills to assist the parties in reaching a mutually acceptable agreement on the issues in dispute. The task of a mediator is creating the conditions for an open dialogue and assuring the parties involved in the conflict freedom of speech and, above all, autonomy in decision-making.

The role of a mediator

A mediator is by definition a third party. The mediator facilitates the resolution of the conflict, but does not have the power to impose a solution on the conflict parties. The third party is an independent observer or mediator outside the immediate conflict. Third parties are supposed to remain balanced, independent, and facilitating, and engage in analytical rather than bargaining dialogue.⁶¹ There are a large variety of mediation styles. Some mediators use "interest-based" approaches, while others use "rights-based" approaches. In interest-based approaches, the focus is on the interests of both parties, rather than predominantly on the interests of just one. A rights-based approach is a competitive form of negotiation and is common in most legal systems. The parties are forced to take positions on who is right and who is wrong. Some mediators are "facilitative", providing only assistance to the process of the negotiation. Other mediators may be "activist", intervening to ensure all parties are represented and that power in/balances between the conflict parties are addressed. Activist mediators do not necessarily make specific recommendations on how to resolve the conflict to the parties. Other mediators consider themselves to be "transformative" mediators, working less towards settlements and more towards the transformation of relationships.

The mediator is 'a facilitator, educator or communicator who helps to clarify issues, identify and manage emotions, and create options.

The role of mediator

- Help the parties of the conflict to listen to each other without emotional tension
- Invite the parties to formulate how they see the solution to the situation
- Help agree on ways out of the situation that suit each of the parties
- Help the parties check the decisions that are made for realism
- Express gratitude for agreeing to resolve the conflict and confidence that their agreement will be fulfilled

Principles of mediation

VOLUNTARY – the parties are involved in the process of their own free will; the mediator and other persons may not exert any pressure on any of the parties to force them to participate in the mediation; the mediator is obliged to inform the parties about the possibility of opting out of mediation at any stage.

CONFIDENTIALITY – all information received during the conversation with the parties (in particular face-to-face) is confidential and mediators cannot disclose it; the information entered into the protocol is of an official nature.

IMPARTIALITY – parties to the conflict have equal rights and are guaranteed equal treatment; the mediator takes care of the equality of the parties during the mediation.

NEUTRALITY – the mediator remains neutral in relation to the conflict; he does not impose his decisions on the parties, he does not tell them which decision he thinks will be the best.

ACCEPTANCE - the parties accept the principles of mediation and the person of the mediator.

Stages of mediation

1. Introduction

- Discuss the principles of mediation and the role played by the mediator
- Determine the time frame of mediation
- Supporting the parties in coming to mediation is already the first step towards success

"I'm going to explain the mediation process and my role in it to make sure that everyone understands the process."

"I am impartial in this process. My job is to listen, ask questions, and clarify what is important. In this case, I won't give advice, decide who's right or wrong, or take sides. As a mediator in this process, I support confidentiality, except in cases of abuse or threats of violence. This mediation is voluntary. We are all here of our free will and can end the process at any time. "

Rules (regarding the process, regarding communication and actions)

1. *As a mediator, I will explain the process (what I'm doing now).*
2. *You will both tell me about the conflict and I will ask questions for clarification.*
3. *We will define success by developing some criteria against which we can evaluate possible solutions.*
4. *You will all look for creative solutions.*
5. *You will evaluate the various solutions to see which meet the criteria we have defined.*
6. *When you find areas of agreement, we can write them down and everyone can sign it if you like and get a copy.*

2. Exploring Interests (storytelling)

The mediator invites each party to take turns talking about the conflict in their own words (telling their story), asks questions for clarification, and paraphrases the feelings and issues the parties express to ensure understanding. The purpose here is to identify needs, so parties feel heard.

"At this point, I will ask you both to speak about issues that brought you to mediation. Then I will check to make sure I understand what everyone has said. I will then ask questions to get a better understanding of what you want to discuss in mediation. Who would like to begin?"

- Give each side (in turn) the opportunity to present their vision of the conflict
- The opponent must hear the point of view of the other side of the conflict (the mediator paraphrases)
- The mediator gathers information about the needs and expectations of each of the parties
- Helps the parties find the source of the dispute (problem)

3. Defining Success (moving from negative statements to positive statements of needs).

The mediator should recognize the wants, accept the emotions, and then reframe the needs. He/she reframes the parties' statements, going from accusations or concerns to statements of needs. These needs can be used as criteria to evaluate different options. In this process, the role of the mediator is to find criteria that will lead to a compromise.

EXAMPLE 1

Party: Would you want to play next to this rubbish dump?

Mediator: It sounds like you are worried about your safety.

Criteria: Any solution to this problem must provide for your safety.

EXAMPLE 2

Party 1 to Party 2: This is a waste of my time. You decided what you will do before you even got here.

Mediator: It sounds like you want to be sure that you can influence the solution.

Criteria: The process to negotiate a solution must include all voices. The agreement must reflect input from all parties.

4. Developing Options (brainstorming)

Once issues have been identified and criteria for success have been established (in Example 1, any solution to this problem must provide for your safety), the mediator can help the parties brainstorm as many options as possible, encouraging creativity.

"Now we are moving into the problem solving phase. While earlier you may have been focusing on the past, during the rest of the mediation we will focus on finding solutions for the future. Starting with the _____ issue, what are some things you could do to resolve this conflict? Be creative, and think about things that you personally can do. I will write them all down. Please don't critique or eliminate others' ideas as you hear them. You will have a chance to evaluate them to search for agreement later."

- Brainstorm and list possible solutions. Write them as an action possibility, using verbs and names.

Ex.: Personal conflict: Samuel will start a part time job.

- Encourage parties to reflect on solutions that will improve and define their future relationship. *"You've both mentioned needing _____. What can you do together to achieve that?"* Once all the possible solutions are written down, one topic at a time, ask parties to identify which of the solutions they can both agree to and circle it on the list.

5. Evaluating and Selecting Options

The mediator then seeks areas of common interest and helps parties negotiate which solutions they would be willing to accept.

Ex.: Josh will return home by 10 pm on weekdays. Mom will lend Josh the car on weekends to drive home in the evenings.

6. Agreement

Testing and Writing Once parties have identified areas of agreement, in this next phase, before writing a formal agreement for them to sign, the mediator makes sure the agreement areas are specific and realistic, and satisfy some of the needs of all parties. It is important to remember, however, that most sustainable agreements will require compromise on all sides.

"At this point, we'll take the items you've agreed to and put them in writing for you to sign if you want."

- Formulate the content of the agreement. Based on the SMART principle (measurable, relevant, specific, realistic, time-bound)
- Write a draft agreement
- Sign the text of the agreement (mediation agreement)

7. Completion of mediation

- Give one contract sample to the parties
- Congratulate the parties on successful joint work

During mediation, the mediator:

- Listens carefully and does not interrupt
- Expresses his opinion clearly
- Asks questions that will contribute to understanding the situation
- Each participant is treated with respect
- Adheres to neutrality and does not take anyone's side
- Does not give advice and does not express his point of view
- It does not find out who is right and who is wrong
- Supports the participants in their efforts to reach an agreement

Handouts:

- Principles of mediation
- Simulation game

Mediation Preparation Worksheet

SIDE 1

You are a part of a group, which came to the camp. You are at a board camp and you are having a terrible time. You cannot sleep because your roommate reads late at night and keeps the light on. He/she also throws his/her things everywhere, and you are constantly walking over his/her things. You have asked him/her to stop reading and be neater, but he/she doesn't seem to listen to your requests. You want to find a new roommate in a new cabin, but the group leader has said there is nowhere to put you since no one else wants to change. The leader has suggested you speak with your camp counsellor and ask him/her to help mediate the situation. You hesitantly agree.

To prepare for your mediation, answer the questions below.

- What is your objective in mediation?
- What do you hope will happen?
- What are the key issues for you?
- What is your position?
- What are your interests?
- What are you willing to compromise on?
- What are you definitely not willing to compromise on?

SIDE 2

You are a part of a group, which came for the rest in the camp. You are at a board camp and you are having a terrible time. Your roommate is always on the phone at night and this makes it very hard for you to read, which you like to do when you're going to sleep. Also, whenever you are in the room, he/she has loud music playing that you don't like. You have asked him/her to turn it down or wear headphones, but he/she doesn't always do this. You want to find a new roommate in a new cabin, but the group leader has said there is nowhere to put you since no one else wants to change. The leader has suggested you speak with your camp counsellor and ask him/her to help mediate the situation. You hesitantly agree.

To prepare for your mediation, answer the questions below.

- What is your objective in mediation?
- What do you hope will happen?
- What are the key issues for you?
- What is your position?
- What are your interests?

- What are you willing to compromise on?
- What are you definitely not willing to compromise on?

Mediator's Instructions Worksheet

The mediator

This is your third year as a camp counsellor at this rest camp. You really enjoy how open and friendly everyone is. You also really like helping the visitors work through their problems. You like helping them look for creative solutions when they seem blocked. You have seen a lot of conflicts at the camp over the years, and you believe every conflict can have a happy ending. The group leader has asked you to mediate a conflict between two roommates, both of whom want to switch to a different cabin.

Conflict:

You will be mediating a conflict between two roommates. Party A and Party B are roommates who are not getting along. Both want to find a new flat or a new roommate, but this is not possible, as there is no other space available on campus.

Directions:

1. Start off the mediation with the following introduction.
2. Then, listen to each party's perspective using active listening skills to identify their feelings, values, and topics to be resolved in the mediation, and make sure each party feels heard and understood.

"I'm going to take a moment to explain the mediation process and my role in it to make sure everyone understands the process."

1. *I am impartial in this process. My job is to listen, ask questions, and clarify what is important. In this case, I won't give advice, decide who's right or wrong, or take sides. As a mediator in this process, I maintain confidentiality, except in cases of abuse or threats of violence. This mediation is voluntary. We are all here of our free will and can end the process at any time.*
2. *I will explain the process (what I'm doing now).*
3. *You will both tell me about the conflict and I will ask questions for clarification.*
4. *We will define success by developing some criteria based on which we can evaluate possible solutions.*
5. *You will all look for creative solutions.*
6. *You will evaluate the various solutions to see which meet the criteria we have defined.*

7. When you find areas of agreement, we can write them down and everyone can sign it if you like and get a copy.

“At this point, I will ask you both to speak about issues that brought you to mediation. Then I will check to make sure I understand what everyone has said. I will then ask questions to get a better understanding of what you want to discuss in mediation. Who would like to begin?”

3. Allow each party to share their perspective without interruption. Then, using the reflective listening chart, seek understanding of their views by paraphrasing what they each said, and asking questions to clarify their feelings and determine the interests which will help you identify the issues to be resolved.

Peace Advocacy and its tools

Competences addressed:

- Peace Advocacy and Creative strategies for peace
- Practising non-violence to contribute to culture of peace,
- Conflict transformation
- Community building
- Conflict sensitivity

Prerequisites: this session is conducted after the participants have an understanding of the concepts of peace, conflict, violence and non-violence.

Duration: 90 minutes.

Materials: flipcharts, colour papers, markers, pencils

Instructions:

STEP 1. Introduction to the session – 5 minutes.

Explain to the participants that they will take part in the simulation activity. During the activity they will work on getting an understanding of Youth Peace Advocacy and its tools, as well as how they can apply its different tools in their own local actions.

STEP 2. Advocacy definition - 15 minutes.

Ask participants what is advocacy for them and have a small brainstorming on the definition of Peace Advocacy. finalise with the theoretical input on what is Peace Advocacy and what are the characteristics of it.

STEP 3. Advocacy tools (Simulation) - 30 minutes

Invite participants to take part in a simulation activity where they are going to prepare for the advocacy campaign. Present the situation they need to find the solution for.

Divide the participants in 6 groups, each group gets a different task (description in Handout 1). Give participants 20 minutes to come up with at least 3 different concrete actions for a given task.

STEP 4. Presentations of the groups and theoretical input - 30 minutes

Ask each of the groups to present the outcomes of their work. After each presentation, open a discussion on the advocacy tool the group used. Finalised with a summary on what the advocacy tool used by the group is.

STEP 5. Debriefing - 10 minutes

Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.

- a) How do you feel?
- b) How was this process for you?
- c) What were the challenges in designing 3 concrete actions?
- d) What was easy for them in this process?
- e) What is their learning about advocacy?
- f) How can they apply the competences gained into their local work?

Advice to the facilitator:

You can adapt the scenarios to the topic of the training or the group you work with.

Follow-up proposals:

You can follow this session by the deeper exploration of each of the concepts.

Additional information:

Advocacy is the process of identifying, understanding, and addressing issues that are important to people. The aim of advocacy is to bring about the change that is desired and relevant for a certain person, group of people, community, institution, organisation or even a bigger entity, like the region, country or a continent. We can define advocacy by enumerating some of its characteristics:

- *It is a process that leads to achieving certain aim(s)*, so it must include different steps (preparation, action, monitoring and evaluation) and includes different actions (events, meetings, media campaigns etc.).
- *It is based on real needs (evidence)* – they can be your needs (self-advocacy), the needs of your group, or your community or your organisation. They should be well checked before any process starts so advocacy actions and activities bring about the change that is expected. This will involve doing some **research** and analysis to get a better understanding of the issue (cause) we are advocating for.

- *It is about influencing or sometimes putting pressure* in order to achieve what we want. It can be done, for example, by talking to different people or addressing the ones who can talk to those who have more power to bring about the change. People in power are not only politicians or policy makers but also teachers, managers of the youth centre, etc.
- *It is often about changing policies, programmes, practices, actions, attitudes and behaviours.*
- *It is linked with human rights.* Advocacy is one of the tools to defend and safeguard their rights.
- *It includes several **stakeholders**.*
- *It is about participation.* If we advocate for a cause that is important for young people, we need to involve them from the start – the preparation process, all actions and activities, monitoring and evaluation.
- *It uses different tools.* Depending on the context and the cause you advocate for, you will need to use some advocacy tools to reach your advocacy goals, such as social media campaigning, writing emails to local authorities, making public statements, preparing **research** papers, organising events or training courses.

Your advocacy tools:

- Marketing tools - to establish and maintain a dialogue with the community, show who you are, what you do, and why it is important and necessary: press releases, posts in social media, interviews in local radio or TV, information on your web site, posters and leaflets
- Educational tools – to raise awareness about the cause you advocate for among general public, but also to educate decision (policy) makers about the issues: conferences, events, training courses, seminars, educational materials.
- Research – to provide evidence about the cause you advocate for: focus groups, interviews with young people, desk research.
- Building partnerships and coalitions - to strengthen your potential and position, share tasks and get the support from the community: organising meetings with people who can support us, conferences or meetings with local non-governmental organisations.
- Lobbying - activities conducted using legally permitted methods, aimed at influencing public authorities in decision making processes: meeting the authorities, inviting them to the events we organise
- Campaigning – to mobilise people around the cause you are advocating for: poster campaigns, campaigns in social media, demonstrations, petitions.

Handouts:

Simulation Scenario:

Creating safe spaces for LGBTIQ+ people at the university

PROBLEM

The situation happens in the University of Sofia (Bulgaria). There was a group of friends who were previously involved in different activities in various NGOs, many of which were about acting against homophobia. One day one of the friends said he got death threats. When he came back from the break during classes someone wrote on his desk "X is gay – Death to LGBTIQ+" (instead of X there was his name). The University has anti-discrimination provisions, but they only apply to university staff.

AIM / CAUSE

The group decided to take action in order to make sure the University is a safe space for all people, in particular to LGBTIQ+ community.

TASKS:

Group 1

establish and maintain a dialogue with the community, show who you are, what you do, and why it is important and necessary.

Actions include: press releases, posts in social media, interviews in local radio or TV, information on your web site, posters and leaflets

Group 2

raise awareness about the cause you advocate for among the general public, but also to educate decision (policy) makers about the issues. Actions include: conferences, events, training courses, seminars, educational materials.

Group 3

provide evidence about the cause you advocate for. Actions include: focus groups, interviews with young people, desk research.

Group 4

strengthen your potential and position, share tasks and get support from the community. Action includes: organising meetings with people who can support us, conferences or meetings with local non-governmental organisations.

Group 5

influence public authorities in decision making processes. Actions include: meeting the authorities, inviting them to the events we organise.

Group 6

mobilise people around the cause you are advocating for. Actions include: poster campaigns, campaigns in social media, demonstrations, petitions.

"People" - game on Polish-Belarusian border crisis

Competences addressed:

- Awareness of existing conflicts
- Conflict sensitivity
- Empathy,
- Building non-judgemental relationships with other people

Prerequisites: contact with the author of the game to receive the instructions

Duration: 90-120 minutes.

Materials: printed cards of roles of people, stories of the groups, local context, action cards and instructions

Instructions:

STEP 1. Introduction to the game. – 10 minutes.

Introduce the objectives of the activity, such as:

- to get understanding of the context on the Polish-Belarusian border crisis on a local scale
- to develop contextual understanding of a Polish-Belarusian border and creation of new migration route, including historical, social, economic, political, legal and community aspects
- to develop empathy towards all actors of the conflict on Polish-Belarusian border

STEP 2. Division into groups of 10 people– 5 minutes.

In the big group, divide participants in the groups of not more than 10 people. Assign 1 facilitator to each of the groups. The facilitators need to be briefed beforehand about the rules, instructions and local context.

STEP 3. Explanation of the rules and playing the game– 60 minutes.

Explain to participants the context of the game and the rules:

Game "People", designed by Weronika Szatkowska. This is a game tackling the topic of the Polish-Belarusian border crisis on a local scale.

"There are people in the forests" - This is how people who try to get across the Polish-Belarusian border are referred to in Podlasie.

Since the beginning of the summer of 2021, thousands of migrants have appeared at the Belarusian-Polish border as a result of the crisis created at the border.

Due to the inability to legally cross the border, citizens of Iraq, Afghanistan and other Middle Eastern and African countries, among others, have attempted to reach the European Union by another route, through the border forests.

As a consequence of regular interventions by border guards and the military, there have been numerous violations of rights, including the Geneva Convention and the European Convention on Human Rights. This was confirmed, among other things, by a judgement of the European Court of Human Rights.

"People" is a game that helps address the situation on the Polish-Belarusian border. It is a board game, using RPG elements. It is also a game of the serious games trend, which uses this convention to contribute to solving real problems. It depicts the crisis from different perspectives - migrants staying in the forests, residents of Emergency Zone localities and uniformed services. It also serves as a starting point for discussing whether the current situation is acceptable, what should be changed and how to achieve this.

For more explanation, rules and game materials - contact Weronika Szatkowska (or YPAN to facilitate the contact).

STEP 4. Debriefing – 30 minutes

Guiding questions in the materials of the game.

Advice to the facilitator:

For explanation, rules and game materials - contact Weronika Szatkowska (or YPAN to facilitate the contact).

Follow-up proposals: read about the situation on the Polish-Belarus border by [Amnesty International](#), interview of the [role of Civilian Activists](#) or watching a movie of Agnieszka Holland "Green Border"

Additional information: N/A

Handouts: N/A

Sharing local realities on violation of human rights

Competences addressed:

- Comprehensive conflicts analysis,
- Conflict Sensitivity,
- Understanding of interculturality and diversity of cultural expressions,
- Awareness of existing conflicts

Prerequisites: Before the session, it is important to explore with the participants what human rights are.

Duration: 90 minutes.

Materials: half of flipchart or A3 for each community, coloured markers, pencils, crayons, printed out [short version of the Universal Declaration of Human Rights](#)

Instructions:

STEP 1. Mapping Human rights in my community. – 55 minutes.

1. Invite participants to work in the community groups and ask them to draw a map of their town (or neighbourhood in the case of larger communities). They should include their homes, major public buildings (e.g., parks, post office, city hall, schools, places of worship) and public services (e.g., hospitals, fire department, police station) and any other places that are important to the community (e.g., grocery stores, cemetery, cinemas, gas stations). - 10 minutes.

2. When the maps are complete, ask participants to analyse their maps from a human rights perspective.

- What human rights do they associate with different places on their maps?

For example, a place of worship with freedom of thought, conscience, and religion; the school with the right to education; the post office with the right to information, to privacy, and to self-expression. As they identify these rights, they should look up the relevant article(s) in the UDHR and write the article number(s) next to that place on the map. - 10 minutes.

3. Ask participants to identify the places on the map where the human rights are violated the most often and the places where the human rights are protected and/or promoted. - 10 minutes.

4. Ask participants to join into small groups and share their maps with each other. - 15 minutes.

5. Debriefing. - 15 minutes.

- What did you find out about your community when you were mapping it from the perspective of human rights?
- Was there anything you were surprised about or were not aware about? If yes, what?
- Which similarities you found in the communities of each other? What are the differences?
- Are there any places in this community where people's rights are violated? What are they?
- Are there any people in this community whose rights are violated? Who are they?
- Which violations of human rights have you found in your community?
- What happens in this community when someone's human rights are violated?
- Are there any places in this community where people take action to protect human rights or prevent violations from occurring?
- How can you apply this mapping in your activities?

STEP 2. What can you do? – 25 minutes.

Invite participants to small groups. Ask them to choose one violation of human rights which concerns them the most.

- What can they do?
- Who is there in their community who can support them?
- What do they need to influence the issue?

STEP 3. Presentations of the groups. – 10 minutes.

Advice to the facilitator:

In case if the participants do not introduce the same community, they can do mapping individually.

Variation of "Action Tree": In step 2 you can invite participants to prepare one more drawing and create an Action tree. Participants would still work in their community groups. They will be asked to choose one violation of human rights which concerns them the most. Then ask participants to identify possible solutions for this violation by creating a Action tree:

- Tree trunk represents the goal/vision
- Tree roots represents possible actions/objectives
- Tree leaves represents an long term impact

Follow-up proposals:

After the session you can invite participants to plan actions on protection of human rights.

Additional information: N/A

Handouts: [Short version of the Universal Declaration of Human Rights.](#)

Stakeholder mapping and analysis

Competences addressed:

- Comprehensive conflicts analysis
- Conflict Sensitivity
- Awareness of existing conflicts
- Conflict transformation
- Community building

Prerequisites: Before the session, it is important to explore with the participants what the challenges to peace or human rights are in their local community, ideally after the activities "Sharing Local Realities" and "Local Actions (Road Map)."

Duration: 90 minutes.

Materials: Flipcharts, colour papers, markers, pencils.

Instructions:

STEP 1. Introduction - 5 minutes.

Invite participants to work on making the analysis of stakeholders of their local action. Ask participants to work in the community groups and to recall their 'Community map' and the 'Road Map' they have developed in previous days.

STEP 2. 'Stakeholders mapping and analysis' tool - 60 minutes.

1. Ask participants to list all of the possible stakeholders involved in their chosen and planned local action.
2. Present the 'Stakeholders mapping and analysis' tool (handout) and ask participants to create one for their action.

STEP 3. Presentations of the groups - 15 minutes.

Give space for participants to present the outcome of their work, as well as ensure possible comments and ideas on who else could the groups include in their stakeholders map.

STEP 4. Planning next steps- 15 minutes.

Invite participants for reflection on:

1. cooperation with which of the mapped stakeholders is the most accessible for them?
2. what first step they would need to take to impact one of their mapped stakeholders?

Advice to the facilitator:

Make sure to check with the working groups their progress in work and offer support if needed.

Follow-up proposals:

After the session you can invite participants to revisit their local action canvas/plans, as they may want to make adjustments.

Additional information: N/A

Handouts:

Target Influence Level: The difficult or easy scale is based on how likely it is for you to change their mind. Target Impact Level: The high or low scale is based on how much power they have to help you achieve your vision.	Difficult to Influence High Impact Reach out to these people and try to find ways to get their attention but keep in mind it may not be easy	Easy to Influence High Impact Focus on these people! They are your main targets
	Difficult to Influence Low Impact Remember these people in case they become easy to influence or more powerful in the future but don't focus on them for now.	Easy to Influence Low Impact Get in touch with these people right away. They may be able to help you reach your targets or give you important information for your campaign.

Teambuilding - Crocodile River

Competences addressed:

- Community building
- Practising Nonviolence to Contribute to a Culture of Peace

Prerequisites: N/A

Duration: 90 minutes.

Materials: Wooden planks, 1 per participant (about 20×10cm and a thickness of about 2-3 cm – to be magic stones). Or cartoon pieces. Papers, two ropes about 6-8 metres long (to mark the banks of the river). Prepare the challenge by putting out the ropes marking the banks of the river. Pile the wooden planks on one of the banks. There should be as many planks as participants, minus one.

Instructions:

STEP 1. 5 - 60 minutes

With groups of 20 or more, create two teams, one on each bank of the river, crossing in opposite directions.

STEP 2.

Assemble all participants on the bank where the planks are. Tell them that they may not yet touch the planks. Explain that they are about to undertake a challenge and must listen closely to the instructions.

STEP 3.

Give the following instructions:

“For this challenge, you need your problem-solving and collaboration skills. You are a team on an expedition deep in the jungle, when suddenly there is a big forest fire. Trying to escape the fire, you have reached a wide river that you must cross with the whole team to survive. In the river, there are very aggressive crocodiles. Get too close and you’re finished. But fortunately, you have discovered a set of magic stones lying on the bank. This is the only support you can use to cross from one side to the other. The magic stones float on the water as long as there is constant body contact. As soon as body contact is lost when a stone is in the water, it sinks and disappears. If someone puts a hand in the water, the crocodiles will immediately bite it off – the same with feet.

Demonstrate by putting a stone in the water, putting your fingers on the stone, putting your foot on the stone and then taking away the fingers. Show that when a stone has no body contact, it sinks. Show that if a hand or foot touches the ground, it gets bitten off and must be held behind the back.

"If someone falls in the water the person is eaten and the challenge is over." If this happens quite early in the challenge you can ask the group if they want another try). "Your task is solved successfully when everyone is on the other side of the river alive. Any questions before you start?" No one can finish the crossing until everyone has left the starting "bank" of the river. This is their final chance to get clarification. Ensure that the rules are clear but do not answer any questions about how the challenge should be solved. Once the explanation is over, the facilitator's become the sharks. Move around the space watching the group closely. When a stone is left without body contact, remove it from play (it has "sunk.") When participants accidentally touch the ground with hands or feet, tell them that the limb has been "bitten off" and that they must continue without using it.

STEP 4.

The group will somehow establish a plan and then begin moving across the river. Different groups take different approaches ranging from highly structured to extremely chaotic.

STEP 5.

Let the group continue until they succeed in getting all members to the other side. If a member falls into the water then the group fails and must start over from the beginning.

STEP 6. Debriefing - 30 minutes

As you debrief the team after they complete the activity, point out ways they worked together. Emphasise ways they communicated well.

During the activity, one or two members probably stepped into leadership roles. Others may have served as the problem solvers. The physical portion of the task may have been the strength of other members. Ask the group if they were surprised by who assumed the various roles. As the group discusses the roles, determine if those same strengths can somehow be carried into group work. Once the group has succeeded at the challenge, debrief by reflecting on how the group worked together. Use questions such as:

- What happened during the task?
- How did we work as a group?
- How did the experience make me feel?
- How did I behave / respond / react?
- What did I learn about myself?
- What did I learn about groups?
- How can I apply insights from this activity

Teambuilding "Something useful but imperfect" and working together

Competences addressed:

- Community building
- Empathy,
- Active Listening,
- Building self-empowerment
- Building non-judgemental relationships with oneself and other people

Prerequisites: N/A

Duration: 90 minutes.

Materials: Scissors, Thread (2 metres minimum), Wood sticks (6 per group), A piece of textile (can be an old t-shirt), Pens, Balls of colours (small balls) - there needs to be one per person, as as many colours as groups (i.e. for a group of 16 pax, you need to have 4 red balls, 4x blue, 4x yellow and 4x orange), 2 pieces of paper per colour you use to unite in groups.

Instructions:

STEP 1. Introduction to the activity. – 5 minutes.

Introduce the objectives of the activity, such as:

- To build the relationship between participants and reconnect or get to know each other
- To foster the connection in a creative way and understanding that sometimes imperfection is better than not trying
- To create the safe space that will boost the sharing opportunities of the participants
- To get familiar with the learning framework for the training.

STEP 2. Division into groups – 5 minutes.

In the big group, make the participants choose one colourful ball each. That colour will be their group.

Ask them to unite in groups based on the colour they chose.

Give each group a package unit, which you prepared in advance (check the advice to the facilitator part).

STEP 3. Explanation of the rules and group work– 35 minutes.

1. Explain to participants the rules:
 - They have 30 minutes to create "Something useful but imperfect"
 - Tell them that they will need to share their creation at the end of the time.
 - The 2 colourful papers in their group are cards that they can use. We call this the 5 minutes card. With it, you can go to another person from another group to ask them for 5 minutes of their time (for hand work or brainstorming). Tip: Tell them that for each card they use, they will get +10 points.
1. Ask if the instructions were clear.
2. Remind participants during the time of work that they can use the 5 minutes cards.

STEP 4. Presentation of the outcomes - 10 minutes.

After 30 minutes, make everyone gather around a circle and ask them to present the results. Take pictures of each moment for the memory.

STEP 5. Debriefing. - 15 minutes.

Invite the participants to share their experience during the activity. Support the process with the following questions:

- How was this experience?
- How was it to create something that is useful but imperfect?
- Would you have changed/added something if we would have given 1 hour more?
- How did they feel working in a group?
- Did anyone use the 5 minute cards? What happened?
- What can we take from this exercise for the rest of the week?
- How can we translate our learnings into methods of working together?

STEP 6. Presenting Learning Framework– 10 minutes.

Team members present the learning framework they propose to the group as a frame for safe learning.

Example of learning framework elements used:

- *confidentiality*
- *punctuality*
- *preaching diversity*
- *opportunity to disconnect*
- *self care of bodies and emotions*
- *request to stop to reflect*
- *interrupt with care*
- *order*
- *team open for feedback*

STEP 7. Contributions to Learning Framework - 10 minutes

Ask participants what else would support your safe learning? What would they like to add to the Learning Framework?

Advice to the facilitator:

Prepare the materials as a package in advance. Each package must have 1 scissor, 1 thread, 1 textile, 6 wooden sticks, 2 pieces of paper with their team colour, and 1-3 pens.

You can decide to spend more time on working on the Learning Framework. Instead of presenting the Learning Framework first, you can ask participants to create their own ideas for it.

Follow-up proposals: N/A

Additional information: N/A

Handouts: N/A

Understanding Human Rights

Competences addressed:

- Practising non-violence to contribute to culture of peace,
- Understanding of interculturality and diversity of cultural expressions,
- Building non-judgemental relationships with oneself and other people

Prerequisites: no specific conditions are needed to conduct the session.

Duration: 90 minutes.

Materials: a plain wall with enough space to hang all the drawings; A4 paper for each participant; a pencil for each participant; erasers; coloured markers to share; tape to hang the drawings on the wall; flipchart and markers.

Instructions (the adaptation of the activity “Flower Power”, “Compass: Manual on Human Rights Education with Young People”):

STEP 1. Introduction to the activity. – 5 minutes.

Explain that this activity will develop into a discussion about human rights, but that they are going to start by thinking about what it means to be human.

STEP 2. Identifying what it means to be a complete human being. – 30 minutes.

1. Explain that to feel complete as a human being, a person needs to have certain needs fulfilled. For instance, for basic survival we all need to have food and water, sleep and air to breathe. We also need safety: personal and financial security and good health. We also need to love and belong: friendship, intimacy and a family. We also need esteem: to feel accepted and valued by others and to feel that we can develop to our full potential and feel personally fulfilled. - 5 minutes.

2. Tell the participants that each of them is to draw a flower to represent their own needs as human beings. The flower should have eight petals:

- basic needs
- personal security
- financial security
- health
- friendship
- family
- esteem
- personal fulfilment

The sizes of the petals should correspond to how important each of the eight needs is for them at this time in their lives. Draw an example on a flipchart as you explain, but emphasise that this is only an example; each person's flower will be different.

3. Give out the paper, pens and coloured markers and ask each participant to draw their own personal flower in the middle of the paper leaving space around. Explain that there are no right or wrong, good or bad "answers"; everyone's flower will be unique. To motivate people, say that there should be no names on the papers. -10 minutes.

4. Now ask participants to think about the conditions that have to exist so that they can blossom and be complete human beings. Ask people to draw leaves around the flower to represent these conditions, and to write keywords on the leaves. - 10 minutes.

STEP 3. Sharing flowers. – 20 minutes.

- Divide the participants into small groups and ask them to discuss each other's flowers and leaves.
- Finally, ask participants to fix their work on a wall/put it on the floor to make an exhibition.

STEP 4. Debriefing. – 20 minutes.

- Did you enjoy the activity? Why? Why not?
- Was it hard to decide about the size of the petals? Are all the eight needs important for a fulfilled life?
- Are there other needs that are not represented by the petals, that is, are there other petals to add?
- Did anyone write anything in the centre of the flower?
- Are you surprised by any similarities and differences between different people's petals? What does this tell you about human beings?
- What are the consequences for the individual of having damaged petals?
- What is needed to protect the different petals? What did participants write on the leaves?
- Are there any connections between what was written on the leaves and the idea of human rights?
- What did you learn about your own identity as a human being? How does this relate to human rights?
- What do the words "human rights" mean to you? (fixing on the flip chart the answers of the participants)
- Which human rights do we need most to let us blossom and grow to be complete human beings (where you live)?

- Are some human rights more important than others? For whom? When? Where?
- Why do we need to be on our guard to protect and develop human rights?
- What can we do to best protect human rights?

STEP 5. Conclusion on human rights. – 15 minutes.

Advice to the facilitator:

You can draw an example of the flowers for the participants.

It is important to make the link between human needs and human rights and to show how human rights are the foundation for a world where everyone has their needs met. You may like to discuss the preamble to the UDHR with the group. It starts with the concepts of dignity, equality and the inalienable rights of all members of the human family as the foundation of freedom, justice and peace in the world. It goes on to describe the highest aspiration of the common people as freedom of speech, of belief, and freedom from fear and want.

You can continue exploring the connection between the needs and human rights and the articles in UDHR.

Follow-up proposals:

After the session, you can suggest the participants to map the human rights violations in their communities.

Additional information:

Human rights are:

- a *minimum* set of values and standards regulating, in particular, the very unequal relationship between the individual and the state,
- internationally agreed,
- of universal nature,
- to be guaranteed by the state.

Characteristics of human rights:

- Human rights are inalienable.
- Human rights are indivisible, interdependent and interrelated.
- Human rights are universal.

Dualistic nature of human rights

1. System of rules:

- Organisations
- Documents
- Standards
- Mechanisms

1. System of values

Two of the key values that lie at the core of the idea of human rights are human dignity and equality.

Many other values can be derived from these two fundamental ones and can help to define more precisely how in practice people and societies should co-exist. For example:

Freedom: because the human will is an important part of human dignity. To be forced to do something against our will demeans the human spirit.

Respect for others: because a lack of respect for someone fails to appreciate their individuality and essential dignity.

Non-discrimination: because equality in human dignity means we should not judge people's rights and opportunities on the basis of their characteristics.

Tolerance: because intolerance indicates a lack of respect for difference; and equality does not signify uniformity.

Justice: because people equal in their humanity deserve fair treatment.

Responsibility: because respecting the rights of others entails responsibility for one's actions and exerting effort for the realisation of the rights of one and all.

Handouts: N/A

Utopía - next action steps

Competences addressed:

- Comprehensive conflicts analysis
- Knowledge and ability to facilitate individual and group learning processes
- Community building
- Conflict transformation
- Peace Advocacy and and Creative strategies for peace

Prerequisites: this session is conducted after the participants have designed and presented their local actions ideas.

Duration: 90 minutes.

Materials: papers, colour markers, pencils, crayons

Instructions:

STEP 1. Introduction – 5 minutes.

Present the session as a space to understand the next steps of planned actions, and to envision in a high-creative way the possibilities to reach the objectives set in the actions of the participants. The session allows also to boost creativity, design new stories/paths and build a sustainable network of peacebuilders.

STEP 2. Guide through Utopia - 60 minutes.

This session is taken from the book 'The Art of Activism Toolkit' (page 59)- all credits goes to the developers of this book

1. Ask participants to think about the human rights challenge they decided to work on.
2. Starting in the lower left-hand corner of your medium, make them draw a picture that illustrates the issue/conflict/situation as it stands now. Remember participants that the quality of the drawings is not important, it's just capturing the vision and idea.
3. Tell them to move to the opposite corner, on the upper right-hand side of the paper, and tell them to draw a picture that illustrates the world they are working toward: their utopia.

Tip: Make sure they have addressed all the problems they laid out in their first sketch.

4. Now that you have the two ends of your map complete they can fill in the space between. First, tell them to draw a “traditional” line from today to the future utopia. In this line, they need to write down three-five points with ways on how to reach the utopía. Steps that would not surprise anyone in the networks or corporations. This is your non-risky, uncontroversial, conventional, totally practical way of getting from here to there.

Tip: They can write it down with words or be more creative and draw the steps

6. Now the fun begins. It's time to chart their “utopian” path. As with the path before, they will come up with at least three-five different tactical steps that will help them get from where things are now to their ideal world. But here's the difference: all these steps can — and should — be impossible. Remember, in utopia, money is not an object, time is not a concern, and the physical laws of the universe do not apply. Anything they can dream they can do.

7. It's time now for their final path. We call this path the “creative” path. We want them to chart a path in the space between their traditional and utopian paths, merging the two. For this creative path, sketch out three or more original tactics that draw upon the outlandish ideas they came up with above, and make them incorporate the practical steps that are sure to move them forward. By combining the two we make the impossible possible.

Since this is a lot, here are the steps in this exercise again:

- 1) Identify your issue.
- 2) Draw the reality of the situation in the lower left corner.
- 3) Draw your utopian goal in the top right corner.
- 4) Chart a “traditional” path, with at least three tactics.
- 5) Chart a “utopian” path, with at least three tactics.
- 6) Chart a “creative” path that merges the two, with at least three hybrid tactics.

8. Tell them to step back and look at their map. They have shown the world as it is, and a better way it could be. They have mapped out a range of pathways to get there and generated a multitude of creative, and workable, tactics.

STEP 3. Debriefing. – 15 minutes.

If you have time, you can ask some participants to share their creative path. Ask all the group in the plenary:

- How was the process for you?
- Was there something difficult? Could you envision your utopía?

- How was it to create an utopian path after doing a traditional one?
- And merging both of them?
- Have you thought about something new in your path that could potentially work? What is it?
- How can this workshop help us in achieving our objectives?

Advice to the facilitator:

Read the questions slowly to ensure participants' space for reflection.

Additional information:

Read the book '*The Art of Activism Toolkit*'.


Handouts: N/A

Practices

The idea of the Peace Fellowship project is to develop a year-long hybrid learning program, which will enable partner organisations to work together, share their best practices, and improve the skills and competence of individuals to act for peaceful transformation.

As sharing best practices to address human rights challenges is one of the objectives of the Peace Fellowship, it is important for us to document the best practices developed and shared during the Peace Fellowship. We believe gathering best practices of peace work can stir up networking with local and national experts, stakeholders, and decision makers. It can also serve as an inspiration for the peacebuilding work of current and future Peace Fellows.

The gathered practices are divided in three sections:

1. Local actions (designed and implemented within Peace Fellowship)
 2. Local workshops (designed and implemented within Peace Fellowship)
 3. Best practices (proposed and described by Peace Fellows).
- 

Local actions implemented within Peace Fellowship

Local actions were part of Peace Fellowship, during which fellows worked in national cohorts to identify one or two human rights issues, which they chose to respond to as peace activists. Participants needed to develop an action plan to create a change and implement awareness-raising activities, advocacy campaigns, or other educational actions. Local actions were developed based on the Framework of competences for culture of peace. While implementing these initiatives, a special focus was made to cooperation with community members and local stakeholders.

Objectives of local actions were:

- to transform competences acquired at Peace Fellowship into practice
- to act as peacebuilders in local realities
- to address challenges to human rights which were mapped in mapping activity
- to develop local networks of peacebuilders.

The following local actions were conducted:

Germany

Local action - *stickers for human rights* - aimed to raise awareness about the lack of freedom of expression in Germany, especially in the context of the war between Israel in Palestine. Furthermore, the action sought for acknowledgment of various human rights violations (right to life, shelter etc.) all around the world and opening a space for building empathy.



Kosovo

Local action - Together in peacebuilding - The one-day-long action included presentation of theoretical approaches of presentation on peace, conflict, and violence, followed by showcasing successful peacebuilding initiatives in Kosovo. Various exercises were employed to help participants recognize that violence can be manifested silently and how to deal with it.

"I think it is very important to talk about peace and to understand what is it. What would be good to add is 'dealing with the past', because we cannot change if we don't know what happened." - a participant of the local action in Kosovo.



Poland

Local action was designed as a day of activism and craftivism in the theme of peace. It tackled one of the human rights challenges spotted via a mapping tool: Pushbacks of the refugees on the Polish Border with Belarus.

It consisted of theoretical introduction to activism and craftivism, and was followed by the creative part. The creative part gave space to explore stencils for graffiti, screen printing and embroidery.



Ukraine

The Forum for young people from Sumy region "About Youth: see, try and have your say" was organised on 26-27 January 2024. The event brought together more than 80 young people from Sumy region. The event included the following activities: - avenue of opportunities where young people can learn about different youth initiatives and organisations working in the region. 18 youth initiatives and organisations shared their activities and practices. - workshops on youth participation - the space where the participants could develop different skills focused on youth participation. Young people could take part in 6 workshops. - Open Space - the space where young people could search and analyse the problems affecting young people and discuss possible ways of solving them.

"Finally, the youth was heard! Open Space was incredible! A fruitful conversation about problems and solutions. Thanks to the organisers for creating a platform for our voice!" - Nazar Pedchenko, a participant of the forum.



Spain

The aim of the workshop, held in Javea, Spain, on 31.01.24, was to address issues of xenophobia and gentrification within the community, while fostering connections and understanding between its diverse groups. Our aim was to promote self-reflection and awareness among participants and to increase their knowledge and understanding of the issue.

The workshop, which took place in the coworking space "Comboi", brought together a mixed group of locals, nomads and expats, representing different backgrounds and ages. The dynamic interaction between the participants had a significant impact, sparking meaningful conversations and facilitating a deeper understanding of each other's perspectives. In addition, the workshop provided a valuable platform for sharing experiences, enabling participants to share insights and foster empathy between different groups within the community. Looking forward, the success of the workshop paves the way for possible follow-up activities in Javea.

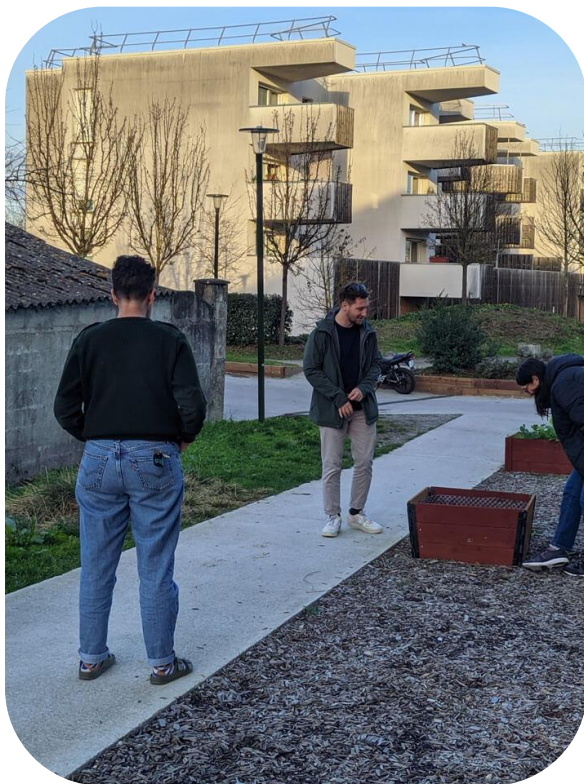
"I got new perspectives I never thought about before, and it was super helpful" - a participant of the local action in Spain.



France

The aim of the action is to facilitate access to quality food and educate about ecology. Within the action the workshop on building containers and activities about gardening and growing food was conducted. It gathered 20 people.

The second action took place in March focused on connecting communities in Thonon. The event invited people from diverse communities for a common cooking event and dinner afterwards.



Turkey

The local action in Turkey is dedicated to empowering university students with essential non-violent communication skills. This collaborative effort is conducted in partnership with one of the nation's premier educational institutions, Bogazici University, with the overarching goal of integrating peace education into formal academic curricula.

The action is designed to engage students enrolled in teaching departments, with the explicit intention of empowering educators who will champion and multiply peace education in their future roles as teachers. By focusing on those pursuing teaching careers, the initiative not only seeks to equip individuals with the necessary skills but also aspires to embed the principles of non-violent communication and peace-building within the fabric of formal education institutions, fostering a culture of understanding and conflict resolution. This targeted approach aims to create a lasting impact by nurturing a generation of educators committed to cultivating peaceful and inclusive learning environments.



Canva used to support participants to plan their local actions

<p>Local Action Idea What's the 3 W's of our action (What, Where, When)?</p>	<p>People and Roles What are our names and the roles we have in the team?</p>	<p>For Whom? Fill here.</p>	<p>Activities Describe the activities that you like the implement. How do we execute and evaluate what we do?</p>	
<p>Common Goals What we as a group really want to achieve? What is our key goal that is feasible, measurable and time-bounded?</p>		<p>Purpose Why we are doing what we are doing in the first place?</p>	<p>Needs + Expectations What do we need to be successful? What are our personal needs towards the team to be at our best? What are the financial needs?</p>	
<p>Strengths and Assets What are the skills we have in the team that will help us achieve our goals? What are interpersonal/soft skills that we have? What are we good at, individually and as a team?</p>	<p>Weakness and Risks What are the weaknesses we have, individually and as a team? What our teammates should know about us? What are some obstacles we see ahead us that we are likely to face?</p>			
<p>Team Name: <input type="text"/></p>		<p>Date: <input type="text"/></p>	<p>Local Action Canvas Most important things to talk about in our team to make sure our work as a group is productive, happy and stress-free</p>	

Local Workshops in cohorts

In each community, 3 workshops were offered for Fellows in their national cohorts to deepen their understanding of country-relevant issues. Each partner was responsible for organising those workshops. The local workshops took place after the mapping exercise and before the implementation of local actions. The workshops served as an opportunity for Fellows to learn about existing instruments and best practices related to the identified issues, as well as facilitate networking and cooperation among Fellows, experts, and stakeholders.

The following workshops were conducted:

- **France**

Introduction to Non Violent Communication (NVC). The workshop aimed to develop Non Violent Communication practices within local communities. The specific objectives of the workshop were reinforcing participants' knowledge on interpersonal communication and enhancing their capacities to analyse different conflict situations. Furthermore, it provided participants with theoretical knowledge on Nonviolent Communication and gave them safe space to practise it. This workshop was conducted in three different time slots for different groups, but with the same objectives.

- **Germany**

1. **Intro to Anti-Discrimination.** The workshop aimed to explore various aspects of discrimination and build common understanding around it.
2. **Security of Peace workers.** The main aim of the workshop was to reflect on the various security aspects of the peace workers and peacebuilders in the situation of crisis.
3. **Design principles for peacebuilders.** The workshop aimed to give introduction to the participants on the design principles and suggestions which tools to use for their actions that include visual elements.

- **Kosovo**

1. **Basics of peacebuilding and conflict transformation.** Participants explored basic concepts, theories and practices in relation to peace, peacebuilding and conflict transformation.
2. **Minorities in Kosovo.** The workshop aimed to introduce the position and challenges of various ethnic minorities in Kosovo.
3. **Nonviolent Communication for interpersonal conflict transformation.** The workshop presented main concepts around nonviolent communication and gave space for participants to practise it on their own examples.

- Poland

1. Getting to know (and trying to tame) your inner critic through improv theatre practices. Participants explored how it feels to act even if afraid of being judged and how it affects creative potential and self-confidence.

2. Creating brave spaces. The workshop aimed to present the concept of brave spaces as an alternative approach to safe spaces

3. Do No Harm and Inclusion in Youthwork. Workshop on cultivating safe spaces for youth empowerment. Participants explored the principles of "Do No Harm" and trauma-informed youth work, emphasising the importance of emotional safety.



- Spain

1. Conflict transformation. The workshop aimed to bring deeper understanding of how cultural and structural violence contribute to the emergence of direct violence. Furthermore, it was used as a space to raise awareness and deepen understanding about the complex interplay between cultural and structural factors leading to direct violence.

2. Conflict transformation and stakeholder. This workshop was a collaborative dialogue that brought together a diverse group comprising locals, international guests from Sende, and representatives from FINSA, a company involved in the woodworking industry. The primary objective was to address the pressing issue of local wildfires, considering the significant involvement of FINSA in the conflict. Andi (FINSA representative) played a crucial role in the discussions as participants were given specific instructions to engage in a debrief and dialogue session with him, aimed at comprehending the multifaceted nature of the conflict while challenging the existing narratives and perspectives.

3. Border recipes. Four-hour session centred around the captivating intersection of culture, peace, and art. With a focus on the border between Northern Spain and Portugal, participants came together to craft a unique fanzine—an artistic paper book that beautifully captures forgotten recipes emblematic of this shared region. Throughout the workshop, participants engaged in collaborative art-making, storytelling, and dialogue. They share personal anecdotes, uncover historical tidbits, and reflect on the profound significance of these border recipes in preserving cultural identity and fostering connections between communities.

Turkey

1. Organisational aspect of youth NGO's: The workshop on organisational aspects of youth NGOs was successfully conducted, providing participants with insights into crafting compelling mission and vision statements, establishing transparent leadership structures, fostering active member engagement, effective fund management, building collaborations, implementing robust monitoring and evaluation practices, and strategic advocacy. Participants were equipped with the tools to create well-structured and sustainable youth NGOs, enhancing their ability to address social, environmental, or community issues involving young people.

2. How to run a non-violent communication training effectively: Participants gained a solid understanding of NVC principles through interactive and experiential learning, including role-playing and group activities. Emphasis was placed on creating a safe environment for open communication, building empathy, imparting practical conflict resolution skills, addressing cultural sensitivity, and incorporating regular feedback and reflection. Participants left the workshop equipped with the skills to authentically express themselves, actively listen to others, and integrate NVC principles into their daily interactions for more harmonious relationships but more importantly, with training skills to pass the information on during the local action.

Ukraine

1. Project Planning. The aim of the workshop was to increase skills on tools of project management of the members of the Ukrainian cohort. Furthermore, the workshop introduced to the participants the tools of project management and helped them to apply the learned tools for planning the local action within Peace Fellowship.

2. Budgeting and fundraising. This workshop increased the skills on project budgeting and financial management of the project of the members of the Ukrainian cohort. It also introduced to the participants the tools for the financial management and the requirements of Ukrainian accountancy, and helped them develop the budget for the local initiative.

3. Participation as a human right. The workshop increased the awareness of the participants on the concept of participation as a human right which gives the opportunity to stand for your right and make your voice heard. It was a space to build understanding of the participants of what participation means, provide the participants with the concept of RMSOS model, create space to analyse their experience of participation and participation of young people in their communities based on the RMSOS model and to identify the issues related to the participation of young people in their communities.



Best practices of peace work – proposed by Peace Fellows

The co creation of this toolkit was one of working methods serving to engage Peace Fellows in learning about existing instruments and best practices in peace work. During second residential training “Peace Advocacy” participants were asked to share examples of peace work they find as powerful. Such an approach had also the intention to train the ability to choose effective examples of peacebuilding projects and to gain motivation and inspiration to act as a peacebuilder and to design future local actions.

Participants have shared the following peace work examples. The ideas are divided for the ones who already were implemented, and their own ideas which could serve as inspiration for future Peace Fellows (and possibly also implemented).

COLLECTION OF IDEAS OF ALREADY IMPLEMENTED PROJECTS IN PEACE WORK

Proposed by Peace Fellow:
Serena

Name of the initiative
“Via Padova requalification”

Short description

“Via Padova requalification” was a programme implemented in Milan, Italy which was an answer to the challenges of high level of criminal actions, conflicts among different ethnic groups, as well as conflicts among Italian community and foreigners. The mentioned challenges led to violence escalation, degradation of neighbourhood and social divisions.

The “Via Padova requalification” aimed to create a peaceful community based on recognition of the importance of difference through requalification of the district and recreating a safe environment.

The activities planned within “Via Padova” project were:

- 1) work with the most influencing target: women (Italian and foreign), following the belief that women bring culture and peace inside families
- 2) find a public space in which they can meet
- 3) organise workshops based on the interests of the target groups (Italian language course, cooking club, driving course)
- 4) creation of the space to share their experience and knowledge.

Link + name of organisers: The follow up project:

<https://www.domusweb.it/en/news/2019/11/08/urban-regeneration-in-via-padova-promoted-by-fondazione-cariplo.html>

Proposed by Peace Fellow:
Allie

Name of the initiative
Big Trash Animals

Short description

Bordallo is a Portuguese artist who collaborates with other artists wherever he is located. He is a nomad and he collects bunches of trash either from oceans or streets and creates sculptures or murals that decorate cities and confront the consumer to evaluate their trash habits. He sometimes creates centralised expositions, although most of his work is hidden and displayed in major cities.

Some of his work, like the last housing protest that happened in Lisbon, was inspired to portray political social problems of his city and show support. The excessive production and consumption of stuff, which results in the continuous production of "garbage" and consequently in the destruction of the Planet, are the central themes of his production.

Link + name of organisers:

<https://www.bordalooi.com/big-trash-animals>, Artur Bordalo

Proposed by Peace Fellow:
Allie

Name of the initiative
MOURARIUP

Short description

MOURARIUP are focus groups organised bi weekly to open space for migrants to share and hear their experiences, stories where each one brings one thing from their culture or cuisine and there's space to promote entrepreneur skills or know how that will empower more migrants to take ownership of their futures. The program is supported by volunteers, the organisation, specialists that help them shape their ideas and visions including their own essence and culture in their plans and visions.

Link + name of organisers: <https://renovamouraria.pt/pt/mourariaup/>, Renovar mouraria

Proposed by Peace Fellow:
Allie

Name of the initiative
MIGRANTOUR – SUSTAINABLE ROUTES

Short description

It's a program of walking tours guided by migrants sharing not only the beauty of each city, but also their migration stories and what these places mean to them. The aim is to grow empathy, diversity, tolerance and understanding of different backgrounds and narratives from the usual touristic paths. It allows the user to learn not only of the new places but also a more personal context of what these places represent for other people.

Link + name of organisers:

https://renovaramouraria.pt/pt/migrantour_sustainable/ - Renovar mouraria

Proposed by Peace Fellow:
Mar

Name of the initiative
Monaliiku

Short description

Monaliiku is a non-governmental organisation which supports the well-being of women and girls. It revolutionises the social inclusion of multinational women by offering them the opportunity to be more active in society. One of their activities is the creation of sports events with professional instructors, targeted to migrant women, so that they can integrate and create new relationships outside of their home, and be healthier. At the same time, that empowers women to achieve new goals and leave their comfort zone.

Link + name of organisers: www.monaliiku.fi

Proposed by Peace Fellow:
Vika

Name of the initiative
Simulation games in youth work

Short description

Simulation games are an example of methodology used in the activities with young people which can contribute to the creation of an educational and interactive environment aimed at in-depth study and understanding of the principles of human rights and peacebuilding among young people. The goal of simulation games is to educate conscious and active citizens who are able to think critically, interact and resolve conflicts together to help build a peaceful and just society. Vika, one of the Peace Fellows, practises using simulation games that she writes herself, with colleagues, or get inspired by online resources.

The simulation games can be used for:

1. Education about human rights: to provide access to information and in-depth study of the main documents and principles of human rights, forming in participants an understanding of their meaning and application in various situations.
2. Development of critical thinking: to stimulate participants to understand different points of view, analyse information and make informed decisions, which promotes the development of critical thinking and analytical skills.
3. Peacebuilding and conflict studies: to develop participants' skills in peaceful resolution of conflicts, promoting mutual understanding and cooperation between participants, as well as to develop communication and negotiation skills.
4. Team building and group interaction: to facilitate the formation of a positive group experience by developing cooperation, leadership and mutual support skills among participants.
5. Active civic participation: to encourage the active participation of participants in decision-making processes and the formation of civil society, promoting their influence on the events and processes of their own environment.
6. Empathy and tolerance: to cultivate a sense of empathy and tolerance in participants, promoting understanding and acceptance of diversity, as well as the formation of harmonious interpersonal relationships.

Link + name of organisers:

https://www.instagram.com/tv/CvtlOsuIR9J/?utm_source=ig_web_copy_link&igsh=NTYzOWQzNmJjMA

Victoria Stoma, Romantika Youth Centre

Proposed by Peace Fellow:
Vika

Name of the initiative
Workshop "Human Freedoms. DIY."

Short description

Workshop "Human Freedoms. DIY." aimed at providing participants with knowledge about human rights and the skills to apply this knowledge in real life. It was the first experience of Vika (Peace Fellow) in writing a human rights workshop.

The workshop became a space for participants to consider how their actions and decisions can affect modern society and the global community. At the workshop, young people traced the connection between theoretical knowledge and real situations in order to be able to apply their knowledge in various aspects of life in the future.

The objectives of the workshop were:

1. To determine the conditions for young people to acquire a full understanding of the basic and additional aspects of human rights. This objective includes an awareness of the general principles underlying human rights as well as the specific aspects.
2. To determine the conditions for young people to acquire advocacy skills and effective protection of rights. Participants learn practical methods of applying this knowledge in real life and become passionate about being advocates not only for themselves, but also for others.
3. To inform young people about the importance and influence of human rights at the global level, including considering specific situations in different countries and contexts.

Link + name of organisers:

https://www.instagram.com/p/C01Gn9ooJv-/?utm_source=ig_web_copy_link&igsh=NTYzOWQzNmJjMA

Victoria Stoma, youth center "Romantika" (Sumy).

Proposed by Peace Fellow:
Neven

Name of the initiative
Refugee food festival

Short description

Refugees are welcome in local restaurants' kitchens to cook their home food in order to create social connections between different cultures .

This festival is organised in a dozen towns in France and Europe around the 20th of June, world day of refugees.

Link + name of organisers:

<https://refugee-food.org/festival/>

Proposed by Peace Fellow:
Neven

Name of the initiative
Marie Curry

Short description

Marie Curry is a catering service proposing world food made by women from immigration as a tool to help those women to create their own catering offer or to open their own restaurant.

Link + name of organisers:

<https://mariecurry.fr/>

Proposed by Peace Fellow:
Neven

Name of the initiative
Drag Queens reading stories for children

Short description

Drag Queens are invited into libraries to read stories about gender equalities to children from 3 years old.

Link + name of organisers:

Organised in libraries by the municipality of Bordeaux

Proposed by Peace Fellow:
Kathrin

Name of the initiative
Über den Tellerrand

Short description

Über den Tellerrand is a network which creates opportunities for people of different cultures to meet and get to know each other, based on shared interests. It was founded in Berlin in 2013. Today, their diverse activities, mentoring programs, cookbooks and cooking courses bring people together in over 35 cities across Germany and around the world.

The members of the initiative want to live in a society founded on social cohesion, mutual respect and inclusiveness, and in which all people are treated as equals. That's why they are committed to enabling people of different backgrounds to come together as peers. They work to advance and spread our vision of an open and tolerant society to enable intercultural coexistence across Germany and Europe for the long term.

Über den Tellerrand brings together people as equals, creating opportunities for personal exchange and friendship between those with refugee experience and without. At culinary, creative, and sporting events, people from different cultures regularly interact with and get to know and appreciate each other. This sustainable, worldwide, network contributes to the creation of a more open and tolerant society.

Link + name of organisers:

<https://ueberdentellerrand.org/start-englisch/>

Proposed by Peace Fellow:
Kathrin

Name of the initiative
Human Library

Short description

The Human Library® is a not for profit learning platform that has hosted personal conversations designed to challenge stigma and stereotypes since 2000.

The Human Library® creates a safe space for dialogue where topics are discussed openly between our human books and their readers.

The Human Library® host events virtually and in libraries, museums, festivals, conferences, schools, universities and for the private sector. The concept and similar ideas are used in similar formats.

Link + name of organisers:

<https://humanlibrary.org/>

Proposed by Peace Fellow:
Paula

Name of the initiative
Pictograms by Migrantas

Short description

Migrantas is an organisation working with a visual language of migration and living together. They organised workshops allowing for visual expression of one's own story. Migrantas meet with migrants in their own collective spaces - organisations, community centres, cultural groups - and organise workshops to reflect together on issues of migration. One example of the workshop was asking participants to draw how they were feeling as immigrants in job search. The drawings are later on translated into pictograms - a visual language and a language accessible to everyone. Their pictograms are to be found everywhere in Berlin, like for example on the windows of the library with the sentence "open for everyone".

Link + name of organisers: migrantas.org

Proposed by Peace Fellow:
Erhan

Name of the initiative
BBC documentary on ex-IRA militants

Short description

BBC documentary about bringing ex-IRA militants and victims of IRA attack). During the hike they are facing situations in which they have to share their food, and support each other in situations of danger to their physical health (like support during the situation of a broken ankle and carrying a participant down the mountain).

Proposed by Peace Fellow:
Olya

Name of the initiative
Psychology working session with internally displaced people

Short description

The psychological centre creates small groups, depending on the age of the clients, and conducts various art workshops or therapeutic group sessions. This helps people to adapt to a peaceful life as quickly as possible. They also help to work out post-traumatic syndromes. The centre provides individual psychological assistance at client-psychology meetings.

Link + name of organisers:
<https://mhs.org.ua/?fbclid=IwAR3At5B-lgt2AkJdM7HzJ2RWjldRNouI-L2S-lwYWUtYiSq7Zraw06-PHE0>, Mental Health Service

Proposed by Peace Fellow:
Erhan

Name of the initiative
Sister cities platform

Short description

Sister cities platform is a student exchange program through which students will be hosted by another student's family in the sister cities from the East and West of Türkiye. The goal is to reduce prejudices, stereotypes, and biases among youth coming from the East and West of the country. Sister cities must be in two different regions, whose populations have had historical conflict or biases against each other. The added value of the programme is that it impacts both the exchange students and also their families.

Link + name of organisers:

<http://kardessehirler.org.tr/>

Proposed by Peace Fellow:
Weronika

Name of the initiative
GUIDELINE OF ONLINE EXPRESSION
CONCERNING THE ONGOING VIOLENCE IN
ISRAEL AND PALESTINE

Short description

In light of the distressing news emerging from the region, responsible communication becomes paramount for fostering dialogue and resolution. This is why YPAN members took action to prepare the guidelines on ethical communication online during Izraeli-Palestinian conflict.

The guideline is a set of tips on how to engage responsibly and critically with the Israel-Palestine conflict. It shows the importance of ethical communication online during armed conflicts and in times of ongoing violence in Israel and Palestine aim to promote understanding and peace.

Link + name of organisers:

Youth Peace Ambassadors Network

https://www.instagram.com/p/C1HnUR0Pn17/?img_index=1

https://www.instagram.com/p/C1HndLvvljr/?img_index=1

COLLECTION OF IDEAS FOR PEACE WORK - TO BE IMPLEMENTED (ideas which can serve as inspiration for future peacebuilders and Peace Fellows)

Proposed by Peace Fellow:

Erion

Name of the initiative

Peace coffee - a stand on the bridge

Short description

Peace coffee is an idea of creation of a coffee stand in the middle of the bridge between Serbs and Albanians. The stand would serve free coffee. The idea for such an action grew in light of recent developments in the North of Kosovo and the strained trust between Kosovar Albanians and Kosovar Serbs. The establishment of a small stand on the bridge between North and South Mitrovica would aim to provide free coffee to passersby, fostering an atmosphere conducive to bridge-crossing and meaningful conversations. As an added element, it can be planned to play songs in both languages that carry a non-nationalistic tone, connecting with the shared experiences of both communities.

Proposed by Peace Fellow:

Mar

Name of the initiative

Peace oriented local magazine

Short description

The Peace oriented magazine would be an initiative portraying local actions, storytelling, future events, monthly agenda, as well as a section for expression of local needs. The magazine would be a space where the voices of local artists could be expressed, where topics close to the local community are tackled, and local actions are reported. The magazine would also raise awareness on the topics and events which the local community may not have access to.

Proposed by Peace Fellow:

Laura-Marie

Name of the initiative

Emotional literacy and mindfulness in schools

Short description

This peace initiative idea is about design and implementing programmes of emotional literacy and mindfulness in schools.

Proposed by Peace Fellow:
Edmond

Name of the initiative
Youth podcast for meaningful conversations

Short description

The initiative is a proposal to create a Youth Podcast at the forefront of engaging discussions, serving as a dynamic platform where meaningful conversations take centre stage. Every week, its creators would delve into diverse topics aligned with the ever-evolving needs of today's youth. Each episode would feature prominent stakeholders and youth representatives, providing a unique blend of perspectives. What sets the initiative apart is our commitment to action - to go beyond dialogue by inviting influential individuals with the power to instigate real policy changes, ensuring that the voices of the youth are not just heard, but also acted upon.

Proposed by Peace Fellow:
Edmond

Name of the initiative
Multipurpose Houses - hub for community needs

Short description

Moving to our Multipurpose Houses, these spaces are adjustable hubs designed to cater to a spectrum of community needs. From training sessions that empower individuals with new skills to cooking classes that foster a sense of community through shared culinary experiences, our houses are vibrant centres of learning and collaboration. Integration projects further underscore our commitment to community development, providing a space where diverse groups can come together, share ideas, and contribute to the growth and unity of the community. These multipurpose houses are not just buildings; they are the driving force for positive change, shaping the future by developing education, skills, and community bonds.

Proposed by Peace Fellow:
Soraya

Name of the initiative
Speaking cafe

Short description

Speaking cafe idea is a space where formerly migrated people who are already acquainted with the culture and language are interacting with newcomers to support them with life in a new place, mostly for the language challenges. It is a space where people can practise together and support each other to overcome language barriers faster.

Proposed by Peace Fellow:
Weronika

Name of the initiative
Media literacy workshops

Short description

Media literacy workshops in the times of war and armed conflict focus on empowering youth with critical thinking skills to navigate media in war-torn regions. They teach how to analyse, evaluate, and create media content, enabling them to discern misinformation, disinformation, and mal-information. Using tools like the ESC Rule (Emotions, Source, Claim), workshops help participants understand the purpose and presentation of media, fostering empathy and resilience amid conflict. These workshops promote informed citizenship, protect against manipulation, and support mental well-being in challenging circumstances.

Proposed by Peace Fellow:
Vishali

Name of the initiative
Advocacy for psychology/healing sessions for people affected by war

Short description

Advocacy for psychology/healing sessions for people affected by war - this project idea is rooted in recognizing the profound psychological impact of war on individuals and communities. Here's the point breakdown:

1. Trauma Awareness: War inflicts deep psychological wounds, including PTSD, depression, anxiety, and other mental health issues. Advocacy highlights the need to acknowledge and address these traumas.
 2. Promotion of Mental Health: By advocating for psychology/healing sessions, there's a focus on promoting mental well-being and resilience among war survivors. This includes providing access to counselling, therapy, and other forms of psychological support.
 3. Normalisation of Help-Seeking Behaviour: Advocacy aims to reduce stigma surrounding mental health issues in post-war settings, encouraging individuals to seek help without fear of judgement or shame.
 4. Community Healing: Psychology/healing sessions facilitate collective healing within communities by providing a safe space for individuals to share experiences, express emotions, and support one another in the recovery process.
 5. Long-Term Recovery: Investing in psychological support is essential for the long-term recovery and rebuilding of war-affected populations. It helps individuals regain a sense of control, purpose, and hope for the future.
- In essence, advocating for psychology/healing sessions for those affected by war underscores the fundamental importance of addressing psychological well-being alongside physical reconstruction efforts in post-conflict environments.

Appendix

Tools for Community Mapping

Human Rights Mapping Steps

1. Identify 3 HR Issues

Identify 3 issues in your local context that are relevant to human rights violations, and do the mapping of these 3 issues using the steps below.

1. Identifying causes and consequences of the identified issues

To analyse the identified issues, we invite you to use the issue tree template. Place the core issue which you identified in the previous step in the middle, and think about its causes and its consequences using the template. Make an issue tree for each of three identified issues.

Based on the mapping, do you see any interconnections between each of the issues? What are they?

1. Stakeholders analysis

In this step, use the stakeholders mapping template to analyse the key players involved in the identified issues.

Use this template to analyse those who are affected by the human rights violation in your community.

1. Interventions and Resources

Think about possible intervention to bring the change in relation to each of the issues identified. In order to do it, we invite you to use the Solution Tree template.

After that, think about resources which are available in your community for intervention and change. Please use the Mapping resources template for this step.

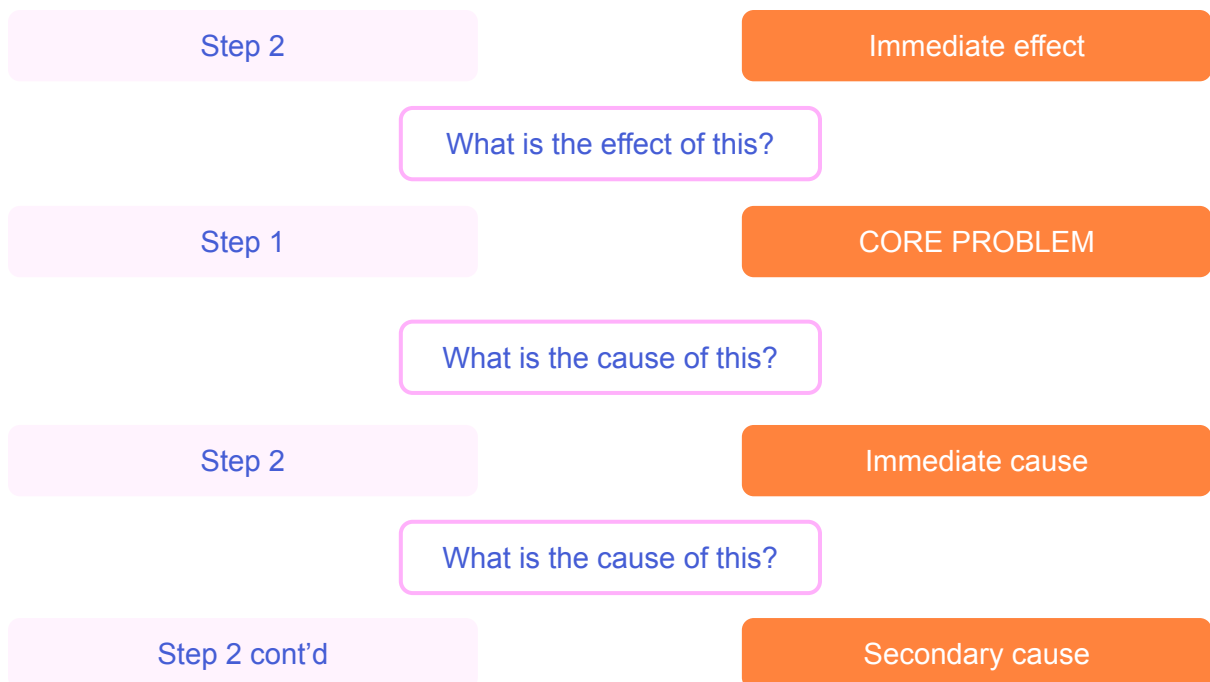
Once steps 1 through 4 are completed, please summarise the results in the human rights map template.

Problem Tree Tool

Identifying Causes and Effects of the issues related to human rights violation

Create a problem tree for each of the identified issues. Write the core issue in the middle of the paper.

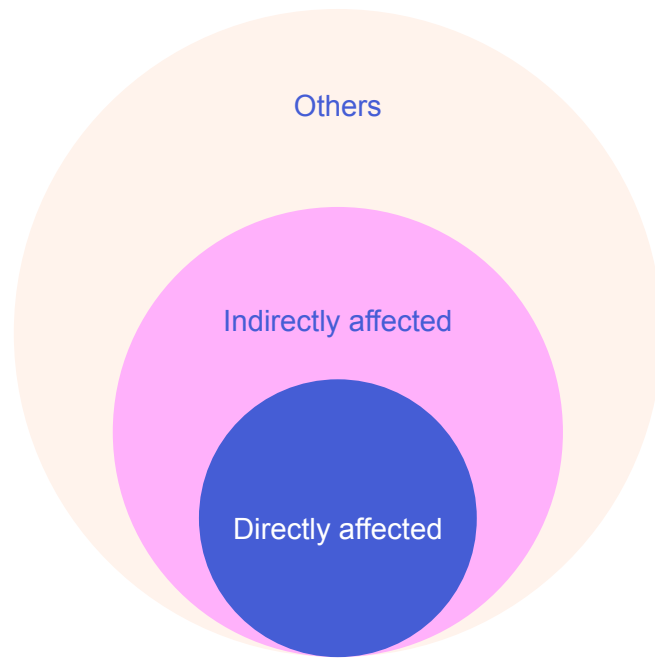
Once the core problem has been identified, consider what the direct causes and effects of the problem are. Each case statement needs to be written in negative terms. The immediate causes to the problem are placed in a line below that of the core problem. The immediate effect is placed above the problem. Any further or subsequent effects are placed above the line of immediate effects.



Stakeholders analysis

Analysis of those who are affected by the human rights violation in your community.

1. Inside circle, those who are directly affected by the human rights violation
2. Middle circle are those who feel the consequences of the human rights violation but do not belong to those who are directly affected
3. Others, those who may be potentially affected by the human rights violation if nothing is done to solve the issue.



Mapping Stakeholders

List the stakeholders (key players) involved in the identified issue and rate them from those who are positive stakeholders (defenders, activists, those working on changing the situation), negative stakeholders (perpetrators, those who are not interested in having the issue to be solved), neutral (institutions, organisations who are aware of the issue but are neither supportive nor perpetrating. In most scenarios, not much will be required to be done here, except when the Stakeholders falling under this level have been identified as having high Power or Influence over the issue. They can be potential supporters if they work with them).

ISSUE 1:

Key Stakeholders	Positive	Neutral	Negative
Stakeholder 1.			
Stakeholder 2.			
Stakeholder 3.			
Stakeholder 4.			

(Add as many rows as needed to list all stakeholders related to the issue)

ISSUE 2:

Key Stakeholders	Positive	Neutral	Negative
Stakeholder 1.			
Stakeholder 2.			
Stakeholder 3.			
Stakeholder 4.			

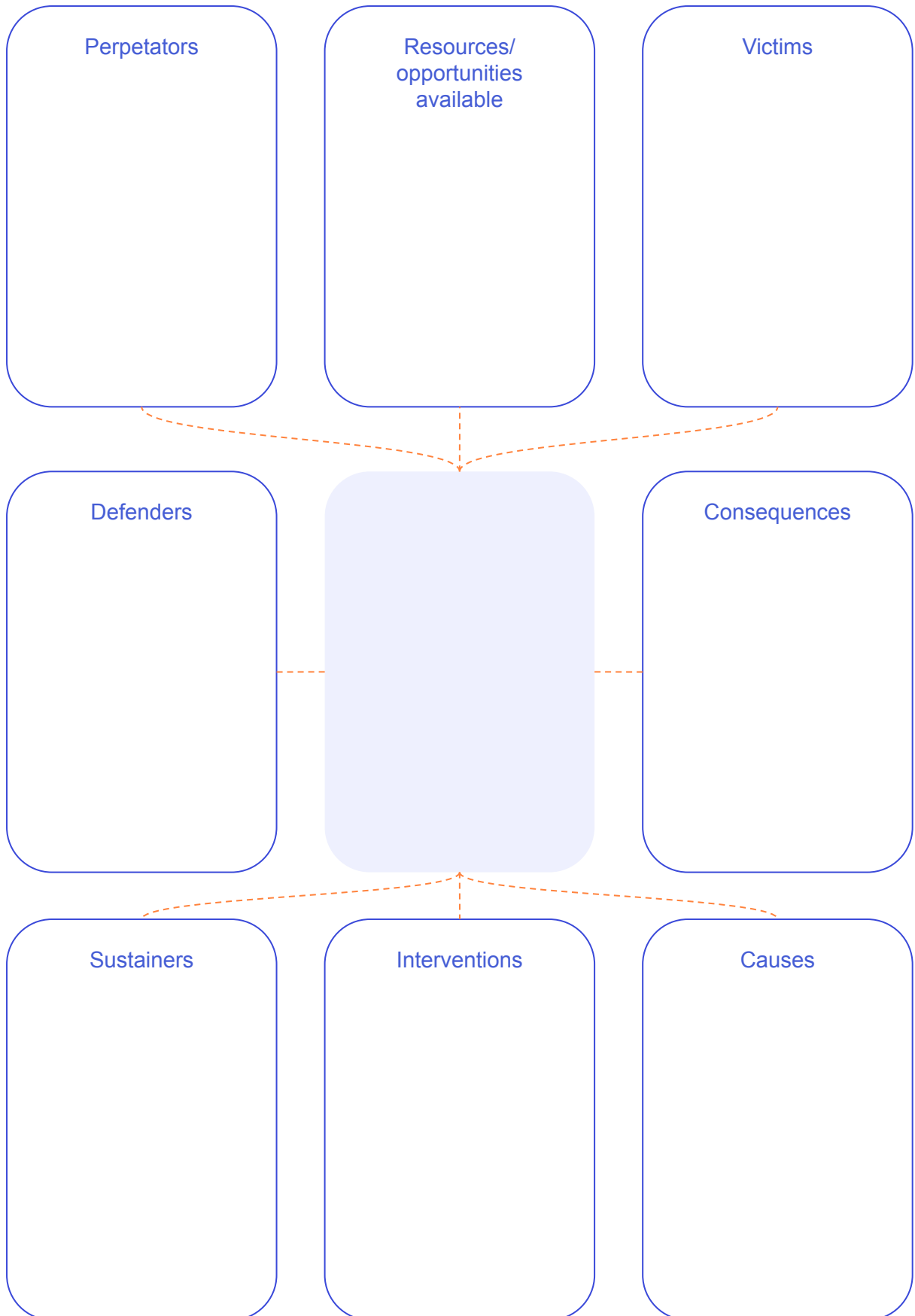
(Add as many rows as needed to list all stakeholders related to the issue)

ISSUE 3:

Key Stakeholders	Positive	Neutral	Negative
Stakeholder 1.			
Stakeholder 2.			
Stakeholder 3.			
Stakeholder 4.			

(Add as many rows as needed to list all stakeholders related to the issue)

Template for the Mapping Summary



Acknowledgement

Organisations involved in the project



Peace Up! - Verein für
Friedenspädagogik und gewaltfreier
Konflikttransformation (Germany)



Youth Peace Ambassadors Network France
(France)



Sende (Spain)



Youth Peace Ambassadors Network Turkey
(Turkey)



Civil Society Research Center (Turkey)



Local Peace (Kosovo)



CENTER FOR EUROINITIATIVES (Ukraine)



Peace Ambassadors Poland



Youth Peace Ambassadors Network