



Young Peacebuilders



TRAINING HANDBOOK FOR YOUNG PEACE EDUCATORS



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FOREWORD

The current youth generation is recognized as the largest in history with a critical role in shaping the future and addressing a myriad of global challenges. Such role is even more significant today in the post-pandemic era as we chart a new course for the future. COVID-19 has taken its toll upon all of us. In particular, young women and men were disproportionally affected by many challenges. At the same time, many young people have demonstrated resilience and leadership within their communities during those trying times. They found ways to engage, support each other and demand active change.

In line with the United Nations Security Council Resolutions 2250, 2419 and 2535 on Youth, Peace and Security, and the Secretary-General's Plan of Action on Preventing Violent Extremism, UNAOC has always encouraged and supported youth leaders and youth-led organizations through tailored capacity building and mentoring workshops. Guided by the United Nations Youth Strategy, UNAOC continues to invest in young people's capacities with the aim of contributing to empowering future generations in becoming skilled peacebuilders and advancing their active role in promoting peace and security and preventing violent extremism conducive to terrorism. In this context, we are proud of our successful partnership with AEXCID in implementing the joint "Young Peacebuilders" programme.



UNAOC hopes that this handbook will be a useful tool for young peace educators and civil society leaders across the world to enhance the competencies of their fellow young peacebuilders. The handbook aims to support the growth of networks of young leaders equipped with the needed skills to build inclusive, cohesive, and peaceful societies where diversity is perceived as enriching rather than polarizing, and where diverse people can identify as "One Humanity".

I firmly believe that today's young women and men can and will lead the way as we re-build a better world. The United Nations Alliance of Civilizations remains committed to work with youth and for youth.

> **H.E. Mr. Miguel Ángel Moratinos** High Representative for the United Nations Alliance of Civilizations (UNAOC)

MESSAGE FROM AEXCID



At AEXCID of the Extremadura Council, we strongly believe in the key role that young men and women play as actors of change in addressing current global challenges and how their efforts contribute to the achievement of the Sustainable Development Goals. In addition, we know the importance of equipping them with the right tools so that they can realize their full potential all around the world.

In such a polarized global context and where conflicts are constantly occurring, it is more necessary than ever to promote the processes that aim to promote peace and build peaceful and inclusive societies. Therefore, through this manual, we want, on the one hand, to boost the skills of young people from all over the world so that they can be peace promoters, and ultimately become leaders capable of joining forces among their peers to contribute to conflict prevention and radicalization in their communities; and on the other hand, add our bit in efforts with UNAOC to combat extremism, polarization, and divisions in an interconnected world.

> **José Ángel Calle Suárez** General Director of Extremadura Agency for International Development Cooperation (AEXCID)

ABOUT AEXCID



The Extremadura Agency for International Development Cooperation (AEXCID) is a public entity of the Extremadura Council that is responsible for managing the resources that the autonomous community allocates to international cooperation for development. Through its work, AEXCID contributes to building peace, eradicating poverty in all its dimensions, reducing inequalities, defending and promoting human rights, and advancing sustainable and feminist development. All these elements are goals that the cooperation policy includes in Extremaduran regulations.







The United Nations Alliance of Civilizations (UNAOC) was established in 2005 as the political initiative of Mr. Kofi Annan, former United Nations (UN) Secretary-General, and co-sponsored by the Governments of Spain and Turkey.

UNAOC was created to serve as a soft-power political tool of the UN Secretary-General for conflict prevention and conflict resolution. The Alliance maintains a global network of partners, including states, international and regional organizations, civil society groups, foundations, and the private sector to improve cross-cultural relations between diverse nations and communities. It is a coalition against extremist forces and a movement to advance mutual respect for cultures, traditions, and religious beliefs. UNAOC is a platform to bridge divides and overcome prejudice, misconceptions, misperceptions, and polarization.

UNAOC promotes collective action to address the threats that emerge from hostile perceptions that incite violence, overcome cultural and social barriers, reduce tensions, and improve relations between societies and communities with diverse cultural and religious backgrounds and combating violent extremism.

While active on several cross-cutting issues, UNAOC works mainly in five priority areas to which it brings a multidisciplinary and multi-perspective approach: Youth, Education, Media, Migration, and Women. These five pillars provide an essential organizing structure for developing and implementing its various programmes and initiatives, which all play a



critical role in reducing cross-cultural tensions and building bridges between communities globally.

The main objectives of UNAOC's programmes are to facilitate the global conversation on the challenges and opportunities for living in a landscape of diversity in our age of global communication and exchanges; prevent intercultural tensions and crises; combat stereotypes, misperceptions, discrimination, and xenophobia; and support innovative grassroots initiatives that contribute to intercultural dialogue and understanding, mutual respect and cooperation across divides.

Guided by the principle that young people are key actors to achieve peace and prevent violent extremism, UNAOC develops educational programming to enhance the ability of young civil society leaders to foster mutual respect, understanding, and long-term positive relationships between peoples of different cultures and religions.

For more information about the United Nations Alliance of Civilizations and its work, visit UNAOC's website at:

www.unaoc.org



ABOUT UNAOC YOUNG PEACEBUILDERS

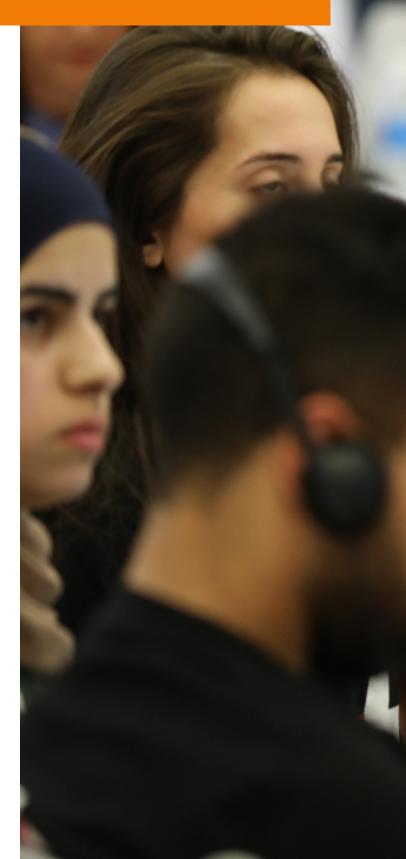
Young Peacebuilders

UNAOC Young Peacebuilders (YPB) is a peace education initiative designed to support young people in gaining skills that can enhance their positive role in peace and security issues and in preventing violent conflict. The initiative also brings visibility to actions initiated by young people towards peace and the promotion of diversity and dialogue.

YPB is designed to provide young women and young men with an experience of intercultural dialogue and peacebuilding. The aim is to contribute to the growth of networks of young peacebuilders that are equipped with tools to address negative stereotypes, prejudice, social exclusion, and polarization and to build more inclusive and peaceful societies in their communities and globally.

Young participants have the opportunity to:

- Learn about other cultures and worldviews within and beyond the group to foster intercultural cohesion and collaboration.
- Learn about negative stereotypes and how to analyze them to reduce their prevalence critically.
- Understand different perspectives in identity-based conflict and develop solutions at local, national, and regional levels and transform conflicts peacefully.





- → Identify push and pull factors creating conditions conducive to violent extremism.
- Develop competencies to use different media or expressive art forms to create alternative narratives, reduce polarization, and promote social inclusion.
- → Reflect on ways to increase meaningful youth engagement in their region.
- → Learn how to design and run a project successfully.

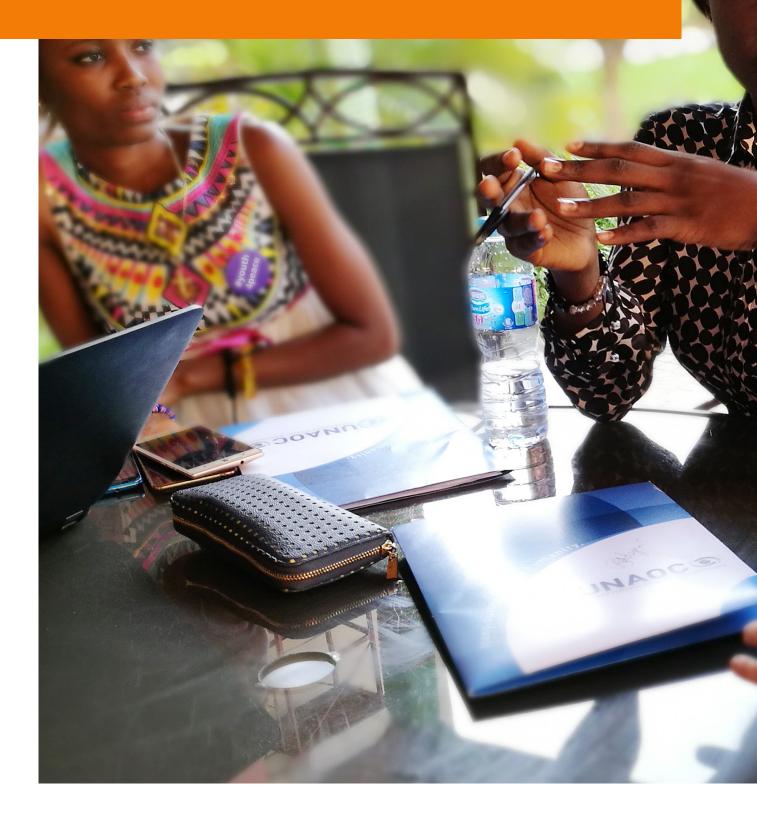
The initiative uses a blended-learning approach that combines online and face-to-face activities with a hands-on opportunity to apply the learning into practice. The different learning phases are based on the experiences of the participants to create a transformational journey. All participants have the opportunity to design and implement their own community peace interventions by the end of the training.

Since 2016, four editions of the YPB programme have taken place in West Africa, the Middle East and North Africa (MENA), with an upcoming edition in Latin America. UNAOC is committed to supporting young people's participation in peacebuilding with a growing coalition of partners and intends to implement the YPB programme in different regions of the world to grow and strengthen the global movement of young peacebuilders.

For more information about UNAOC Young Peacebuilders (YPB), visit: www.unaoc.org/what-we-do/projects-and-initiatives/young-peacebuilders/



ABOUT THIS HANDBOOK





After four successful editions of YPB, UNAOC decided to take stock of the pedagogical materials and methodologies it has developed and used over the years and to consolidate it into a training handbook for young peace educators.

This handbook aims to support young people's participation in peacebuilding and strengthen their training and leadership capacity to consolidate peace in their communities through education.

The content will contribute to the plethora of available resources by providing specific guidance for young peace educators working in non-formal peace education initiatives.

Its main goal is to provide young people with practical guidance and ready-to-use resources that can help enhance the effectiveness and impact of peace education initiatives at the community level.

This handbook provides:

- an introduction to some key concepts and relevant global agendas.
- an overview of the role and tasks associated with young peace educators and the non-formal peace education context.

a comprehensive toolbox with guidance, activities, and resources to aid young peace educators in preparing and delivering effective training.

Recognizing that every person learns differently, this handbook is structured with a learnercentered approach and includes various forms of learning to cater to different audiences. All the activities contained in this handbook have been tested in previous editions of the YPB programme.

This handbook does not intend to provide ready-made or tailored solutions that are guaranteed to fit all contexts. However, it provides a series of practical recommendations and examples, suggesting starting points from which young peace educators can develop their unique approaches and solutions. It aims to offer a wide range of possibilities that can be used according to one's needs.

Although this handbook mainly focuses on non-formal young peace educators, non-youth trainers and teachers in formal settings are also encouraged to use it as they can significantly benefit from the ideas and examples provided.

UNACC TRAINING HANDBOOK FOR YOUNG PEACE EDUCATORS

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KEY AGENDAS, CONCEPTS, AND THEORIES

KEY AGENDAS, CONCEPTS, AND THEORIES

This section presents some of the critical agendas governing the United Nations' work on peace and security and reflects the role of young people in it. It also introduces key concepts and guiding theories related to peacebuilding, youth participation, and peace education.

UNDERSTANDING THE UNITED NATIONS' SUSTAINING PEACE AGENDA

The UN's Sustaining Peace Agenda, consolidated with the adoption of the twin resolutions on sustaining peace (General Assembly resolution 70/262 (2016)¹ and Security Council resolution 2282 (2016)²), represents a fundamental change in the UN's approach to preventing and resolving conflict. These comprehensive resolutions denote an ambitious shift, moving away from siloed security responses to conflict resolution and into more collective actions that build the resilience needed for societies and institutions to address peace and security challenges.

By envisioning prevention as a development and governance process, the UN convenes all its bodies working on peacebuilding, humanitarian, human rights, and development under one common goal of reaching sustainable peace.

This new framework aims to bolster integrated approaches to building and sustaining peace "at all stages of conflict and in all its dimensions," with the prevention of "the outbreak, escalation, continuation, and recurrence of conflict" at its heart.

The shift also translates into a necessary expansion on the notion of who participates in peacebuilding and provides formal recognition, visibility, and legitimacy to the contributions from a broad range of traditionally marginalized individuals who have been actively engaged in peace processes at the community and grassroots levels.³

In this sense, the transformation of attitudes towards youth participation in peacebuilding, acknowledging young people's agency and that they experience violence, injustice, and exclusion differently, has also been relevant in shaping the UN's Sustaining Peace Agenda.

¹ United Nations General Assembly resolution 70/262 (A/RES/70/262). 2016. Available at: https://undocs.org/en/A/RES/70/262

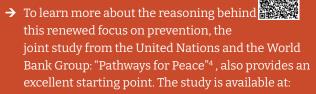
² United Nations Security Council resolution 2282 (S/RES/2282). 2016. Available at: https://undocs.org/S/RES/2282(2016)

³ Berents, H. and Mollica C. (2021). Reciprocal institutional visibility: youth, peace and security and 'inclusive" agendas at the United Nations. Cooperation and Conflict. https://doi.org/10.1177/00108367211007873

Agenda:

→ Peacebuilding Support Office, United Nations Department of Political and Peacebuilding Affairs. (2017). What does "Sustaining Peace" mean? Available at:

www.un.org/peacebuilding/sites/www.un.org. peacebuilding/files/documents/guidance-onsustaining-peace.170117.final_.pdf



www.pathwaysforpeace.org/



THE ROLE OF YOUTH IN PEACE AND SECURITY

The unanimous adoption of Security Council resolution 2250 (2015)⁵ on Youth, Peace and Security (YPS) represents a crucial shift in recognizing young people as an essential positive agent of change to prevent and resolve conflict and build sustainable peace.

The landmark resolution called on the Member States, the UN, and partners to support young people's agency and to create opportunities for young people to contribute to peace and security efforts at all levels and identified five pillars for action: 1) participation; 2) protection; 3) prevention; 4) partnerships; and 5) disengagement and reintegration.

FIGURE 1.

Pillars of United Nations Security Council resolution 2250 on Youth, Peace and Security



Participation

Take youth's participation and views into account in decision-making processes, from negotiation and prevention of violence to peace agreements.

Protection

Ensure the protection of young civilians' lives and human rights, and investigate and prosecute those responsible for crimes perpetrated against them.



Prevention

Support young people in preventing violence and in promoting a culture of tolerance and intercultural dialogue.



Engage young people during and after conflict when developing peacebuilding strategies, along with community actors and United Nations bodies.



Disengagement and reintegration Invest in youth affected by armed conflict through employment opportunities, inclusive labour policies and education promoting a culture of peace.

Source: The Missing Peace: Independent Progress Study on Youth, Peace and Security.

⁴ United Nations and World Bank (2018). Pathways for Peace: Inclusive Approaches to Preventing Violent Conflict. Washington, DC: World Bank. Available at: https://openknowledge.worldbank.org/handle/10986/28337

⁵ United Nations Security Council resolution 2250 (S/RES/2250). 2015. Available at: https://undocs.org/S/RES/2250(2015)



Ever since, there has been a growing momentum, reinforced with the adoption of two other Security Council resolutions on YPS, 2419 (2018)⁶ and 2535 (2020),⁷ calling for the meaningful inclusion of young women and men in formal and informal peace processes and providing operational steps to the implementation of the YPS agenda.

Those resolutions reinforce the need to enable the meaningful participation of young women and young men - in all their diversity - to maintain peace and security. These frameworks were further shaped by other relevant documents that consolidated what is known as the YPS Agenda.

One of the most critical documents is the independent progress study on YPS, requested by the Security Council in resolution 2250 (2015). "The Missing Peace" (2018)⁸ study debunked many of the stereotypes and policy myths associated with young people and provided a comprehensive understanding of the various challenges faced by young people in many parts of the world. The study demonstrates that the "violence of exclusion" experienced by young people - including all forms of social, political, cultural, economic, or psychological exclusions - often have a direct impact in shaping young people's experiences, often leading to grievances and mistrust among government authorities and communities. The study argues that hard security and reactive approaches towards youth are counterproductive and must be replaced by more comprehensive and dynamic prevention and empowerment approaches that recognize and support agency among young people.

Another essential document is the global policy paper "We are here" (2019),⁹ commissioned by the UN Secretary-General's Envoy on Youth, which looked at different youth participation experiences in formal and informal peace processes to identify patterns, challenges, and opportunities. The evidence gathered showed that young people's ability to be "close" to the negotiation table matters. But it recognized that youth are able to contribute and influence peace processes even when they are not given a seat at the official negotiating table. The policy paper suggests a multi-layered approach to support young people's engagement "in the room," "around the room," and "outside the room."

⁶ United Nations Security Council resolution 2419 (S/RES/2419). 2018. Available at: https://undocs.org/en/S/RES/2419(2018)

⁷ United Nations Security Council resolution 2535 (S/RES/2535). 2020. Available at: https://undocs.org/en/S/RES/2535(2020)

⁸ Simpson, G. (2018) The Missing Peace: Independent Progress Study on Youth and Peace and Security. United Nations. Available at: https://www. youth4peace.info/ProgressStudy

[°] Altiok, A. and Grizelj, I. (2019) We are here: an integrated approach to youth-inclusive peace processes. United Nations Office of the Secretary-General's Envoy on Youth. Available at: https://www.youth4peace.info/node/348

To learn more about the Youth, Peace and Security Agenda:

→ Berents, H. and Prelis, S. (2020). More than a Milestone: The Road to UN Security Council Resolution 2250 on Youth, Peace and Security. Search for Common Ground. Available at:

www.youth4peace.info/system/ files/2020-12/The%20Story%20of%20 2250_FINAL%20Dec%209%202020.pdf



→ United Network of Young Peacebuilders and Search for Common Ground (2016). Translating Youth, Peace and Security Policy into Practice – Guide to kick-starting UNSCR 2250 Locally and Nationally. Available at:

www.unoy.org/wp-content/ uploads/2250-Launch-Guide.pdf



WOMEN, PEACE AND SECURITY

The Women, Peace and Security (WPS) agenda was formally established in 2000 when the Security Council unanimously adopted resolution 1325 (2000).¹⁰ It consists of four pillars: 1) prevention, 2) participation, 3) protection, and 4) relief and recovery. Since then, the Council has adopted nine additional resolutions on WPS. To date, WPS resolutions can be clustered into two types. Some resolutions promote women's active and effective participation in peacemaking and peacebuilding, in this case, resolutions 1889 (2009),¹¹ 2122 (2013),¹² 2242 (2015),¹³ and 2493 (2019)¹⁴ and resolutions that focus on preventing and addressing conflict-related sexual violence, which would include resolutions 1820 (2008),¹⁵ 1888 (2009),¹⁶ 1960 (2010),¹⁷ 2106 (2013),18 and 2467 (2019).19

The YPS and WPS agendas are distinctive and seek to address different forms of exclusion experienced uniquely by women and young people. However, both agendas intersect and reinforce each other



and propose a more comprehensive and inclusive approach to resolving conflict, going beyond the traditionally exclusive political peace processes limited to small male-dominated elites.

In this regard, effective YPS initiatives must recognize the gender dynamics that may impact the experiences of young women and young men differently. At the same time, WPS efforts must integrate an intergenerational perspective and seek ways to address the age-specific needs of young women and their priorities and concerns.

¹⁰ United Nations Security Council resolution 1325 (S/RES/1325). 2000. Available at: https://undocs.org/en/S/RES/1325%20(2000)

¹¹ United Nations Security Council resolution 1889 (S/RES/1889). 2009. Available at: https://undocs.org/en/S/RES/1889%282009%29

¹² United Nations Security Council resolution 2122 (S/RES/2122). 2013. Available at: https://undocs.org/en/S/RES/2122%282013%29

¹³ United Nations Security Council resolution 2242 (S/RES/2242). 2015. Available at: https://www.un.org/ga/search/view_doc.asp?symbol=S/ RES/2242(2015)&Lang=E

¹⁴ United Nations Security Council resolution 2493 (S/RES/2493). 2019. Available at: https://undocs.org/S/RES/2493(2019)

¹⁵ United Nations Security Council resolution 1820 (S/RES/1820). 2008. Available at: https://undocs.org/S/RES/1820(2008)

¹⁶ United Nations Security Council resolution 1888 (S/RES/1888). 2009. Available at: https://undocs.org/S/RES/1888(2009)

¹⁷ United Nations Security Council resolution 1960 (S/RES/1960). 2010. Available at: https://undocs.org/S/RES/1960(2010)

¹⁸ United Nations Security Council resolution 2106 (S/RES/2106). 2013. Available at: https://undocs.org/en/S/RES/2106(2013)

¹⁹ United Nations Security Council resolution 2467 (S/RES/2467). 2019. Available at: https://undocs.org/en/S/RES/2467(2019)

To learn more about the intersectionality between the WPS and YPS agendas:

→ UN Women. (2018). Young women in peace and security: at the intersection of the YPS and WPS Agendas. Available at:

www.unwomen.org/-/media/

headquarters/attachments/sections/ library/publications/2018/researchpaper-young-women-in-peace-andsecurity-en.pdf?la=en&vs=2849



PREVENTING AND COUNTERING VIOLENT EXTREMISM

Over the last two decades, the emergence and rise of violent extremism have concerned the international community and led to the adoption of a series of Security Council and General Assembly resolutions on preventing and countering violent extremism (P/CVE).

In January 2016, the United Nations Secretary-General launched the Plan of Action to Prevent Violent Extremism,²⁰ emphasizing how violent extremism undermines peace and security, human rights, and sustainable development. The Plan acknowledges that violent extremism does not arise in a vacuum. It recognizes that narratives of grievance, actual or perceived injustice, promised empowerment, and sweeping change become attractive perspectives where good governance is being ignored, and aspirations are being crushed. The Plan seeks to address this broad spectrum of factors and has seven priority areas: 1) dialogue and conflict prevention, 2) good governance, the rule of law and human rights, 3) engaging communities, 4) empowering youth, 5) gender equality and empowering women, 6) education, skills development and employment facilitation, 7) strategic communications, the Internet and social media.

Although military and security measures have long been the norm and are still recognized as important elements of countering terrorism efforts, there is a growing recognition that these measures alone are not sufficient nor adequate for preventing violent extremism.

In this sense, the Plan of Action focuses on preventing individuals from radicalizing and joining extremist groups and implementing security-based counter-terrorism measures. This includes efforts to uphold human rights and the rule of law, promote good governance, and address inequalities and other push and pull factors that lead to violent extremism. By building resilience and strengthening community cohesion and the social fabric, the Plan of Action aims to reduce the appeal of violent extremism.

CULTURE OF PEACE

Furthermore, the Sustaining Peace Agenda is rooted in the Declaration on a Culture of Peace adopted by the General Assembly resolution 53/243 (1999)²¹ and the various related resolutions that have continuously strengthened the agenda of a culture of peace. The Declaration is composed of eight action areas for societies to transition from a culture of war to a culture of peace, among them, education.

SUSTAINABLE G ALS



²⁰ United Nations Secretary-General's Plan of Action to Prevent Violent Extremism (A/70/674). 2016. Available at:

https://www.un.org/en/ga/search/view_doc.asp?symbol=A/70/674

²¹ United Nations General Assembly resolution 53/243 (A/RES/53/243). 1999. Available at: http://www.un-documents.net/a53r243a.htm



SUSTAINABLE DEVELOPMENT

Finally, the Sustaining Peace Agenda is tightly linked to the UN's 2030 Agenda on Sustainable Development.²²

The 2030 Agenda complement and reinforce the Sustaining Peace Agenda by providing a blueprint for joint action in critical areas for humanity and the planet. It is rooted in five core pillars of action known as the five Ps of the Sustainable Development Goals (SDGs). They are people, planet, prosperity, peace, and partnerships. The goals and targets articulated in the SDGs seek to realize the human rights of all and balance the economic, social, and environmental dimensions of sustainable development.

The 2030 Agenda recognizes that there can be no sustainable development without peace and no peace without sustainable development. Thus, it provides a clear interconnected set of goals to achieve peace, justice, and inclusion. Goal 16 is explicitly dedicated to promoting peaceful and inclusive societies for sustainable development, providing access to justice for all, and building effective, accountable, and inclusive institutions at all levels.

UNDERSTANDING YOUNG PEOPLE

Today, there are more than 1.2 billion young people (15-24 years old)²³ worldwide. Nevertheless, the definition of "youth" can vary significantly in different countries. Traditionally, youth can be understood as a biological phase of transition from the dependence of childhood to adulthood's independence.

However, the pathways from youth to adulthood are neither uniform nor predetermined. Globally, experiences of conflict, natural disasters, humanitarian emergencies, displacement, migration, and urbanization are among the many challenges that affect and can potentially disrupt young people's smooth transition to adulthood, rupturing social cohesion and distorting their life cycle progress.

To date, due to the recognition that those transitions are deeply rooted in cultural, psychosocial, developmental, and political characteristics of specific

²² United Nations General Assembly resolution 70/1 (A/RES/70/1). 2015. Available at: https://www.un.org/ga/search/view_doc.asp?symbol=A/ RES/70/1&Lang=E

²³ United Nations Department of Economic and Social Affairs (2019). https://www.un.org/en/global-issues/youth

communities, groups, and countries, there is no consensus on an age-based definition of youth.

For statistical purposes, the UN defines "youth" as those individuals between the ages of 15 and 24, without prejudice to other definitions by Member States.²⁴ However, Security Council resolution 2250²⁵ has defined youth as those individuals between the ages of 18 to 29 years old. This handbook uses the terms "youth" and "young people" interchangeably and does not restrict it to any specific age range.

Beyond age differences, the "youth identity" can also be characterized by broad intersectionality of identities based on gender, race, religion, ethnicity, class, culture, context, and political affiliations, to name a few.

Unfortunately, the term "youth" is still associated with several harmful labels and stereotypes. Being characterized as "youth" or "young" can also be a form of discrimination, and younger populations are discriminated against across various institutions. Negative stereotypes such as "problem" or "immature" often harm young people's agency and lead to inappropriate responses and approaches that seek to counter or contain young people. On the other hand, some supposedly positive stereotypes, such as "the future generation or solution," can be used to tokenize young people's engagement and disregard their current needs and experiences.

YOUTH, CONFLICT, AND VIOLENCE

In all parts of the world, conflict, and violence significantly affect youth. In 2016 alone, it was estimated that about one in four young people (approximately 408 million) were living in places where armed conflict or organized violence are a daily reality.²⁶

The effects of this reality are various and are one of the facts that can either slow or fasten the transition to adulthood due to the lack of livelihood opportunities and social support structures, including education. In addition to the high mortality rates, consequences are overwhelming and last over time: reoccurring victimization, psychological trauma, identity-based discrimination, as well as social and economic exclusion.

Young people's life experiences are gendered, so there are also differences in how young women and young men experience conflict and violence. In these contexts, gender stereotypes are reinforced, and young men commonly become a synonym of threat or danger, both to society and women. Although we must consider the structural problem of gender-based violence, negative stereotypes should not harm young men or reinforce in them the idea of inner violent masculinity. On the other side, gender-based violence commonly escalates in conflict and violent settings, and young women are perceived as mere passive victims or not perceived at all.²⁷



²⁴ United Nations General Assembly Resolution 50/81 (A/RES/50/81). 1995. Available at: https://undocs.org/A/RES/50/81

²⁵ United Nations Security Council Resolution 2250 (S/RES/2250). 2015. Available at: https://undocs.org/S/RES/2250(2015)

²⁶ Data for Youth, Peace and Security: A summary of research findings from the Institute for Economics & Peace. (2017, September). Available at: https:// www.youth4peace.info/system/files/2018-04/16.%20TP_Youth%20affected%20by%20violent%20conflict_IEP.pdf

²⁷ Haenfler R. (2015) Transitioning to a New Manhood: Subcultures as Sites of Inclusive Masculinity. In: Woodman D., Bennett A. (eds) Youth Cultures, Transitions, and Generations. Palgrave Macmillan, London. https://doi.org/10.1057/9781137377234_10



YOUTH WORKING FOR PEACE

Despite the stigma and negative stereotypes, evidence shows that the vast majority of young people are not at risk of becoming violent or engaging in violence. Quite the opposite. The Missing Peace: Independent Progress Study on Youth, Peace and Security (2018)²⁸ identified a series of examples of youth initiatives contributing to peacebuilding in their communities.

The influence young people have in peace and conflict is as diverse as the young people themselves. They may act as politicians, community leaders, decision-makers, dissidents, fighters, mediators, peace leaders, and other various forms of change-making.

In this sense, promoting and increasing the effective and meaningful participation of youth in peace and security policies and peacebuilding programming is not only a matter of recognizing their relevant work but a matter of realizing their human rights. Young people have the right to be informed and consulted and have their voices taken into account regarding all issues that directly or indirectly impact their lives and futures. Meaningful youth participation is a right, but it can also significantly contribute to increasing legitimacy, sustainability, and impact of peace and security interventions.

FIGURE 2.

Three dimensions of peace



Source: Fras, M., Schweitzer, S. (2016) Designing Learning for Peace. Peace Education Competence Framework and Educational Guidelines.

²⁸ Simpson, G. (2018) The Missing Peace: Independent Progress Study on Youth and Peace and Security. United Nations. Available at: https://www. youth4peace.info/ProgressStudy

UNDERSTANDING PEACE AND PEACEBUILDING

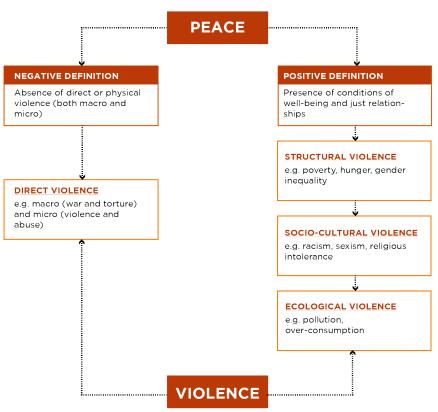
Although peace is commonly referred to as a synonym for the absence of war, in reality, it is only possible with the right conditions for inner, social, and environmental well-being.²⁹

Considering we do not live in a world without violence where well-being is guaranteed for all people, societies, and the environment, peace is something we need to build and, where it exists, something we need to sustain. Building and maintaining peace involves both resolving and preventing conflict and fostering a culture of peace and sustainable development.

Peace and conflict are not isolated from each other. The very existence of peace does not mean the absence of conflict. Conflict is part of daily life. The difference is that in times of peace, conflict is not violent. Conflict, at its essence, means contradiction, and therefore it is not positive or negative itself. When conflict is violent, it becomes negative, given that violence is defined as attitudes, behaviors, and contexts that harm.³⁰ In this sense, for achieving peace, it is vital to go beyond direct harm and address structural, socio-cultural, and ecological violence,³¹ including the violence of exclusion.³²

FIGURE 3.

Peace and violence



Source: Castro, L., and Galace, J. (2010) Peace Education: A pathway to a culture of peace (2nd Ed.) Quenzon City: Center for Peace Education.

²⁹ Fras, M., Schweitzer, S. (2016) Designing Learning for Peace. Peace Education Competence Framework and Educational Guidelines.

³⁰ Ibid.

 ³¹ European Intercultural Forum e. V. Germany (2014). Mainstreaming Peace Education - Methodologies, Approaches and Visions: A Practitioner's Manual.
 ³² Simpson, G. (2018) The Missing Peace: Independent Progress Study on Youth and Peace and Security. United Nations. Available at: https://www.

youth4peace.info/ProgressStudy

Traditionally, peace processes have long been limited to closed meeting rooms where small elites engage in political peace talks. Those formal processes, where deals are made between elites, are still needed to end conflict. However, growing evidence shows that their impact and sustainability are limited unless those deals are accompanied by a series of comprehensive peacebuilding efforts ingrained in the everyday community life of local people. Bottom-up peacebuilding initiatives originated at the community level also can help create the necessary pressure for the elites to reach a deal.

In societies where conflict has been a reality, it is expected that communities will experience a divide or rupture in the social fabric resulting in the lack of trust in "rival" communities. In those contexts,

FIGURE 4.

more than in negotiated deals, everyday peace is manifested by often-hidden daily interactions between communities that enact processes to minimize and avoid conflict.³³

PEACEBUILDING

Peacebuilding is not a straightforward linear process. It aims to address injustices and transform structural conditions that generate conflict. Thus, peacebuilding spans the entire conflict cycle and can include conflict prevention, management, resolution, and transformation, as well as postconflict reconciliation. It requires the individual and collective engagement of all people and sectors of society to prevent the outbreak, escalation, continuation, and recurrence of violent conflict.



Strategic Peacebuilding Paths

Source: Kroc Institute for International Peace Studies, University of Notre Dame.

³³ Mac Ginty, R. (2014). Everyday peace: Bottom-up and local agency in conflict-affected societies. Security Dialogue, 45(6), 548–564. https://doi. org/10.1177/0967010614550899



In practical terms, peacebuilding is about looking beyond crisis management and the immediate resolution of conflicts and seeking ways to prevent and reduce risks of lapsing or relapsing violent conflict. It means that not only the symptoms but also the root causes of conflicts are addressed.

In this regard, effective peacebuilding requires comprehensive and coordinated efforts to provide people with access to justice and decision-making, to promote security reforms and the expansion of the rule of law, and to realize the human rights of all, including through the provision of social services and economic and livelihood opportunities. These efforts can be summarized in three major areas that compose "strategic peacebuilding": 1) efforts to prevent, respond to, and transform violent conflict; 2) efforts to promote justice and healing; and 3) efforts to promote structural and institutional change. These major areas, in turn, derive into 12 sub-areas, shown in the diagram.

In this sense, peacebuilding cannot be achieved without partnerships and the meaningful participation of people, and education plays an essential role in enabling that.

UNDERSTANDING PEACE EDUCATION

Peace education became popular worldwide thanks to the Global Campaign for Peace Education, the Hague Agenda for Peace and Justice for the Twentyfirst Century (1999),³⁴ and the UN Declaration and Programme of Action on a Culture of Peace (1999).³⁵ Many other events, campaigns, and resolutions have followed, reinforcing the understanding that the achievement of peaceful societies is a continuous learning process that involves understanding problems and developing skills to solve them.

Peace education is linked to education for sustainable development, as Agenda 2030 is grounded in the understanding that sustainability depends on peaceful societies. It is also connected to global citizenship education, aiming to provide tools that foster respect and human solidarity by promoting diversity and human rights while countering discrimination.

As one of the essential components of strategic peacebuilding, peace education is not only about the concept of peace itself. It is about exploring

³⁴ The Hague Agenda for Peace and Justice for the Twenty-first Century, 1999. Available at: https://www.peace-ed-campaign.org/wp-content/ uploads/2014/08/HagueAgendaPeace-Justice4The21stCentury.pdf

³⁵ United Nations Declaration and Programme of Action on a Culture of Peace, 1999. https://digitallibrary.un.org/record/285677

the intersectionality of themes in different contexts: conflict, post-conflict, and peace. It is also not something that should be limited to educational institutions or an age group. There are a lot of ways to put peace education into practice, such as:

- → Adult and civic education.
- → Applying gender lenses to peace and conflict.
- → Building peaceable schools.
- → Carrying out educational reform initiatives.
- → Investigating cultural and structural violence.
- Training and developing leadership among historically disadvantaged groups.
- Conducting university-based peace studies, peace education and peace research, etc.

This means that peace education is and must be part of both formal and non-formal education.

Non-formal education is a planned learning process in which the learners take part intentionally and voluntarily. It is a participatory process where the participants learn from their own experiences, are not judged or graded, but led through a process of self-reflection and deliberation of how they wish to make use of the lessons in their lives.

The difference from formal education is that it is not carried out through public organizations or recognized private bodies. It does not constitute the formal education system of a country.

Non-formal education is still institutionalized, intentional, and planned by an education provider, differing from informal, incidental, or random learning. Institutionalization must not be understood as a synonym of formally constituted. Informal collectives and community groups, for example, also can and should be non-formal educators.

Non-formal education has increasingly been recognized as a complement or an alternative to formal education that gives a valuable contribution to people's development for as much as it is "crosssectoral, multi-beneficiary and context-specific in nature."³⁶



Peace education in non-formal settings can be understood as "teaching and learning about values, attitudes and forms of behavior that reflect respect for life, for human beings, their dignity and for all human rights. The rejection of violence in all its forms. The commitment to the principles of freedom, justice, solidarity, tolerance, and understanding among peoples and between groups and individuals."³⁷

It encompasses individual, collective, and social levels, as well as cognitive, affective and action aspects, which means understanding, feeling, and acting. Non-formal education does not have to follow a continuous pathway structure, so it is often carried out in short courses, workshops, or seminars.³⁸

The YPB programme is a non-formal peace education initiative that supports young people and their organizations to gain practical skills to implement successful projects and enhance their positive contributions to peace and security. It also raises awareness among decision-makers on the need for the meaningful inclusion of youth in peacebuilding and policymaking.

³⁶ The Rio Declaration on Non-Formal Education. 2019. Available at: https://worldnfeforum.com/declaration/

³⁷ Time to Abolish War! A youth agenda for peace and justice. Hague Appeal for Peace. 2012. Available at: http://www.peacedayphilly.org/wp-content/ uploads/2012/05/Youth-Agenda-for-Peace-and-Justice1.pdf

³⁸ International Standard Classification of Education (ISCED) 2011.



Young Peacebuilders





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GUIDANCE FOR YOUNG PEACE EDUCATORS

GUIDANCE FOR YOUNG PEACE EDUCATORS

This section is dedicated to understanding the importance of the role of a peace educator in designing and conducting peace education training for youth and exploring the premises for good non-formal peace education practices. It covers aspects that will help you think about the best options when choosing methodologies, tools, and activities.

THE ROLE OF THE PEACE EDUCATOR

The first step to becoming a successful peace educator is to recognize that every person learns differently. To fully engage participants, it is crucial to offer a variety of forms of learning.

As a peace educator, it is also fundamental to understand that not everyone who wants to engage in peacebuilding initiatives comes from the same background. People will have different levels of knowledge of the jargon, concepts, and theories of many of the topics covered in the training. It is essential to constantly offer context to any activity that is proposed. By providing this information, the role of the peace educator becomes crucial in creating the bridge between what participants imagine themselves doing as peacebuilders and the opportunities available for their efforts to have positive results.

Young peace educators are the facilitators who will provide the tools and enable other young people to make the connections, design innovative but sensitive projects and make informed and valuable choices when they engage in their own peace initiatives.

PREMISES FOR A NON-FORMAL PEACE EDUCATION TRAINING FOR YOUTH

COMPETENCY-BASED LEARNING

Any education initiative needs a learning framework. For peace education, a good way to think of it is to consider the competencies we want people to acquire to strengthen their contribution to peacebuilding. Think of what competencies would enable young people to contribute to peacebuilding effectively. Or what competencies should peace educators develop to support the learning process.

Competency-based learning is widely accepted as a critical approach for 21st-century education. Currently, more and more countries are reviewing their curricula to integrate competency-based approaches.³⁹ Around the world, non-formal education initiatives have also recognized the value and relevance of the approach.

UNESCO defines competency as the "developmental capacity to interactively mobilize and ethically use information, data, knowledge, skills, values, attitudes, and technology to engage effectively and act across diverse contexts to attain individual, collective, and global good."40 Competencies may include cognitive, affective, volitional, and motivational elements, and their elements are the core part of the learning process. Because of that, this approach is often linked to the concept of learner-centered education. A term used to explain learning environments centered around learners themselves and the use of lifelike contexts to provide opportunities for learners to demonstrate the competencies they have acquired.⁴¹ Case studies, role-playing, and problem-based activities, for example, are very common ways to make your training learner-centered.

PARTICIPATORY AND COLLABORATIVE CURRICULUM DESIGN

Certain aspects of training need to be designed and planned to the dot, so you can guarantee it will meet its objectives and remain dynamic and exciting. Nevertheless, it is essential to keep the curriculum flexible enough to incorporate inputs from participants regarding approaches and content they feel are more relevant and compelling. Sometimes, this will mean spending more time than expected on one topic and even creating a new, extra activity altogether. The principle behind the participatory approach is to make the learning experience connected to the needs and interests of the learner.

To design a participatory curriculum, you might want to consider the key concepts and competencies you need to cover to achieve your learning objectives and keep the specific topics broad enough to encourage collaboration from participants. For example, you may want to include "discrimination and racism" in your training, but you can leave it



³⁹ Marope, M., Griffin P., Gallagher C. (2019). Future Competences and the Future of Curriculum: A Global Reference for Curriculum Transformation. UNESCO. Available at: http://www.ibe.unesco.org/en/news/future-competences-and-future-curriculum-global-reference-curriculum-transformation

⁴⁰ Marope, M., Griffin P., Gallagher C. (2019). Future Competences and the Future of Curriculum: A Global Reference for Curriculum Transformation. UNESCO.

⁴¹ Ibid.



open for participants to collaboratively define what aspects or angles they want to explore more indepth. They may want to tackle it from a historical perspective or focus on hate speech or be more interested in analyzing anti-racist movements. Together you will collaboratively tailor the specifics of your curriculum to ensure it is grounded in their interests and needs. This final tailoring can be done at the planning stage or during the training facilitation itself. It does not mean you need to improvise and create a different activity in the middle of the training. Instead, simply make sure to remain flexible and facilitate the training so that the conversation goes where the participants want to take it. You will complement your curriculum with more information as you see fit, and if needed, you may add an extra activity - sometimes as simple as an additional round of discussion. This way, you will apply your curriculum while building on the experiences and knowledge that participants bring to the table.

INCLUSIVE EDUCATION

Inclusive education entails that no one will be excluded or prevented from accessing educational opportunities based on socially ascribed or perceived differences, such as sex, ethnic or social origin, language, religion, nationality, economic condition, or ability.⁴²

In this sense, employing various learning styles and dynamics is crucial to cater to different learning

needs and ensure all participants can benefit from an inclusive training experience.

There are many ways to make your training inclusive. Below are a few tips you can use:

- For every presentation, ask for feedback or a demonstration of understanding.
- Use as many instances of "thought showers" as you find possible.
- → Have participants work in groups of different sizes.
- Develop "learning contracts" detailing what will be learned, how it will be learned, and how that will be verified.
- Include an expectations questionnaire at the beginning of the session and a satisfaction one at the end.
- Give clear instructions, considering cultural context, and be prepared for unexpected situations.
- Adjust activities for the group. Consider age, gender, ethnicity, ability, religion, and other socially ascribed or perceived differences.
- Encourage everyone to participate in their own capacity and never put words in their mouths.
- ➔ Remain neutral.

⁴² UNESCO Convention against Discrimination in Education. 196. Available at: http://portal.unesco.org/en/ev.php-URL_ID=12949&URL_DO=DO_ TOPIC&URL_SECTION=201.html

DO NO HARM

Many topics discussed in peacebuilding training are directly related to experiences of violence and injustice. People in the group may have difficult personal experiences and have different comfort levels to speak about it during the training. Therefore, it is crucial that you consistently assess "do no harm" considerations for all your planned activities.

The principle of "do no harm" requires a proactive effort to consider all intended and unintended consequences of interventions. To "do no harm," you must recognize the potential negative effects of your training and be mindful of its impact on participants and the wider community. That means that you must provide a physically, socially, and emotionally safe environment for all participants in your training. It also means you will need to make yourself aware and sensitive to local cultural practices, traditions, and beliefs, acknowledging trauma and offering a safe space for participants to share their personal experiences if they want to.

Some aspects you want to have in mind to offer support are:

- Introduce to participants the topics you will be covering in a session. This provides them with a trigger warning and allows them to excuse themselves from participating or choose not to comment.
- Always respect how much someone wants to engage, and make sure they know they have the right not to do so if they are not comfortable.
- Include as many icebreakers and team-building activities as needed to create a sense of safety within the group.
- Pay attention to the diversity within the group, including gender dynamics, and be aware that different participants may have different needs. Do not assume that participants will relate to examples and experiences the same way.
- Learn about cultural practices if you are not familiar with the ones of your participants.
- Do not assume methods used in one context will work automatically in others; be prepared to adapt methodologies to the local culture and context.
- Ensure your team/other trainers are familiar with the "do no harm" principle and always comply with it.
- Identify a range of support systems and have their contacts at hand in case of need.



As an educator, you must show respect and empathy and model it for the rest of the participants in the training.

BLENDED LEARNING

The YPB programme was designed using a blended-learning approach that was applied in all its editions. Blended learning (or hybrid learning) is a methodology that uses both online and face-toface ("offline") activities to enhance participants' learning. This approach can be beneficial because it combines flexibility with moments of deeper interaction between trainers and participants. It is essential to highlight that in this case, technology should not be understood as a mere mechanism for participants to access content "at their own pace." Technology should be used as an opportunity to add quality and dynamism to the learning process.

Even though this handbook provides alternatives so that any activity can be adapted to your own training logic, you might want to consider running a more comprehensive training for which the YPB framework can provide a handy starting point.

YPB is structured in four parts, as follows:



→ Part1-Online training:

Participants access the course through an online collaborative platform provided by UNAOC. UNAOC trainers facilitate the first few curriculum modules. allowing participants to get to know one another before their first in-person meeting. The blendedlearning approach creates an opportunity for some of the activities to be done asynchronously. Participants can study the content and work on the activities at their own pace, revising the materials as many times necessary. This is helpful when complex concepts need to be examined. Combining this with the online interactive live sessions further enriches the learning experience. Participants can complement their learning by asking questions and exchanging ideas with the facilitators and their peers.

→ Part 2 - Face-to-face workshop:

Participants attend an intensive in-person workshop to receive training in project management, advocacy, and communications. The goal of the workshop is to support participants in designing individual action plans. During the face-to-face workshops, YPB participants also go on local field visits to learn about the experiences of successful local peacebuilding projects in the host community.







→ Part 3 - Applied learning:

Once participants return to their communities, they work with their local organizations to finalize their action plans and implement their community projects. They can count on feedback and support from the trainers and other participants through the online collaborative platform. This is a critical phase for the consolidation of the YPB network.

\rightarrow Part 4 - Final symposium:

Participants are invited to a final symposium where they share their experiences, lessons learned, achievements, and recommendations with a broad audience of practitioners, policymakers, media professionals, and the general public. The seminar is also an opportunity for participants to discuss the next steps and learn strategies to promote and disseminate the results of their action projects.



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TOOLBOX

加速に

TOOLBOX

In this section, you will find a compilation of activities that you can use in your training. They are presented as individual lesson plans so you can pick and choose the most relevant and appropriate ones based on your learning objectives and participants' needs.

Each lesson plan provides a short introduction highlighting the peacebuilding link, a step-by-step guide, which includes possible variations to adapt for online or face-to-face workshops, and a list of resources, which can be accessed through the links provided or through the QR code on page 81. You will also find questions to help you reflect on the topics and your role as a peace educator.

The lesson plans are divided into six sets of skills that are key to a successful peace education training for youth: Personal Skills, Applied Peacebuilding Skills, Project Management Skills, Advocacy & Communication Skills, Training & Facilitation Skills, and Learning Assessment Skills.

These skills are related to crucial competencies promoted by peace education, education for sustainable development, and global citizenship education and were identified and grouped based on the YBP experience. They build on the contributions of young peace educators from different nationalities who contributed their practices and experiences.



DESIGNING A NON-FORMAL PEACE EDUCATION TRAINING FOR YOUTH

To design a non-formal peace education training for youth, you must keep in mind many aspects that will directly impact the results. Although nonformal education implies less structured sessions than formal education, it still requires a well-planned and organized plan. The activities and materials need to be carefully selected, and the tools and methodologies thought through.

In the next section, you will find plenty of activity ideas to organize your training, but first, let's explore how to design and carry out a successful non-formal peace education training for youth step-by-step.

STEP-BY-STEP

Not all training is the same, but there are common planning steps that are crucial regardless of the type of training you will conduct.

- 1. Define learning objectives
 - Analyze your context and identify the learning needs of your target group.
 - Make a list of objectives and key messages you want to convey.
 - Do not think about cognitive objectives only. Think of socio-emotional and behavior objectives as well. For example, wanting participants to learn what strategic peacebuilding is, is as important as wanting them to know how to have a respectful dialogue with other people.
- 2. Design the curriculum
 - Choose strategically the methodologies, tools, and activities that will help you meet your learning objectives. Sometimes, you may think one activity would be excellent for participants, but before you decide to use it, ask yourself if that is the best way to get the message across.
 - Check all the facts you will present during the training beforehand. If you do not know something or are unsure, be comfortable saying that you will find out and get back to them later. Educators are also learners!

- Do not forget to use energizers. It is expected that participants' energy levels will vary throughout the sessions. Strategically scheduled energizers can keep the energy up and participants engaged. Energizers can also be an excellent way to introduce topics and activate abilities that you will cover in your activities.
- Define the duration and the schedule of the training
 - Ensure the duration and schedule of the training are enough for you to carry out all the planned activities considering the availability and preferences of your target group. For example: What are the best days and times for them to attend the training? Do they prefer to have longer sessions with a shorter overall duration, or do they prefer shorter sessions with a longer overall duration?
 - Plan your timing and make it a goal to stick to it. Good timekeeping is essential, so start and finish on time but try not to skip parts of the activities nor compromise learning.
- 4. Choose the venue and or online platform
 - For face-to-face sessions, select a good location for the training. Find an appropriate venue to run all activities, considering the size of the group, movement needs, accessibility, etc.
 - For online training, make sure the platform you choose is accessible and user-friendly. Consider sending tutorials to participants in advance and schedule some time for participants to get familiar with the platform.

5. Assess participant's learning

- Choose methods for assessing learning. In non-formal education, there are no formal evaluations or tests, and no mark or grade is given to participants. However, assessing the level and quality of learning is very valuable for participants and planning future training.
- Having participants recognize and describe what values, knowledge, and skills they have gained or strengthened after training is a powerful way to motivate further learning and provide valuable inputs for you as an educator. If you want to keep it simple, make sure to allow time for an evaluation or feedback at the end of your sessions.



UNAOC TRAINING HANDBOOK FOR YOUNG PEACE EDUCATORS

1. PERSONAL SKILLS

Personal skills relate to how you express yourself and interact with others. They are associated with the so-called "soft skills," which have a strong subjective component. Personal skills are crucial for all aspects of daily life, including work. There is a wide range of personal skills, and this section will explore some that can help strengthen engagement in peacebuilding, both from an individual and a collective perspective:

- → Self-care
- → Identity awareness
- → Navigating diver sity and breaking down stereotypes, prejudices, and discrimination
- → Cooperative leadership
- → Identity-based cooperation

1.1. PERSONAL SKILLS: SELF-CARE

Self-care is a building block of peacebuilding. Collective peace cannot be achieved without inner peace or personal safety. From arts and sports to meditation and self-defense, self-care practices make us more aware of our needs and help us manage things like stress and anxiety, making us healthier and more resilient.

Peace educator reflection: How do you take care of yourself to be a better educator?

ACTIVITY: WHAT DO YOU PERCEIVE?

Objectives:

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- Becoming mindful of the surroundings, the people, and the space where the training is taking place and recognizing the value of conscious attention and presence.
- Getting to know other participants and start building a safe environment.

PART 1: OBSERVING WHERE I AM

Step-by-step:

- Give each participant two pieces of paper and a pencil. If online, participants may prefer to use a drawing or design software. Just ask them to open two different blank files.
- 2. Ask participants to draw a picture of where they are in one of the papers or blank files within one minute, based on their memory, without stopping to observe it.
- 3. After 30 seconds, ask them to flip over the paper, put it aside, and ask them to take a deep breath. If online, ask them to open a new window.
- 4. Ask participants to look to the right and observe what they see. After one minute, have them stop and take another deep breath.
- 5. Repeat the previous step but ask participants to look at the other directions: to the left, front, back, up, and down. Between each time, do not forget to have them take a deep breath.
- 6. After the contemplation, invite participants to draw once again the place where they are on the other piece of paper or blank file, considering different elements they noticed during the observation. Give them three minutes to do it.
- 7. Once they are done, ask them to compare the drawings and think of their differences. Facilitate a collective reflection:
 - → Are the drawings different? How do they differ?
 - Does it make a difference when observation is done with extra awareness and time?
 - Can we relate this experience to other situations in our daily lives?



PART 2: SELF-CARE BOARD

Step-by-step:

- 1. Divide participants into two circles: an inner and an outer circle, facing each other.
- Explain that you will call out a question or statement, and they will have 30 seconds each to tell a personal short story related to the question to the person in front of them.
- 3. After a minute, the outer circle shifts one person to the left, and the facilitator asks another question. Some ideas for the questions or statements are:
 - → The last time you laughed until you cried.
 - ➔ Favorite movie and why?
 - → What scares you the most?
 - ➔ Which country do you want to visit and why?
 - Something you want to learn or get out from the workshop.
 - → Most useless talent you have.
 - If you would change your name, what would it be and why?

For the last few rounds include:

- ➔ How do you manage your stress?
- → What are your favorite self-care practices?
- → What is your idea of peace?
- 4. Creation of a self-care board: Moving into one large circle, have a round of suggestions for self-care activities building on the last few questions. Be open to recommend meditations or practices that work for you but remember that not everything works for everyone.
- 5. Hand out old magazines, pictures, and colored papers. Participants will cut out and collect positive images, words, and phrases for the self-care board. For online training, a good idea is to ask participants to create a multimedia board with music, videos, and website links.
- 6. Ask participants to build their self-care board.

1.2. PERSONAL SKILLS: IDENTITY AWARENESS

Forming your identity is a complex and dynamic process defined by how we identify ourselves (auto-identification) and how others identify us (hetero-identification). Being aware of how others perceive us is an important way of preventing misunderstandings and potential conflict. But to be able to do this, first, we must check whether what we assume as our own identity traits is coherent with what others see in us.

6

Peace educator reflection: As an educator, how can you help young people find out if the image they have about themselves is coherent with the image others have about them?

ACTIVITY 1:

WHO ARE YOU?

Objectives:

Increase awareness about one's self-identity and how others perceive that identity.

Step-by-step:

 Ask participants to write down on a piece of paper how they think other people (family, friends, colleagues, etc.) would describe them. Tell them not to overthink it and just write down whatever comes to their minds.



- 2. Next, ask participants to use the back of the paper to write down how they would describe themselves.
- 3. Ask participants to discuss in pairs the following questions:
 - Is the image you have of yourself coherent with the image other people have of you?
 - What are the main similarities and differences between them?
 - → Why do you think this happens?

ACTIVITY 2: SHAPE OF OUR IDENTITY

Objectives:

- Understand what shapes one's identity and how certain aspects of identity become more or less prevalent depending on the context.
- Understand that one's self-identity is constantly "under construction" and may change over time.

- Have participants create their identity tree. Ask them to choose a shape that exists in nature (a flower, a tree, the sun, etc.) and draw it or use an image of it to write one thing that defines them (a component of their identity) on each part of the shape (petal, leaf, ray, etc.). The components could belong to a family, tribe, place, country, religion, sex, complexion, color, language, profession, club, sport, political movement, school of thought, etc.
- Ask participants, one by one, to share their shape with the rest of the group. Whether you are running this activity face-to-face or online, create a collage or a mural with all the figures. This will help you and participants visualize the various aspects of the identities in the group.
- 3. Have a discussion with participants about the activity. Some guiding questions include:
 - What did you discover about yourself as you were drawing your shape?
 - To what extent is your identity shaped by your own choice? Is it also a reflection of external factors?

- What aspects of your life influence your identity the most?
- Why is it important to be aware of the different components of our identities?
- 4. Have participants take a colored piece of paper and cover three components in their identity shape. Explain that covering the three components represents removing them from their identity forever.
- 5. Personal reflection: have participants think about the following questions:
 - ➔ How do you feel as you see the crossed-out components of your own identity?
 - Who determines the importance of identity components? What makes a component important?
 - Could there be a "wrong identity" or "wrong component"?
 - What would you do if you were forced to cross out your identity?
- 6. Read author Amin Maalouf's article as a group and have a guided conversation around the following questions. Do not ask for details about personal situations unless participants are willing to share:
 - Why did Amin Maalouf describe identity as "deadly"?
 - Have you experienced a similar situation in your life? Did you feel that someone was trying to delete or threaten a part of your identity? What happened?
 - When you feel that your identity or part of it is threatened, how do you react?
 - Look at your identity tree. Is there a component of your identity about which you feel especially sensitive? Does it trigger strong emotions in you, or do you feel less tolerant if it is criticized?
 - How do you think we can avoid identity-related conflicts? What are the possible keys that you suggest?
- Have the participants complete the table Identity 'Under Construction' to promote collective reflection. If face-to-face, use a

flipchart. If online, you can provide a form where people can send their answers and share the final document with the rest of the group.

Resources needed:

- → [Article] Deadly Identities by Amin Maalouf. 1998. Available at: <u>https://www.aljadid.com/</u> <u>content/deadly-identities</u>
- → [Table and article] Identity 'Under Construction' by Oana Nestian-Sandu. 2018.



1.3. PERSONAL SKILLS: NAVIGATING DIVERSITY AND BREAKING DOWN STEREOTYPES

We live in a complex and diverse world. Failing to understand one another and how we are all interconnected can lead to intercultural misunderstandings. To prevent conflict, we must respect others' beliefs and opinions and appreciate diversity by learning from one another and engaging in meaningful encounters with others as equals.

Breaking down stereotypes, prejudice, and discrimination are crucial to building more inclusive societies. But to do so, we must first try to challenge our personal preconceptions. We need to understand where they come from and how they affect our actions in relation to "others" to deconstruct them and build a new narrative.

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Peace educator reflection: What are your personal prejudices and which stereotypes do you associate with groups of people? How can you consciously prevent them from influencing your training?

ACTIVITY 1: AUTOBIOGRAPHY OF INTERCULTURAL ENCOUNTERS

Objectives:

- Reflect upon how people's identities are attached to value systems.
- Understand the complexity of intercultural relations.
- Identify potential stereotypes we have about others or stereotypes others have about us.

Step-by-step:

- 1. Ask participants to read and complete the document "Autobiography of Intercultural Encounters".
- 2. Have a guided discussion (face-to-face) or an open forum (online) where participants can reflect upon the following guiding questions:
 - Did it help you think about aspects you had not considered before?
 - What reflections did it generate about the way stereotypes are formed and function?
 - What are the aspects people should pay more attention to in intercultural encounters?
 - Did your perception of a particular group change because of the encounter or after it?

Resource needed:

 [Document] Autobiography of Intercultural Encounters by Council of Europe. 2009.

ACTIVITY 2: DIVERSITY DYNAMICS

Objective:

→ Assess one's own attitude towards other social groups and analyze the reasons behind it.

- Distribute the template "Social Circles" and explain the activity. The circles represent the degree of distance between oneself and another person. Using the categories suggested in the template, the participant must decide how close they can accept the person from each category.
- Give time to individual work and highlight that the exercise should be done according to their first impressions. It is important to emphasize that this exercise will look at those categories more generally and not focus on specific persons.

- 3. Ask participants to share their results and facilitate a reflection. Go through each category, asking the participants in which circle they were placed. For each category, ask a couple of participants their reasoning for putting a specific category in a determined circle. You may need to dig deeper to get to the real roots of their motivations. For instance, you may ask if they know someone from that category or where the information that made them choose a specific circle comes from. This group discussion can be an opportunity to challenge participants to reflect if their personal stands are similar to those of society or if they feel their opinions are more or less tolerant compared to others.
- 4. After the reflection, ask participants to calculate the sum of all the numbers given to the different categories. The numbers provide an estimate of the degree of openness of a person. The smaller the total number, the more open and tolerant the person is.
- 5. Wrap up by asking participants if anyone changed their minds regarding any category during the discussion. If so, why? Also, take the opportunity to check how participants felt during the exercise. Was it difficult or uncomfortable? Why?
- 6. Finish the activity by presenting the "diversity dynamics model" with the support of the document and the presentation "Diversity Dynamics".



- → [Template] Social Circles, based on the Bogardus Social Distance Scale by Emory S. Bogardus.
- → [Document and presentation] Diversity Dynamics by Misriyati Peace Education Modules and YPB 2018.

ACTIVITY 3: THE DANGER OF A SINGLE STORY

Objectives:

- Reflect upon the situation of diverse groups in our societies.
- Understand one's own perspective about "the other".
- Understand the impact of people's various worldviews.
- Learn about stereotypes, how they lead to discrimination and exclusion and how they can be challenged.

- Ask participants to answer the question: How do you perceive diversity in your own context? Describe briefly the diverse groups living in your society, and how you perceive the relationship between them.
- 2. Have participants list, using examples, what they think are their implicit and unconscious biases or prejudices.
- 3. Once they have come up with a list (at least three items), have participants take one of the tests from the "Implicit bias test". After they have completed the test, have them look at their initial list and conduct a short round of discussion to share their reflections on the activity.
- 4. Play the video "The Danger of a Single Story".
- 5. After watching the video together, have participants write the answers to the following questions on colored pieces of paper and stick them on a board. If online, use a collaborative platform to create an online board that simulates the colored papers.
 - → What is your 'single story' about a particular group of people? You can refer to cultural groups, gender, sexual orientation, disability, etc.
 - What are the sources of your single story? What factors have shaped your single story about that group?

- What can we, as peacebuilders, do to promote positive and intercultural approaches to diversity and raise awareness about the fluidity of identity and the harmful effects of labeling?
- 6. Give out pieces of paper of different colors and ask people to comment on at least two of the other participants' answers.
- 7. Once everyone has written and commented on the topic, go around asking each participant to read their answers and what people commented on them.



- → [Video] The Danger of a Single Story by Chimamanda Adichie, 2009. Link: <u>https://www.</u> <u>ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story</u>
- → [Article] Narratives on Diversity from Different Sources by Oana Nestian-Sand, 2018.
- → [Test] Implicit Bias Test by Project Implicit. Link: <u>https://implicit.harvard.edu/implicit/</u> (once you land on the page, go to social attitudes, and follow instructions)
- → [Collaborative online platform]: Padlet, Jamboard or Miro. From time to time, platforms change, and it is always good to check current ones.



1.4. PERSONAL SKILLS: COOPERATIVE LEADERSHIP

Leadership is an essential feature of a successful project. However, the complexity of achieving peace requires a leader who can oversee the whole project and at the same time engage in the activities with the rest of the group, listening, enhancing, and building on the expertise of every single member of the group.

4

Peace educator reflection: Do you model the qualities of a good cooperative leader in your role as an educator?

ACTIVITY: COOPERATIVE ESCAPE

Objective:

 Understanding the importance of being an effective and cooperative leader for the success of a project.

Step-by-step:

- Tell participants they will be creating their own "escape rooms." Ask a few participants to be leaders and choose who will be in their team and what peace-related issue they wish to work on.
- 2. Have the leaders write a brief introduction about the problem faced. For example, if the topic is femicide, have them explain what it is and present some data to show its impact on the world.
- 3. Create at least four clues or locks: activities to unlock them can range from solving a puzzle, multiple-choice questions, general trivia, etc., but participants should draw their inspiration from the real barriers related to the issue they want to tackle.

- 4. Have them prepare the game on the platform they are most comfortable with. If running this workshop face-to-face, you can still have participants work on a digital escape room but, if you would like to work with a live experience, you can divide the room you are using and assign a space for each team to create their escape room.
- 5. Once each group has finished, shuffle the games among the teams and have each group solve another team's proposal.
- 6. Have a guided discussion (face-to-face) or an open forum (online) to reflect with participants on their experience:
 - → How was the process of creating the game?
 - Did you divide the tasks? What about solving the games?
 - Were members encouraged to use their expertise?
 - Did the leader get involved in the processes? How?
 - Reflect on how a cooperative leader helps the team.

Resources needed:

- → [Online platform] Genial.ly has free templates already designed in their gamification section, but there are plenty of other options online, including Google forms which are accessible through any device. Link: <u>https://app.genial.ly/ templates/games</u>
- → [Blog Post] 40+ FREE digital escape rooms (plus a step-by-step guide for creating your own, by Ditch That Textbook, 2020. Link: <u>https://</u> <u>ditchthattextbook.com/30-digital-escape-rooms-</u> <u>plus-tips-and-tools-for-creating-your-own/</u>

1.5. PERSONAL SKILLS: IDENTITY-BASED COOPERATION

Social identities are created in relation to "others" and have been the root of many conflicts throughout history. Although many approaches to identity-based conflict have tried to tackle this by offering alternatives in which groups get to know each other and see more in common than they think, recent findings show that what usually prevails from these efforts is harmony rather than justice. Social identification is the key to collective action towards social change. Real peace can only be achieved with equality and social justice.

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Peace educator reflection: How willing are you to engage in difficult conversations about identity-based conflict in your daily life and during your trainings?

ACTIVITY:

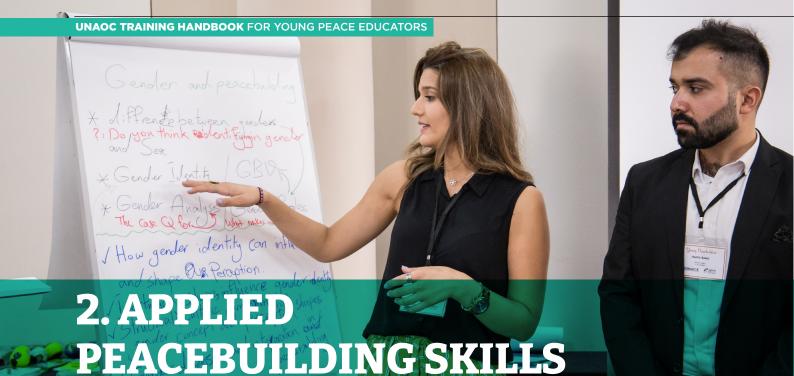
IDENTITY-BASED COOPERATION MOVEMENTS

Objective:

 Understand how identity-based cooperation movements are creating change and more just and peaceful societies.

- Ask participants to think about an identity-based social movement that they have heard of. Ask them to think first of identity-based conflicts (gender, race, ethnicity, religion, etc.) and then think about any identity-based cooperation movement to tackle those conflicts and bring about social justice. Make sure that the movements selected have not employed violence as a method. It is crucial to highlight that the aim is to find examples that use identity as a catalyst for social change and not those that exacerbate divisions and promote further hate towards another group or population.
- Have participants break into groups and assign one movement for each group to research. Each group will prepare a multimedia presentation about their movement. The presentation should include a brief background, what was or is being done by the group, what has been achieved, whether there are allies, and what social impact they have had. The presentation should be easy to navigate and understand. Although not everyone will have the same ICT skills and knowledge, encourage group members to try different formats beyond the "traditional" slides. For example, photographs, videos, podcasts, or a combination of different media into one single presentation (hypermedia).
- 3. Ask participants to share their presentations and analyze what the others have produced.
- 4. Have participants comment in a face-to-face feedback circle or an online forum how they felt during the research presentation and about their findings. Ask if they consider the conflicts they are concerned with also to be identity-based. Finally, ask if they had thought about this before and how they can build on the experiences they have researched.





Applied peacebuilding skills comprise technical ("hard") skills essential for building and sustaining peace. They cover different aspects of diagnostics, strategic planning, and execution that apply to conflict, post-conflict, and peaceful contexts. The "applied" part is particularly important for peacebuilding since people often understand values and attitudes but do not know how to put them into practice. This section presents activities that explore the following skills:

- → Youth and gender-sensitive conflict analysis
- Global and local action
- ➔ Non-violent resistance
- → Dialogue, negotiation, and mediation
- ➔ Inclusive peacebuilding
- → Intercultural and interfaith dialogue

2.1. APPLIED PEACEBUILDING SKILLS: YOUTH- AND GENDER-SENSITIVE CONFLICT ANALYSIS

Conducting an analysis of what constitutes a conflict and how we can best address it involves understanding the underlying problems that act as barriers to achieving and sustaining peace. Also, it consists in understanding how conflict affects the lives of different groups such as women and young people.

Peace educator reflection: What personal attitudes have been helpful and which do you feel you can work on when dealing with conflict in your training?

ACTIVITY: WHERE IS THE CONFLICT?

Objectives:

- → Identify existing conflicts, both at the local and global levels.
- Create awareness about ways of dealing with conflict.
- Understand that conflict affects different groups and populations differently.

Step-by-step:

PART 1: TYPES OF CONFLICT

- 1. Have participants read the documents "Understanding Conflict". Based on the classification of conflicts per conflict parties, have them write down five conflicts of different types they are somehow engaged or concerned with.
- 2. Present the diagram "Conflict Triangle".
- 3. Have participants analyze the A, B and C dimensions of their interpersonal conflict listed in step 1.
- 4. List on the board the answer to the following questions:
 - → What is a positive attitude?
 - ➔ What is positive behavior?
 - → What is helpful when we have contradictions?
- 5. Have participants share their conclusions about the conflict identified (not the conflict story).

PART 2: PERSONAL ATTITUDES & DEALING WITH CONFLICT

- Hand out the working sheet "Animals". Each animal represents a person's attitude or style of dealing with conflict. They are not exclusive.
- 2. Have the participants decide which animals they can relate to when dealing with the conflicts they listed in Part 1.
- 3. Participants will reflect on the following questions:
 - → To which animal(s) do you relate? Why?
 - Do you have more than one style that you use according to the situation (family, work, strangers, etc.)?
 - Were you aware that you had this attitude? Have others noticed this about you?
 - How do you feel about it? Do you think it is positive or negative? Are you usually satisfied with the results you get with this attitude?
 - What is the strength of this style? And what is its weakness? When is it appropriate?
- 4. Discuss other participants' conflict analyses, processes, and outcomes, and write reflections based on what you have read. Share what struck you the most, whether you find many similar answers or not, and why you think this is.

PART 3: YOUTH AND GENDER-SENSITIVE CONFLICT ANALYSIS

This part can be done in a separate session but should build on the previous parts.

- Present a case study of a conflict. Ask participants to think if and how it affects the different actors and what possibilities they have to react and change the impact of the conflict on their lives.
- GENDER: Introduce the theory in the presentation "The Role of Women in Peace and Security".
- 3. Have participants play the game "The Gender Meter in Conflict". Assign a profile to each participant and ask them to answer the questions putting themselves in the shoes of the person they were assigned.
- 4. Divide participants into small groups and ask them to discuss: Why does gender matter in peacebuilding? And what does it mean to consider gender or to be gender-inclusive in peacebuilding? Ask groups to share their conclusions with the bigger group and facilitate a discussion.
- 5. YOUTH: Have participants read the document "Guiding Principles on Youth's Participation in Peacebuilding". Ask participants to identify aspects they feel their governments or local initiatives are doing well and elements that need improvement.
- 6. After reflecting upon the issues, have participants write down assessment indicators that can be used when conducting a youth and gender-sensitive conflict analysis and designing future projects.

Resources needed:

- → [Document] Understanding Conflict Definition & Types by YPB, 2018.
- [Document] Understanding Conflict Processes & Outcomes by YPB, 2018.
- [Diagram] The Conflict Triangle by Johan Galtung.
- → [Working sheet] Animals.
- [Presentation] The Role of Women in Peace and Security by YPB, 2018.

- → [Game] The Gender Meter in Conflict (included in the presentation The Role of Women in Peace and Security).
- → [Document] Guiding Principles on Youth's Participation in Peacebuilding by United Nations Inter-Agency Network on Youth Development, 2016.

2.2. APPLIED PEACEBUILDING SKILLS: GLOBAL AND LOCAL ACTION

Peacebuilding efforts must become strategic. This means that, although peacebuilding initiatives often focus on immediate crises, they should also aim to sustain their work in the long run. For that, they need to get all levels of society involved and connect local and community efforts with policymakers and powerbrokers. Building alliances and networks among stakeholders and institutions can provide strong foundations to create and sustain peace.

Peace educator reflection: How does your work as an educator connect to other local or global peacebuilding initiatives?

ACTIVITY: STRATEGIC PEACEBUILDING

Objective:

 Explore the core concept of peacebuilding and the importance of strategic peacebuilding.

- 1. Have participants read the document "What is Strategic Peacebuilding?"
- 2. Ask them to reflect on their work and how it relates to strategic peacebuilding. Guiding questions:
 - Where do you and your work fit in the overall context of your community?

- \Rightarrow Where are you connected, how and with whom?
- 3. Watch together the video "To Solve Mass Violence, Look to Locals".
- 4. Get participants to sit in a circle. In any order, answer the question: How does your personal work or local initiatives affect peacebuilding in your community?
- 5. Write down the answers on a board or flip chart as a mind map of collective knowledge. Invite participants to get closer and look at all that their peers are already doing.
- 6. Have participants reflect on the experiences of others and identify if they could adapt any of the examples to their own reality. Exchange ideas and discuss opportunities for collaboration in each case.

- [Document] What Is Strategic Peacebuilding? by YPB 2018.
- → [Video] To Solve Mass Violence, Look to Locals by Severine Autesserre, 2014. Link: <u>www.ted.</u> <u>com/talks/severine_autesserre_to_solve_mass_violence_look_to_locals</u>

2.3. APPLIED PEACEBUILDING SKILLS: NON-VIOLENT RESISTANCE

Non-violence struggle is usually identified with protests, but there are many more ways of conducting non-violent resistance to search for more peaceful societies. The main objective is to challenge the opponent's power by identifying its sources and taking that power away.

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Peace educator reflection: How are you inspired by nonviolent movements? How do you use this inspiration in your training?

ACTIVITY 1:

THE SECRET TO NON-VIOLENT MOVEMENTS

Objective:

Learn about the values and impact of non-violence.

- 1. Introduce the document "Pacifism" and then have participants watch the video "Secrets to Nonviolent Resistance".
- 2. Ask them to think about a non-violence movement that has inspired them. It can be from their country, other countries, or an international movement.
- 3. Host a conversation café:
 - In the first round of conversation, have each participant tell the others about the movement of their choice, how it worked and what it achieved. This should be done in a pre-established order, and no one can interrupt or add on what the others are narrating.
 - → In the second round of conversation, there will be an open mic. So, there will be no order to be followed. Participants will comment on one of the movements that another person talked about. They must raise their hand to ask to be next in line to speak in order to prevent interruptions. Some possible guiding questions are whether they knew about this movement or not, what they found inspiring in what their peers narrated, etc.
 - In a final round, which will again follow a pre-established order allowing everyone to speak, people will comment on whether any of the features used by those movements could be adapted to their context or a situation they are concerned with and how it could potentially work for them.
- 4. Finish the activity by watching together the video "How to Start a Movement".

- → [Document] Pacifism, by Waleed Saliba -AUNOHR University
- → [Video] Secret to Nonviolent Resistance by Jamila Raquib, 2015. Link: <u>www.ted.com/talks/jamila</u> <u>raqib the secret to effective nonviolent</u> <u>resistance/transcript</u>
- → [Video] How to Start a Movement by Derek Sivers, 2014. Link: <u>https://www.ted.com/talks/</u> <u>derek sivers how to start a movement/</u> <u>transcript</u>

ACTIVITY 2: SITUATION CARDS

- Divide participants into groups and ask them to create a situation card describing a real situation of conflict or injustice. Ask them to include information about the situation, the context, and the people involved. The more background information they can include, the more interesting the activity will be.
- 2. Ask groups to swap their situation cards. Each group will read the situation card they received and discuss non-violent resistance alternatives that could be used in the given situation. Ask groups to write down their recommendations on a piece of paper.
- 3. Ask groups once again to swap their cards. This time, include the paper with non-violent recommendations. Groups should read the situation card and the proposed recommendations and discuss if they are indeed non-violent and if they can be effective. Ask groups to identify ways to improve the recommendations.
- 4. Bring all the groups together and ask each group to present their recommendations. Follow with a discussion about their overall experience with the activity.
- Conclude by sharing the document "198 Methods of Nonviolent Action" as a resource that participants can consult whenever needed.

Resources needed:

 [Document] 198 Methods of Nonviolent Action by Gene Sharp, 1973.

2.4. APPLIED PEACEBUILDING SKILLS: DIALOGUE, NEGOTIATION, AND MEDIATION

Improving our ability to express emotions and feelings respectfully can help avoid, de-escalate conflict, and create opportunities for dialogue. It can also help to effectively mediate or negotiate everyday situations. Promoting dialogue and a culture of non-violent communication is crucial to achieving everyday peace.

6.6

Peace educator reflection: How do you put in practice your own dialogue, negotiation and mediation skills when dealing with conflict in your training?

ACTIVITY 1:

FORUM THEATRE FOR PEACEBUILDING

Objectives:

- Understand the difference between dialogue, negotiation, and mediation.
- Practice communication skills through role-playing.

- Ask participants what they understand by the terms "dialogue," "mediation" and "negotiation" concerning peacebuilding. Write definitions on a cardboard or a board (physical or online).
- Deliver the presentation "Key Skills in Peacebuilding". The presentation includes a short negotiation activity (Best Alternative to a Negotiated Agreement or BATNA).
- 3. Divide participants into small groups. Each group will be assigned a conflict situation that they will have to role-play. Some possible scenarios could include: a child is being bullied by his peers; a man is being violent to his wife; a young person is being discriminated against at work.

- 4. Each group will prepare and perform a short scene depicting the situation. Ask other groups to observe and think about what they think would be the best approach to solve the conflict through dialogue, mediation, or negotiation (it is okay if they develop other creative solutions!). For online training, have all participants turn off their cameras as the "actors" deliver their performance.
- 5. After each scene, participants propose solutions. If they think dialogue is the best option, have them say how the dialogue could de-escalate the situation and have the actors perform it again with the proposed new lines. If they consider mediation a better solution, have them join the performance and mediate as the scene is re-played.
- 6. After all the groups have had their turn, ask participants to share how they felt, what they could observe as patterns of behavior, what was different after the interventions, etc.

→ [Presentation] Key Skills in Peacebuilding by YPB, 2018.

ACTIVITY 2:

BALL OF LIFE

Step-by-step:

- For this activity, you will need to prepare the room to look like a classroom, where participants will sit in rows facing the facilitator. At the front of your "classroom," very near the first row, place a basket.
- 2. Have participants sit in the rows. Make sure that there is ample space between each row and that participants do not move the chairs.
- 3. Give each participant a ball (it can be any ball, even a paper ball) and ask them to write their names on them (you can use paper and scotch tape).
- 4. Tell participants that they all have one equal chance to throw the ball into the basket from their seats.
- 5. Read out the names of the people who managed to get the ball in the basket and declare them the winners. Most likely,

participants in the front row will manage to get the ball in the basket, while the ones behind might not even be able to see it. Some feelings of "unfairness" will undoubtedly arise.

- 6. Ask participants to share their feelings and thoughts about the situation.
- 7. Have participants negotiate a new set of rules to make the game fairer for everyone.
- 8. Have a round of the game with the new rules.

2.5. APPLIED PEACEBUILDING SKILLS: INCLUSIVE PEACEBUILDING

Ensuring equal access to opportunities, resources, and rights to all people is key to social inclusion in any community. To build peaceful societies, we must tackle exclusion and bring down the barriers that prevent and hinder the inclusion of different populations or groups.

Peace educator reflection: How do you ensure equality and inclusiveness in your training?

ACTIVITY: IMAGE THEATRE

Objectives:

- Recognize the different ways society excludes groups.
- Find possible alternatives for including marginalized groups.

Step-by-step:

 Introduce the concepts of assimilation, integration, segregation, and exclusion. Ask participants to comment or give examples of situations in their communities where they have observed any of those situations. Use the presentation and the document "Building Inclusive Cities" as support.

- 2. Divide participants into four groups and give them one of the concepts to work with. They will have to create a still image representing a situation where the concept they were given is visually evident. You can provide props and other elements to help participants create their images. If you are working online, have the groups create a collage image as a representation.
- 3. Once the teams are ready, have them present their productions. For each image, ask someone in the larger group to volunteer as a sculptor (or curator if online). The sculptor is invited to remake the image by asking the actors to shift or move to turn the initial situation into an inclusive one. The actors are then invited to add sound or movement to the new image, conveying how they feel in the new situation.

If online, you can exchange collages between the groups and have all of them work together as curators of another's teamwork. Curators will cut, copy, paste to reshuffle and add more images to change the situation as well.

4. Have a round of feedback and ask participants to share how they felt in the role they had to play in the before and after image. Also, ask the sculptors or curators about their experiences.

Resources needed:

 Presentation and document] Building Inclusive Cities, by YBP 2018.

2.6. APPLIED PEACEBUILDING SKILLS: INTERCULTURAL AND INTERFAITH DIALOGUE

Intercultural and interfaith dialogue are meaningful interactions between people from different backgrounds who discuss ideas with openness and respect. It does not mean, however, becoming neutral or leaving personal beliefs aside. It means that judgment about other people's "truth" is suspended as we acknowledge that there is more than one single "truth" and that they can co-exist. The understanding of people's cultures, religions, and beliefs should always be contextualized. Meaningful dialogue creates many opportunities for tolerance and finding common ground, opening avenues for cooperation and peaceful coexistence. 5

Peace educator reflection: To what extent do you take into consideration the dimensions of intercultural and interfaith dialogue for your training?

ACTIVITY 1: CREATING DIALOGUE

Objectives:

Understand that there is more than one possible truth, and they can coexist without leading to conflict.

- Develop skills for creating safe spaces for intercultural and interfaith dialogue.
- Learn how to ask good questions and deal with group dynamics.

Step-by-step:

PART 1: WHERE DO YOU STAND?

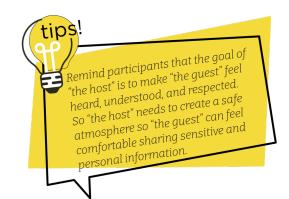
- 1. Use the presentation "Intercultural Dialogue" as an introduction to the topic.
- Choose a large space in the room and create an imaginary line all the way from left to right. Make sure there is enough space for people to stand anywhere along this imaginary line.
- 3. For this activity, you will ask the participants several questions. Everyone will then have to respond by standing somewhere along the imaginary line according to how strong an opinion they have on that issue. One end will represent "completely agree" and the other "completely disagree."
- 4. You should start with statements about personal likes and dislikes, for example: "I would rather eat pizza than hamburgers" or "I prefer summer to winter." Then turn into deeper or more controversial topics, including race, gender, and religion. Ask people to find a place where they stand on the continuum between absolute agreement and disagreement with a position.

If you are running this activity online, you can use google forms "linear-scale" question type. Ask them to fill in the form and share the results for everyone to see.

- 5. Ask a few people in each round to share the reasoning for standing in that particular place. While everyone must take a position, the activity does not ask participants to defend their stand or try to convince others.
- 6. Have a round of feedback at the end where people will articulate how they felt expressing their position and holding their ground. Ask if they felt judged or felt they questioned some of the other opinions. Ask participants to reflect upon whether they thought they could find common ground even with others with different views or opinions.

PART 2: BE MY GUEST

- Have participants partner up with someone they didn't know before the training (if possible) or, if conducted among friends or classmates, assign them at random (take names out of a hat).
- 2. Partners will engage in a small dialogue about faith. Some starting questions may include: what is faith for you? Is it some kind of greater power or transcendent practice that you believe in? Why do you believe in it? Beforehand, you should explain that, during the dialogue, there will be two roles: "the host" and " the guest." "The host" is required to ask at least four questions to follow-up on the initial one that should help "the guest" express themselves.



- 3. When the first person finishes their story, it is time for the other person to start sharing. So, swap the roles ("the host" becomes "the guest" and vice versa), and now "the host" gets to ask "the guest" about their faith and religious practices. Ask participants to try not to use the same four questions the other person used.
- 4. After each person gets to share their story, each person writes a small paragraph to reflect on the experience of hosting and being hosted using these guiding questions:
 - → How was the process for you?
 - → How did you feel during and after the process?
 - What did you do to create an atmosphere to encourage your partner to open up?
 - On a larger scale, in what ways can similar intercultural and interfaith dialogues help your community?

Resources needed:

 Presentation Intercultural Dialogue by YPB 2017-18. **UNAOC TRAINING HANDBOOK** FOR YOUNG PEACE EDUCATORS



3. PROJECT MANAGEMENT SKILLS

Project management skills help structure efforts to solve a problem or situation. They encompass all the project phases and are tightly linked to many other skills in this toolbox. In this section, you will find activities to strengthen skills explicitly related to the design and planning of projects, including:

➔ Project design and planning

 \rightarrow Fundraising and resource mobilization

3.1. PROJECT MANAGEMENT SKILLS: PROJECT DESIGN AND PLANNING

Before undertaking any project, you must make sure that you understand and define the problem you want to tackle and its needs. "Conflict" or "violence" are too broad a problem to tackle at once, so we should aim to narrow down issues as much as possible to make peacebuilding projects more relevant and focused on a concrete need.

It is also crucial to understand where the projects currently stand, anticipate possible difficulties, and have a concrete plan. Taking the time to design and plan your project reduces the likelihood that threats will become weaknesses and enables you to strategically seize opportunities and take advantage of your strengths so your peacebuilding efforts can be more effective.

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Peace educator reflection: How do you usually design and plan your training?

ACTIVITY 1: NEEDS ANALYSIS AND GENERIC PLANNING MODEL

Objective:

- → Identify the needs and relevance behind project ideas.
- Understand the steps for designing and planning a project.

Step-by-step:

- 1. Use the presentation "Project Management" to introduce the topic to the participants.
- 2. Divide participants into groups according to their personal interests and the possibility of working on a project together. Use breakout rooms if online.
- 3. Ask participants to complete the "Needs Analysis" template. The questions about the importance and the aim of the project should be completed as a group, and the personal motivation should be an individual answer.
- Introduce the "Generic Planning Model" and ask participants to complete it, building on their answers from step 3.

Resources needed:

- [Presentation] Project Management by YPB 2017-18
- → [Template] Needs analysis
- → [Table] Generic Planning Model

ACTIVITY 2: BE SMART

Objective:

 Understand how to design and execute a SMART action plan.

Step-by-step:

 Distribute the SMART Goals template to each participant if they have an individual project or one per group if they have a group project and have them complete it.

- Provide some guiding questions or ideas to get the conversation started on each of the items. You can put this information up as a poster or online presentation so participants can check it while completing the template.
 - → S: What exactly do you want to achieve? Participants should build on the previous activity (Needs Analysis and Generic Planning Model) and use the Generic Planning Model Table to help create concrete, well-defined, and detailed targets of what, why, who, when, and how.
 - M: How are you going to determine if you meet the goal? What metrics will you use? It is hard to measure "peace," but the project should track the progress and impact of the efforts.
 - → A: Can you do it within the timeframe? The goal of the project should be achievable within a specific period. Consider if you have the tools, skills, and resources needed for the project and how to attain them if you do not.
 - → R: Is there a real need for the project? For peacebuilding projects, it is essential to consider how the project fits into the overall context and how it may impact the community contributing to the broader peacebuilding context.
 - → T: How long do we need for the project to be implemented? Peacebuilding is a long and time-consuming process. Breaking your project into smaller tasks and milestones can help you assess progress and keep implementation on track.

Resources needed:

➔ [Template] Smart Goals

t	To help participants, tell them to avoid setting goals that depend on someone else's power or performance. For example, "changing policy X" might not be within your reach, but "campaigning and engaging with key policymakers" would be something more feasible for you.	

ACTIVITY 3: SWOT ANALYSIS

Objectives:

- → Identify strengths and weaknesses of a project.
- Prepare a strategy to build on strengths and reduce weaknesses.

Step-by-step:

- Building on the previous activities (Needs Analysis and SMART action plan), have participants complete the "SWOT Quadrant" template with a list of all the current strengths and weaknesses they can identify in their projects.
- 2. Next, have them list all the "opportunities" (potential future strengths) and the "threats" (potential future weaknesses).
- 3. For each area, have them create an action plan:
 - → For strengths: How to maintain or build on them?
 - → For weaknesses: How to eliminate or reduce them?
 - → For opportunities: How to take advantage or prioritize them?
 - → For threats: How to minimize or prevent them?

Resource needed:

→ [Template] SWOT Quadrant.



3.2. PROJECT MANAGEMENT SKILLS: FUNDRAISING AND RESOURCE MOBILIZATION

No matter how exciting or useful a peacebuilding project is, it needs more than personal motivation to make it work. Any project needs resources, be they human, financial, or material. It is up to the project team to mobilize those resources to get the action started.

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Peace educator reflection: How do you mobilise resources for your education projects?

ACTIVITY: MAP YOUR POTENTIAL PARTNERS

Objectives:

- ➔ Identify key resource partners.
- → Create a resource mobilization action plan.

Step-by-step:

- 1. Have participants research and create a list of potential partners for their projects at the local, national and international levels. Remind them not to look only for partners who can provide financial resources. Challenge them to also include partners who can provide human and in-kind contributions.
- 2. Ask participants to use the "Stakeholder Pyramid" to analyze all the potential partners identified in step 1. This will enable participants to better understand power dynamics, alignment, and disagreement with those potential partners. For instance, if you have the newspaper on your side, it might encourage the sponsorship of a private company. On the other hand, it would not be strategic to request support from a stakeholder against your cause. Challenge participants to be as specific as possible and list the actual business, media outlets, organizations, or public offices they plan to approach.

- 3. Present, read and discuss the document "Project Sustainability".
- 4. Ask participants to think about how to best approach each of the potential partners they have identified. Have them agree on a resource mobilization strategy that would work for the different potential partners.
- 5. Ask participants to choose one potential partner from their list and develop a summary of their project proposal tailored to that partner. The summary should highlight how the partner could contribute, why the project is interesting for the partner and the benefits of this partnership.

Resources needed:

- ➔ Stakeholder Pyramid see the Advocacy and Communication Skills section.
- → [Document] Project Sustainability



UNAOC TRAINING HANDBOOK FOR YOUNG PEACE EDUCATORS

4. ADVOCACY AND COMMUNICATION SKILLS

Advocacy and communication skills enable you to convey your message clearly and communicate effectively with different audiences. Whether you are trying to convince decisionmakers, raise awareness or strategically inform a specific target group, they are vital for the success of peacebuilding initiatives. In this section, you will find activities to explore some crucial skills in this field, including:

- ➔ Narrative transformation
- → Research design
- → Campaign planning
- → Alliance and coalition building
- → Storytelling
- → Strategic communication

4.1. ADVOCACY & COMMUNICATION SKILLS: NARRATIVE TRANSFORMATION

Unfortunately, content shared in the news does not always reflect the reality. That is because some media outlets have biased editorial guidelines. The result is an imbalanced public debate, where only one side of the story gets to be heard. In this situation, we can stand on the sidelines and let biased stories spread, or we can start proactively transforming and contributing to creating nonbiased narratives regarding the issues that matter to us. 66

Peace educator reflection: Do you consciously search for bias in educational materials and your training resources?

ACTIVITY:

TRANSFORMING BIASED NARRATIVES

Objective:

Apply news stories as a tool to work on social transformation and deconstruct prevailing narratives and stereotypes.

Step-by-step:

- 1. Have participants search online and identify one or more newspaper articles that present a group of people (for example, migrants) in a biased way. If the internet is not available, hand out some newspaper or magazine copies. Encourage them to select a group of people that:
 - They care about, require attention, and would like to think about more critically.
 - → Are related and relevant to the training themes (linked to peacebuilding, stereotypes, intercultural dialogue, etc.).

You can also provide the articles yourself for timesaving purposes.

- 2. Hand out the document "Media Analysis Guidelines" or provide its content as a presentation. Have participants analyze their articles and write why they think they are biased. They should reference key words, phrases, images, statistics, and statements that are biased or used out of context.
- 3. Have participants re-write the article, editing sections, phrases, biased information, or



Highlight to participants how difficult it can be to write a completely unbiased piece and challenge them to think that even selecting the article or topic to focus on is influenced by our own personal bias and beliefs.

Some participants may have difficulties reading or writing. In this case, you can include them with an oral version of this activity, where you would read aloud a selected article. The participants can orally discuss how to adapt and create a new narrative.

opinions they identified as problematic. They should try to create a neutral article that presents a balance of perspectives to avoid reinforcing stereotypes and negative narratives. However, it is important to clarify that the main story or event in the article should remain the same.

- 4. Have participants discuss the titles of the articles: Do they reflect the new, less biased version? Did the original title have a bias to start with? Have the participants write a new, more appropriate title for the article.
- 5. Have participants imagine and design how the new article would look on a newspaper or magazine cover.
- 6. If time allows, challenge participants to summarize their new article in a short paragraph.

Resources needed:

 [Document] Media Analysis Guidelines by YPB 2018

4.2. ADVOCACY & COMMUNICATION SKILLS: RESEARCH DESIGN

People tend to be more willing to listen if you build a strong case for why your efforts are relevant. However, you cannot make a case around personal interest or assumptions. You need to provide relevant and concrete data to support your claim of why there is a need for your project. This is the key to success when approaching others to get them interested in your advocacy or project. Reliable data is also crucial for evidence-based project management as it can help you make betterinformed decisions.

"

Peace educator reflection: Do you conduct research before preparing a training for a community or do you do it solely based on your assumptions?

ACTIVITY: WHAT, SO WHAT, NOW WHAT?

Objective:

To understand the importance of research and fact-checking to make strong arguments.

Step-by-Step:

- Introduce participants to the "Research Design" template and discuss its four components (issue, what, so what, now what).
- 2. Issue: Ask participants to choose an issue they already work with or are interested in. Have them think about how to transform their issue into a claim. For example: "I want the government to invest in more sports programmes for youth" or "I want to convince community organizations that sports are important for peacebuilding so they will join my advocacy actions."

- 3. What: Once the "claim" is decided, it is time to craft a research question to clarify what exactly it is that you want to find to support your claim. Research questions can be set to describe, explain, or compare a situation. For example: "Are sports programmes helpful for peacebuilding?" or "Did the past programme X contribute to decreasing violence in my city or village?".
- 4. Explain the difference between data and information and have participants ask themselves what data would be helpful to answer their research question and make a strong argument. They can ask themselves what first drove their interest in the issue. Were there any facts that excited them to learn more?
- 5. Have participants run a small search and list at least four sets of relevant data that will call other people's attention. Encourage them to think of the validity and legitimacy of the sources before choosing their data.
- 6. So what: Data alone does not speak for itself. Have participants reflect on how they will transform data into information: How will they interpret the data? Will they need anything to support their analysis? For example, will they need statistical software?

The purpose of this reflection is not to discourage participants. It can be helpful for them to select simpler data when they do not have advanced research skills. Also, they should be encouraged to find alternatives. If I do not know how to make statistical formulas, can I find someone to do it for me? If I do not have software to code a text or an interview transcription, can I use something as simple as a colored marker?

- 7. Now what: Remind participants that data analysis does not have an impact unless it is accompanied by conclusions and recommendations. Have participants think about how they will share their findings and recommendations. Highlight that format should vary according to whom you will share your research results with. For example, the results could be presented in a written report, a multimedia presentation, an infographic, a video, etc.
- 8. Have participants write down some interpretations, conclusions, and recommendations based on the data they have found.
- 9. Ask them to present their work to the group and allow people to provide comments and suggestions.

→ [Template] Research Design

4.3. ADVOCACY & COMMUNICATION SKILLS: CAMPAIGN PLANNING

Campaigns are one of the main tactics used in advocacy. If done right, campaigns can effectively mobilize support and make your peacebuilding efforts known. But to carry out a successful campaign, you need to plan carefully how to make information available and get it to the people you want to reach. Once you know who you want to reach with your campaign, you need to design a plan detailing how you will do it. Good planning can be decisive to the impact of your campaign.



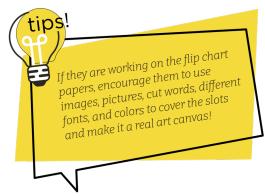
Peace educator reflection: How detailed are the steps you take when running your own projects or campaigns?

ACTIVITY: CAMPAIGN CANVAS

Objective:

- Understand the importance of a communication strategy.
- Have a detailed and organized plan that shows how the different components of a campaign come together.

- Use the document "Advocacy" and the presentation "Key Skills in Peacebuilding 2 YPB" to introduce the topic to participants. The presentation includes an activity about critical thinking and a case study that can be used as a model for the next steps.
- 2. Hand out to participants the "Campaign Canvas" template or have a large version projected so they can copy it on a big flip chart paper.
- 3. Ask participants to think about what they want to achieve by the end of the advocacy campaign. Have them write down words or phrases that will motivate them to keep going for their goal.



- 4. In slots 2 and 3 of the canvas, participants will write down the specific changes they have identified, which can be addressed through their campaign or project efforts. Remind them to keep the ideas grounded and realistic.
- Any change requires support and the engagement of many stakeholders. Ask participants to identify who may be affected by their actions. Have participants use the alliance and coalition building activity to complete slots 4 and 5 in the canvas.

- 6. For slots 6 and 7, ask participants to design SMART goals and conduct a SWOT analysis. If needed, you can revisit the content covered in the project management skills section of this handbook.
- 7. Have participants write a few lines in slot 8 regarding the narrative they are trying to create. It needs to be concise and to the point. What is the story they want to tell through their advocacy efforts? What are the wow facts that will get people interested in listening to them?
- 8. For step 9, have participants identify possible actions that all individuals and institutions identified in Step 4 can do to support your cause. While in slot 10, ask participants to identify all activities that need to be done and assign each of them to a team member who will be in charge of making sure it gets done.
- 9. Have participants reflect upon the assumptions they have made when completing the canvas so far. What makes them think that their plan will succeed? Have them write their assumptions in slot 11. On the other hand, what could make the project fail? Are there any other risks to consider? Have them write those down in slot 12.
- 10. To know whether they have been successful or not, they will need to track their results as they move towards their objectives. Have participants list what type of monitoring and evaluation techniques they plan to use. For some ideas, check out the project assessment activity.
- 11. As participants finish their canvas, hang them around or share the screen if you are working online to show their products to the rest of the group.

- → [Document] Advocacy by YPB based on Generations for Peace (GFP).
- → [Template] Campaign Canvas by Mobilisation Lab.
- → [Presentation] Key Skills in Peacebuilding 2, by YPB.

4.4. ADVOCACY & COMMUNICATION SKILLS: ALLIANCE AND COALITION BUILDING

All of us have a role to play when it comes to building and sustaining more peaceful societies. However, you must identify the most relevant people and institutions that can become allies and help you move forward with your peacebuilding project.

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Peace educator reflection: As an educator, do you work in collaboration with others? How do you choose alliances?

ACTIVITY: WHO IS YOUR ALLY?

Objectives:

- Map stakeholders and understand how they relate to your issue.
- Observe power dynamics and relations and understand how to use this knowledge to influence change.

- 1. Deliver a presentation based on the content of the document "Patterns of Effective Networks".
- 2. Have participants describe their potential allies by filling in the table "Stakeholder Mapping". Why and how are they involved with the issue? Write one line describing their possible interest in your project. Include how much they agree with the project's position, how critical the issue may be to them, and their level of influence in the community.
- 3. Looking at the influence of each stakeholder, draw a pyramid to visually see how they are placed in relation to one another. Place yourself in the triangle as well.

4. Have participants plan a specific communications strategy to reach each stakeholder. Think about the best way to approach them, how to best present your story to them, and describe the project to get their attention creating opportunities for collaboration.

Resources Needed:

- → [Document] Patterns of Effective Networks an excerpt from the article Building Smart Communities through Network Weaving by Valdis Krebs and June Holley.
- → [Template] Stakeholder Mapping

4.5. ADVOCACY & COMMUNICATION SKILLS: STORYTELLING

Every society has its own ways of preserving its history, culture, and traditions. One of the oldest and still popular ways of doing it is through storytelling. The practice of sharing stories through a narrative has served different purposes, including education, entertainment, promoting moral values, and cultural preservation. However, it is essential to note that many of the stories are told from the perspective of dominant groups, aiming to reinforce the status quo. New narratives are needed to include and represent the views of marginalized groups, providing them the opportunity to also tell their own stories. Learning and exploring different types of stories create a more diverse narrative about the world and contribute to a more respectful and peaceful society.

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Peace educator reflection: What role do you give minorities in the stories that you tell in your life and during your trainings?

ACTIVITY:

THE DIGITAL BOOK OF ALTERNATIVE NARRATIVES

Objective:

→ Recognize different applications of storytelling in peacebuilding and conflict transformation.

Step-by-step:

- 1. Introduce the topic of storytelling to the participants. Use the "Guide for Young Storytellers" as support.
- Hand out the document "A Framework for the Creation of Alternative Narratives". Have participants read in detail the different types of stories.
- Ask participants to create a story on their own, using the concealed, resistance, or transformational models around the topic of peacebuilding and conflict transformation. The story can be fictional or inspired by an actual event or person or their own lives. Have them write the outline of what will happen (introduction, conflict, resolution) and think of the characters.
- 4. Encourage participants to be creative. Instead of simply writing a text, challenge them to use different formats to narrate the story. They can make it into a comic strip, a short video, an animated sequence, a podcast, etc. Of course, if they are more comfortable writing a text, this should also be a possibility. The text can be illustrated (or not). Every story should have a title.
- 5. Make a digital compilation with all the stories and upload them to a website accessible to all participants so they can all read the stories on their own "digital book of alternative narratives."

Resources needed:

- → [Toolkit] Guide for Young Storytellers by Ashoka
- ➔ [Document] Framework for the Creation of Alternative Narratives

4.6. ADVOCACY & COMMUNICATION SKILLS: DIGITAL & ONLINE COMMUNICATION

Communications technologies make it faster and more affordable to communicate with people around the world in real-time. Different online platforms make it easier to connect with other like-minded individuals, so it quickly became an important tool to let the world know about your work and mobilize support for your projects and cause. Information and communication technologies (ICTs) also provide important means to prevent violent conflicts, provide early warning and enable more effective responses to crises. It also can help to identify and counter fake news and hate speech. It is important to understand the potential of the different available platforms and social media outlets in order to design a successful communication strategy and make sure that your message reaches the target audience most effectively. Although ICTs are present in most parts of the world, there is still a big digital divide. A significant portion of the world population has limited or no digital literacy. Unequal access prevents many people from enjoying the benefits ICTs provide.

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Peace educator reflection: What are the most appropriate platforms or networks to communicate about your peacebuilding training? How do you ensure that your messages reach your target audience?

ACTIVITY 1:

ONLINE PRIVACY AND DIGITAL RIGHTS

Objective:

- Explore the basic principles and values that should underline online relations.
- Discuss and reflect on the balance between freedom of expression and preventing harm to others.

Step-by-step:

PART 1 - DATA & SOCIAL MEDIA

- To get started, ask participants to read the following articles: "Privacy is power" by Carissa Véliz and "Mind control: How social media supercharged the propaganda system" by Justin Podur.
- 2. Divide participants into small groups and ask them to discuss their impressions on the two articles. Potential questions to spark the debate:
 - Were you aware of how personal data available online is being used?
 - Do you think about how your data may be used by others when you share personal information online?
 - Do you think the increased use of unregulated social media platforms has contributed to the rise of fake news and conspiracy theories?
- Bring all participants together and ask each group to share their reflections. Use their contributions to facilitate a discussion on the topic.

PART 2 - DIGITAL RIGHTS

- Ask participants to write down on a piece of paper what they believe to be their "online rights."
- Ask participants to share some of the rights they have identified and write them up on a board or a big piece of paper, creating a collective "charter of digital rights" for the group.
- 3. Introduce participants to the "Guide to Human Rights for Internet Users".



- 4. Facilitate a group discussion with the participants about digital rights. Some questions to guide the reflections include:
 - → Were you surprised by any of the rights?
 - Do you think you could "do without" any of these rights? If so, which ones?
 - → Do you believe these rights apply to the online world as well as the "real" world? Elaborate or share an example.
 - Do you think that human rights are respected on the Internet?

- → [Article] Privacy is power by Carissa Véliz (2019). Available at: <u>https://aeon.co/essays/privacy-mat</u> <u>ters-because-it-empowers-us-all</u>
- → [Article] Mind control: How social media supercharged the propaganda system by Justin Podur (2019). Available at: <u>https://www.salon.</u> <u>com/2019/01/31/mind-control-how-social-me</u> <u>dia-supercharged-the-propaganda-system</u> <u>partner/</u>
- → [Guide] Guide to Human Rights for Internet Users by the Council of Europe. Available at: <u>https://www.coe.int/en/web/</u><u>freedom-expression/guide</u>

ACTIVITY 2: ICT FOR PEACE

Objective:

- Research and map out the available ICT tools for strategic communication.
- Understand potential privacy concerns and human rights implications that online platforms may unintentionally create.

Step-by-step:

- 1. Introduce the "Ladder of Online Participation" and have participants discuss the different "roles" in smaller groups. Guiding questions for discussion:
 - → How is your engagement online?
 - → Do they perform any particular "role"?
 - What could you do more online to promote tolerance and peace?

- 2. Watch the video "How the crisis response tool Ushahidi gives voice to the people - Angela Lungati at TEDxKamitiPrison, 2018".
- 3. Use the Ushahidi experience to discuss with participants how ICTs can be strategically used for peacebuilding. Ask them if they have similar examples to share. The Toda Peace Institute policy brief "From Airtable to Zoom: An A-to-Z Guide to Digital Tech and Activism 2021" can provide very concrete examples to ground the discussions.
- 4. In smaller groups, ask participants to choose a platform or social media outlet to research. Groups should analyze the platform or outlet and identify how its services or features could be used for peacebuilding purposes. Ask groups to prepare a brief presentation including a short description of how the platform or outlet works, target audience, number of users/subscribers, and how it enables them to connect with others. Ask groups not to leave out the negative aspects, as they will help assess possible threats that might affect your initial message.
- 5. Make a collective gallery with the information gathered by the different groups. You can group the platforms in any way you want, by type of service they provide, divided into social media or other platforms, by target audience, etc. This can be done as a collaborative document that will serve as a resource for participants after the training.

Resources needed:

- → [Document] Ladder of Online Participation, available on page 86 of the document Bookmarks: A manual for combating hate speech online through human rights education by Council of Europe, 2016. Link: <u>https://rm.coe.</u> int/CoERMPublicCommonSearchServices/ DisplayDCTMContent?documentId=090000168065dac7
- → [Video] How the crisis response tool Ushahidi gives voice to the people - Angela Lungati at TEDxKamitiPrison, 2018. Available at: <u>https://youtu.be/nFoSZoIE8G0</u>
- → [Policy Brief] From Airtable to Zoom: An A-to-Z Guide to Digital Tech and Activism 2021. by Nadine Bloch for the Toda Peace Institute. Available at: <u>https://toda.org/assets/files/</u> resources/policy-briefs/t-pb-107_nadine-bloch from-airtable-to-zoom.pdf

UNAOC TRAINING HANDBOOK FOR YOUNG PEACE EDUCATORS

5. TRAINING AND FACILITATION SKILLS

Training and facilitation skills are crucial for enabling meaningful engagement in peacebuilding processes. Discussions, collaboration, and co-creation with diverse groups of people become easier and more effective when there is someone to organize and facilitate the process. In this section, you will find activities related to:

→ Team Building

→ Group Facilitation

5.1. TRAINING & FACILITATION SKILLS: TEAM BUILDING

Any successful initiative needs a group of people who know and trust one another to complete their assigned tasks. Knowing your team personally, their interests, and their motivation can help you get the results you want in a much more efficient and fun way and fulfill individual and collective expectations.

6-6

Peace educator reflection: Do you always take the time to get to know the people you work with?

ACTIVITY: WELCOME ONBOARD

Objective:

→ Get to know one another and make everyone feel welcome.

Step-by-step:

PART 1: RADIO STATIONS

- Create different spaces within a room that will represent different radio stations. Each radio station will have a piece of paper with the name of the countries where the participants come from. If online, create a table with two columns, one with the name of the countries and one with blank cells.
- 2. Ask participants to go to the middle of the room. Explain that you will play 30 seconds of a popular song, and they will need to figure out which country the song is from and move to the station of that country. If online, they will need to put an "X" in the blank cell beside the country's name. Highlight that the person from the country should not move until other participants move, so the group does not have clues.
- 3. When everyone has moved, tell them where the song comes from and who the artist is. After that, ask the participant or participants from the respective country to share one fun fact about the country they would like people to know.
- 4. Repeat steps 2 and 3 until all countries have been represented.

Do not forget to prepare the content beforehand. Use the internet to find songs or previously ask for suggestions from participants. Encourage them to dance while listening to the songs! If participants are from the same country, you can skip directly to part 2.

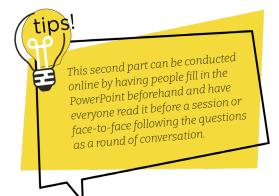
PART 2: THE GETTING TO KNOW WALL

- 1. Introduce participants to the "Getting to Know Wall" and have them read the proposed questions. You can hand out a printed copy or project the question onto a wall.
- Whether online or in person, ask participants to introduce themselves by saying or writing: their names, preferred pronouns, where they are from, a brief background about who they are and what they do, and their interest in peacebuilding.
- 3. In an in-person workshop, organize a second round of introductions by asking participants to answer: If you could travel through time, either forward or backward, where would you go? To which period and why?
- 4. If time allows, do one more round with the question: If there was a person you could go back in time and meet, who would it be, and why? Would you just want to visit and come back, or would you stay?



- 5. Whether the questions are answered online before the training or face-to-face, make sure you also give an opportunity for people to comment on what they have heard/read and learned about one another. To spark conversation, you could ask:
 - ➔ Do people come from the same place?
 - ➔ Do they share similar backgrounds/interests?
 - → Have they chosen similar periods to explore?
 - → Would they visit the same people?

This conversation can help create in everyone (you included!) a sense of connection and togetherness that will make a big difference for the group.



Resource needed:

→ [Presentation] Getting to Know Wall, YPB

PART 3: PASS THE BALL

- 1. Have participants form a circle.
- Give a ball to one person and explain that you will call out someone's name, and the person with the ball will have to pass the ball to that person. If the ball drops, the last passer must pick it up.
- 3. Call out all participants' names until each person has received the ball and the last pass is back to the first person that received the ball.
- 4. Explain that you will repeat the activity three more rounds, but now the rounds will be timed on a stopwatch. Announce time results after each game.
- 5. Explain that a final round will be done with two balls, so each participant will have to pass one ball after the other to the next person.
- 6. After the activity, facilitate a group reflection:
 - ➔ How did you feel when passing, catching, or dropping the ball?
 - → How did you feel when the rounds were timed?
 - → How was communication between the group?

- ➔ Did you agree on a strategy?
- → What assumptions did you make?
- Is there a possible better solution for making the ball pass work?
- → What does this tell us about teamwork?



5.2. TRAINING & FACILITATION SKILLS: GROUP FACILITATION

Bringing people from different backgrounds together in one place can be challenging. It is even harder to collaborate with others on something when you have time restrictions. Facilitating groups is one of the most critical skills for peacebuilding. It requires good planning, clarity of purpose, observation, flexibility, and a lot of creativity to adapt to the group and reorganize whatever is needed to ensure you reach your objectives by the end of your session.

"

Peace educator reflection: Are you flexible to adapt your training to the particular characteristics of the group you are working with?

ACTIVITY: FACILITATING GROUP SESSIONS

Objective:

→ Learn, observe, and reflect on what good group facilitation skills are.

Step-by-step:

PART 1 - ICEBREAKERS AND ENERGIZERS

1. Open the session with a simple icebreaker. Give participants a copy of the "Human Bingo" sheet and explain they will have 15 minutes to talk to one another and find people who fit the criteria in the Bingo. Once they find the person, they write down their names in the template. The first person to complete the full Bingo sheet wins.



- 2. Once the icebreaker is over, gather the group in a circle and discuss the experience they just had. To help steer the discussion, ask participants a few questions:
 - ➔ Are icebreakers or energizers important in the context of group facilitation? Why?
 - What is the purpose of an icebreaker or energizer?
 - → Are they only for fun, or are there other uses?

During the discussion, it is important to highlight that icebreakers can serve several purposes. First, they invite people to step out of their comfort zones in a non-threatening way. They also help boost energy levels and keep a friendly atmosphere among the group. Lastly, icebreakers can provide kinesthetic ways of exploring complex topics or issues that may be difficult to discuss.

3. After the reflection, ask participants if they know any good icebreakers or energizers to share with the group. Have a volunteer run the activity. If there is time, you can let more volunteers share their icebreakers with the group. This will allow more participants to practice the role of a facilitator. After each icebreaker, make sure you allow a few minutes for the group to discuss and reflect on their experience.



PART 2 - GROUND RULES

- Explain to participants that it is always important to set some basic ground rules when working with a group of different people. Ask participants what they think are important ground rules for group work. Write all recommendations in a list.
- 2. After you conclude the initial thought shower, revisit with the group each of the suggestions discussing how feasible and necessary each of those individual rules is.
- 3. Collectively agree on which of the suggestions should be prioritized as the core ground rules for your group and ask all participants to commit to respecting them.
- 4. Conclude the exercise by highlighting that groups that have the opportunity to discuss and agree on their own set of ground rules (instead of being told what the rules are) often feel more ownership and respect towards the group's ground rules.



PART 3 - GOOD OR BAD FACILITATION

- Ask participants to write down on a piece of paper what they think are important aspects that make someone a good group facilitator. One aspect per paper. For example: "the use of images," "using simple and accessible language," "avoid jargon and acronyms." Put all the suggestions up on a wall or a blank slide if online.
- 2. As a group, try to cluster together recommendations that are similar or somehow related.
- 3. Repeat a similar process (steps 1 and 2), but this time, ask participants to list and cluster aspects they think make someone a bad facilitator.
- 4. Divide participants into small groups and ask them to develop a list of "do's and don'ts" regarding facilitation. They should build on all the information identified in the previous steps.
- 5. Display all the lists of "do's and don'ts" somewhere where all participants can see throughout the training. Depending on the time availability, you can ask some groups to present their lists and have a short discussion about them.

Resources Needed:

→ [Template] Human Bingo sheet



INAOC TRAINING HANDBOOK FOR YOUNG PEACE EDUCATORS

6. ASSESSMENT SKILLS

The ability to observe, analyze and measure the impact of your initiatives is essential. Assessment skills will enable you to reflect on what worked. what did not work. and what could have been done differently in your initiatives. Understanding positive and negative results is crucial to improve processes, practices, and outcomes. In this section, you will find activities related to projects and educational contexts that will help you further develop the following skills:

Project Assessment

Learning Assessment

6.1. ASSESSMENT SKILLS: PROJECT ASSESSMENT

To ensure the success of any peacebuilding initiative, it is crucial to understand if it is implemented according to the plans, if it has the expected impact and if it is making a positive difference in the community. The only way to know that is by establishing a comprehensive monitoring and evaluation framework that will help you collect, consolidate and analyze results. The process will enable you to learn from your own experiences, which can also help improve future initiatives.

Peace educator reflection: How do you usually assess your workshops?

ACTIVITY: MONITORING AND EVALUATION

Objective:

 Practice different ways of monitoring and evaluating.

Step-by-Step:

- Ask participants why they think Monitoring & Evaluation (M&E) is important.
- Divide them into groups of four and ask them to share their previous experiences with M&E. Ask them to create a step-by-step outline of how to monitor and evaluate a project. Even if they do not have any experience, they can still make suggestions.
- 3. Ask the groups to share their step-by-step and have participants discuss similarities and differences.
- 4. Present the M&E approach used by Generations for Peace using the document "Monitoring and Evaluating Your Project". The document provides an extensive description of the M&E process used by the organization. For more references, you can also check CIVICUS' "Monitoring and Evaluation Toolkit".
- 5. Wrap up the discussion by asking participants if the step-by-step outline they have prepared is similar to the M&E approach used by Generations for Peace. Ask if there were concepts or steps they did not know and what content they think they need to further study or practice to improve their project assessment skills.

Resources Needed:

- [Document] Monitoring and Evaluating Your Project by YPB based on the approach of Generations for Peace
- → [Toolkit] Monitoring and Evaluation Toolkit, by CIVICUS. Link: <u>https://thetoolkit.me</u>



6.2. ASSESSMENT SKILLS: LEARNING ASSESSMENT

There are several ways of assessing learning: it can be done formally through testing, peer assessment, or even by checking your own perception of how much knowledge you have gained. By assessing their own learning, participants become more active in their own process of constructing knowledge and start thinking more like an educator. Reflecting at the end of a session on how much they have learned and how meaningful the activities were can help them improve their own learning and be useful feedback for the trainer.

66-

Peace educator reflection: As an educator, how and what do you learn from teaching others?

ACTIVITY:

SAY IT WITH A MEME

Objective:

 Reflect upon personal learning and give feedback.

Step-by-step:

- 1. Present three different ways of assessing learning that does not involve tests:
 - Personal evaluation: when individuals make their own assessment and draw their own conclusions about an experience they have had.
 - Interpersonal evaluation: when a group that has shared an experience discusses processes and results.
 - Group evaluation: adds the aspect of discussing the learning process from the group's viewpoint, including cooperation, atmosphere, etc.

- 2. Invite participants to experiment with personal evaluation. To do that, prepare beforehand a set of questions or statements that you would like them to reflect upon about the learning experience. Some ideas could be:
 - → I have a clearer understanding of the terms related to peacebuilding than before I started the training (you can break this down into the different concepts: I understand what hate speech/mediation/non-violent resistance means).
 - I could follow instructions and complete activities successfully.
 - I have designed a plan for a project that aligns with my personal interest and responds to my community/world needs concerning peace and security.
 - I have been able to work in groups with people I did not know before.
 - I am confident I understand how to create a team and can successfully drive one to complete the tasks needed for a project.
- 3. Ask participants to consider which meme reflects where they stand on each of the statements. If online, ask them to send the meme; if in person, you can have a printout of the most famous memes or have some placed on a slide, and participants can choose from those.
- 4. Ask participants to share their reflections on their learning journey and their stands.

Resources Needed:

[Memes] You can select a set of memes in advance and hand them out to participants, or you can have them search on the internet during the session.



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RESOURCES USED IN THE TOOLBOX

The following resources can be accessed through the links provided below. If no link is provided, please access the following folder (or use the QR code): https://drive.google.com/drive/u/1/folders/11zftMliyVZFfVe5eyVPw4rj3X2SteuqN



1.1 Personal skills: Self-care

➔ No resources needed.

1.2 Personal skills: Identity Awareness

- → [Article] Deadly Identities by Amin Maalouf. 1998. Available at: <u>https://www.aljadid.com/</u> <u>content/deadly-identities</u>
- → [Table and article] Identity 'Under Construction' by Oana Nestian-Sandu. 2018

1.3 Personal skills: Navigating diversity and breaking down stereotypes

- → [Document] Autobiography of Intercultural Encounters by Council of Europe. 2009
- → [Template] Social Circles, based on the Bogardus Social Distance Scale by Emory S. Bogardus.
- [Document and presentation] Diversity Dynamics by Misriyati Peace Education Modules and YPB 2018
- → [Video] The Danger of a Single Story by Chimamanda Adichie, 2009. Link: <u>https://www.ted.</u> <u>com/talks/chimamanda_adichie_the_danger_of_a_</u> <u>single_story</u>
- → [Article] Narratives on Diversity from Different Sources by Oana Nestian-Sand, 2018
- [Test] Implicit Bias Test by Project Implicit. Link: <u>https://implicit.harvard.edu/implicit/</u>

→ [Collaborative online platform]: Padlet, Jamboard or Miro

1.4. Personal skills: Cooperative leadership

- → [Online platform] Genial.ly has free templates already designed in their gamification section but there are plenty of other options online, including Google forms which are accessible through any device. Link: <u>https://app.genial.ly/templates/games</u>
- → [Blog Post] 40+ FREE digital escape rooms (plus a step by step guide for creating your own, by Ditch That Textbook, 2020. Link: <u>https://</u> <u>ditchthattextbook.com/30-digital-escape-rooms-p</u> <u>lus-tips-and-tools-for-creating-your-own/</u>

1.5. Personal skills: Identity-based cooperation

➔ No resources needed

2.1 Applied peacebuilding skills: Youth- and gender-sensitive conflict analysis

- [Document] Understanding Conflict Definition & Types by YPB, 2018
- [Document] Understanding Conflict Processes & Outcomes by YPB, 2018
- → [Diagram] The Conflict Triangle by Johan Galtung
- [Working sheet] Animals

- [Presentation] The Role of Women in Peace and Security by YPB, 2018
- → [Game] The Gender Meter in Conflict (included in the presentation The Role of Women in Peace and Security)
- [Document] Guiding Principles on Youth's Participation in Peacebuilding by United Nations Inter-Agency Network on Youth Development, 2016

2.2 Applied peacebuilding skills: Global and local action

- [Document] What Is Strategic Peacebuilding? by YPB 2018
- → [Video] To Solve Mass Violence, Look to Locals by Severine Autesserre, 2014. Link: <u>www.ted.</u> <u>com/talks/severine_autesserre_to_solve_mass_violence_look_to_locals</u>

2.3 Applied peacebuilding skills: Non-violent resistance

- [Document] Pacifism by Waleed Saliba AUNOHR University
- [Video] Secret to Nonviolent Resistance by Jamila Raquib, 2015. Link: <u>www.ted.com/talks/</u> jamila_raqib_the_secret_to_effective_nonviolent_ resistance/transcript
- [Video] How to start a movement by Derek Sivers, 2014. Link: <u>https://www.ted.com/talks/derek</u> <u>sivers how to start a movement/transcript</u>
- → [Document] 198 Methods of nonviolent action by Gene Sharp, 1973

2.4 Applied peacebuilding skills: Dialogue, negotiation and mediation

 [Presentation] Key Skills in Peacebuilding by YPB, 2018.

2.5 Applied peacebuilding skills: Inclusive peacebuilding

 Presentation and document] Building Inclusive Cities, by YBP 2018.

2.6 Applied peacebuilding skills: Intercultural and interfaith dialogue

→ Presentation Intercultural Dialogue by YPB 2017-18

3.1 Project management skills: Project design and planning

- → [Presentation] Project Management by YPB 2017-18
- → [Template] Needs analysis
- → [Table] Generic Planning Model
- → [Template] Smart Goals
- → [Template] SWOT Quadrant

3.2 Project management skills: Fundraising and resource mobilization

- Stakeholder Pyramid see the Advocacy and Communication Skills section
- → [Document] Project Sustainability

4.1 Advocacy & communication skills: Narrative transformation

→ [Document] Media Analysis Guidelines by YPB 2018

4.2 Advocacy & communication skills: Research design

→ [Template] Research Design

4.3 Advocacy & communication skills: Campaign planning

- → [Document] Advocacy by YPB based on Generations for Peace
- → [Template] Campaign Canvas by Mobilisation Lab
- Presentation] Key Skills in Peacebuilding 2, by YPB

4.4 Advocacy & communication skills: Alliance and coalition building

→ [Document] Patterns of Effective Networks by excerpt of the article Building Smart Communities through Network Weaving by Valdis Krebs and June Holley

→ [Template] Stakeholder Mapping

4.5 Advocacy & communication skills: Storytelling

- → [Toolkit] Guide for Young Storytellers by Ashoka
- → [Document] Framework for the Creation of Alternative Narratives

4.6 Advocacy & communication skills: Digital & online communication

- [Article] Privacy is power by Carissa Véliz (2019). Available at: <u>https://aeon.co/essays/privacy-matters-because-it-empowers-us-all</u>
- → [Article] Mind control: How social media supercharged the propaganda system by Justin Podur (2019). Available at: <u>https://www.salon.</u> <u>com/2019/01/31/mind-control-how-social-media-su</u> <u>percharged-the-propaganda-system_partner/</u>
- [Guide] Guide to Human Rights for Internet Users by the Council of Europe. Available at: <u>https://www. coe.int/en/web/freedom-expression/guide</u>
- → [Document] Ladder of Online Participation, available in page 86 of the document Bookmarks: A manual for combating hate speech online through human rights education by Council of Europe, 2016. Link: <u>https://rm.coe.int/</u> <u>CoERMPublicCommonSearchServices/</u> <u>DisplayDCTMContent?documentId=090000168065dac7</u>
- → [Video] How the crisis response tool Ushahidi gives voice to the people - Angela Lungati at TEDxKamitiPrison, 2018. Available at: <u>https://youtu.</u> <u>be/nFoSZoIE8G0</u>
- → [Policy Brief] From Airtable to Zoom: An A-to-Z Guide to Digital Tech and Activism 2021. by Nadine Bloch for the Toda Peace Institute. Available at: <u>https://toda.org/assets/files/</u> <u>resources/policy-briefs/t-pb-107_nadine-bloch_from-airtable-to-zoom.pdf</u>

5.1 Training & facilitation skills: Team building

→ [Presentation] Getting to Know Wall by YPB

5.2 Training & facilitation skills: Group facilitation

→ [Template] Human Bingo sheet

6.1 Assessment skills: Project assessment

- [Document] Monitoring and Evaluating Your Project by YPB based on the approach of Generations for Peace
- [Toolkit] Monitoring and Evaluation Toolkit, by CIVICUS. Link: <u>https://thetoolkit.me</u>

6.2 Assessment Skills: Learning Assessment

→ [Memes] You can select in advance a set of memes and hand them out to participants or you can have them search on the internet during the session

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United Nations Alliance of Civilizations (UNAOC)

730 Third Ave, 20th Floor, New York, NY 10017 Phone: +1 (929) 274-6217
Website: www.unaoc.org

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