

BUILDING PEACE

YOUTH PEACEBUILDERS MULTIPLIERS TOOL KIT SERIES ISSUE 1



A tool kit on how to run a seminar on peace building.

WELCOME TO YPBM PROJECT!

BY AGATA STAJER & LUCA ELEK

The Youth Peacebuilders Multipliers project run in 2016-2017 financed by the Erasmus + program, coordinated by Asociacion Cultural Sende and implemented in cooperation by six member organizations of the Youth Peace Ambassadors Network. The project gathered 32 young activists who worked together during a year to enhance democratic principles and respect for human rights in their communities.

Participants gathered for two residential trainings and two online seminars to learn about human rights,

democracy, European citizenship, activism and social entrepreneurship. Through the project participants not only gain theoretical knowledge but also got hands on experience in organizing peacebuilding activities. Our hope is that they will spread the word, become multipliers and with the help of everyone create a more peaceful, equal and just society.

For everyone to be able to take part in this work, we describe here the educational material used and created in the first residential seminar in December of 2016 in Kawkowo, Poland by Luca Elek, Edo Sadikovic, Emir Slezovic and Agata Stajer. The toolkit was written by Luca Elek and Agata Stajer. We hope you will enjoy reading it and use many of the activities!

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AIMS AND OBJECTIVES OF THE PROJECT

The project aims to equip young people with competences to be actors and multipliers of building and sustaining strong democratic systems across Europe.

And the objectives are:

- To develop participants' knowledge on democracy with a particular focus on the concepts of human rights, culture of peace and youth participation in community building;
- To offer participants a space to share their understanding, challenges and good practices of the local democratic institutions
- To develop participants' competences in getting actively involved building democratic attitudes and solutions, being able to promote the democratic values, having knowledge on relevant legal

- To develop participants' competences in respect to intercultural learning.

Outputs and outcomes:

- Group cohesion and team set up for the year long project
- Creating a common understanding of human rights, peacebuilding, and democracy
- Clear vision and understanding of the YPbM project
- Theoretical and value base set for the project
- Initial creation of the ypbm.es platform
- Project ideas created
- Peer group and peer education

Thematic areas:

- Human Rights
- Peacebuilding
- Democracy and active citizenship

Below you can find the program of the seminar:

“Peace cannot be kept by force; it can only be achieved by understanding.”
~ Albert Einstein

	ARRIVAL/ DAY 1 28 th Nov	DAY 2 29 th of Nov	DAY 3 30 th of Nov	DAY 4 1 st Dec	DAY 5 2 nd Dec	DAY 6 3 rd Dec
	THE HELLO DAY	WHERE WE ARE, WHO WE ARE and WHY ARE WE HERE	CONCEPTS	VALUES	SKILLS	ACTIONS
8:30 – 9:30	BREAKFAST					
10:00 – 11:30	PREP-TEAM meeting	Getting to know each other	Terms & Concepts of Human Rights	The discussion	Workshops in the local school	Activism
12:00 – 13:30		Working as a team	Rule of law	Violence		Planning local actions
13:30 – 15:30	LUNCH					
15:30 – 17:00	Arrival of pax	YPbM project	US and democracy	Me as a peacebuilder	Evaluation and local actions	Presenting local actions
17:30 – 19:00		Where do we begin?	Where do we come from?	Participation and preparation	Peers working online	Evaluation
19:00 – 19:30		REFLECTION GROUPS				
20:00 – 21:00	DINNER					
21:30 – 23:00 EVENING	WELCOME EVENING	What do I do?	St. Andrew's day – Polish traditions in action	Finalizing preparation for the workshop		See you soon party

DAY 1

HELLO DAY

NAME OF THE SESSION: Evening Welcome Session

OBJECTIVES:

- Create a friendly environment
- Get people to start talking to each other and set up the mood for the training

LEARNING OUTCOMES: Getting familiar with each other, breaking the ice

WELCOME EVENING - 10 MINUTES

Official welcome to participants, explaining the house rules, timing of the days

MAP OF THE WORLD - 15 MINUTES

Facilitator explains that the center of the circle is Kawkowo and ask participants to position themselves imagining the floor being the map of the world according to:

- Where do they come from
- Where does their grandparents were born?
- Where would they travel to see something exotic

After each round facilitator ask some of the participants to explain where do they stand and add additional information if they want

EXCHANGING LETTERS - 15 MINUTES

Participants receive a small flat stick (this can be replaced with an empty name tag/sticker) and asked to go around and find the letters of their name. When they met someone they need to introduce themselves and if they have one letter that is matching, they can write it on the stick.

COCKTAIL HOUR - 30 MINUTES

Explain participants receive a drink and are told to mingle with the other. When the facilitator make a sign, participants gather in groups of three and asked to discuss a topic. Ask to avoid small talk!

Possible topic suggestions:

- Tell something other people find strange in your culture
- Something you couldn't google about you
- Tell something you do different than others
- If you could change one thing in history, what would that be?
- What would you organize a demonstration for?



DAY 2

WHO, WHERE AND WHY?

NAME OF THE SESSION: Who and Why?

OBJECTIVES: Introduction to the training
Team building activity

LEARNING OUTCOMES: Getting to know others

Describe the theme and setting of **Starting to cooperate and reflecting on how we work under pressure in a team**

WHO WE ARE INTRODUCTION - 10 MINUTES

Circle of names and basic information about everyone

- Name?
- Where do you come from?
- What do you do?
- Which colour would you be?

INTRODUCTION OF THE DAY - 10 MINUTES

Timing and program of the day

SPAGHETTI AND MARSHMALLOW - 70 MINUTES

Team building activity with spaghetti and marshmallows

The group is divided into small groups of 6 pax and they get the task to design the highest tower! The towers has to stand alone and they can only use the given materials.

Each group receives 20 spaghetti, 1 marshmallow, 50 cm of rope and a cellotape and has 20 minutes to complete the task.

After the exercise the group discuss strategies in different groups, roles that participants take in the small groups and communication. The discussion should reflect on how could we work together more effectively. The activity is closed telling that there are marshmallow challenges done all over the world and children are the ones doing the best, probably because they try out things, they prototype and rebuild their tower over and over not like adults.

DAY 2 - SESSION 2.1

NAME OF THE SESSION: Team building and Working Together

OBJECTIVES: Creating team-working atmosphere and a good group spirit.

To open the ground of the training where the participants will feel comfortable

LEARNING OUTCOMES: Valuing better the work in the group instead of wanting to solve task alone.

Making people feel part of the group.

SWAMP - 60 MINUTES

Setting: Before to start the activity the workshop rooms has to properly arranged in the following way: the scotch tape has to be put on the floor so to create a rectangular pattern (as a chessboard). Inside the rectangle, other strips in horizontal and vertical are added. The distance between the strips has to be the same.

The activity is organized accordingly to the following steps:

Step 1. participants are divided in 2 groups and they receive simultaneously the same task: they have to pass through the swamp and arrive to the opposite part of the rectangle. One group is starting from the right side and the other from the left side.

Step 2. before to start the group is left 5 minutes in silence to study how to fulfil the task. Then the activity of the two groups starts simultaneously, both have to play in silence and each time they step on the wrong place, they start again since beginning.

Step 3. both the groups are called back and left 3 minutes talking to study how to fulfil the task. Then the activity of the two groups starts again simultaneously, both have to play in silence and each time they step on the wrong place, they start again since the beginning.

Step 4. it follows a debriefing focused on: relation within the group members, communication, competition with the other group, relation with the other group members, cooperation.

RULES FOR THE SWAMP:

it's not possible to talk.
no more than one participant can be on the space
participants have to pass in chain hand in hand
the chain cannot be broken.

Participants have to set together 5 rules of how they want to work together in the following days!

The rules participants came up with:

- 1) Active listening – listen to each other
- 2) Be respectful with other's opinion
- 3) Look for common ground
- 4) Be flexible – others might work differently than you!
- 5) Remember the possibility to agree to disagree
- 6) Be on time
- 7) Put your phone on silence
- 8) Participate in creating a safe living environment and in taking care of the working space and turnations (cleaning)
- 9) Use English to involve others in the conversation
- 10) Be present!



DAY 2 - SESSION 2.3

NAME OF THE SESSION: The Youth Peacebuilders Multipliers project

OBJECTIVES: Present the aim, objectives and timeline
Make sure participants are aware of the different steps, educational support and expectations toward them during the project.

LEARNING OUTCOMES: Fuller understanding of different steps, actions, educational support and responsibilities in the project.

WHAT DOES THIS MEAN? - 30 MINUTES

Participants are split into three groups. Three flipchart is going around, each titled differently with a word of the title. So the three flipcharts are titled „youth“, „peacebuilders“ „multipliers“. Each group has to brainstorm and put down what does each word mean to them.

YPA ARCHEOLOGY - 10 MINUTES

Presentation of the Youth Peace Ambassadors Network as the creator of the project and as a platform of support for participants. As well explaining the main idea and creating behind the YPbM project

YPBM PROJECT - 45 MINUTES

Explanation of aim and objectives, phases of the project, educational support given to participants, intellectual output created through the project

TIMELINE - 10 MINUTES

Presenting the timeline and summarising the whole content of the program

DAY 2 - SESSION 2.4

NAME OF THE SESSION: Where Do We Begin?

OBJECTIVES: Creating a feeling of initiation between participants, presenting that they are the ones who have to take leading roles within the project.
Getting to know the expectations, fears and contributions to see better which kind of group we have.
Presenting the topics tackled, logic behind the program.

LEARNING OUTCOMES: Participants have to take responsibility for their own learning and the results of the project.
Facilitators are not there to tell the “truth”, but to create the framework for learning from each other.
Learning about others expectations, fears and possible contributions.
Understanding the logic behind the flow of the program.

WHERE DO WE BEGIN? - 60 MINUTES

Participants are asked to sit in front of the board. The facilitator writes on the board "Where do we begin?" and a 30 minutes time frame without saying anything. Facilitator turns to face the group and looks at participants not saying anything and doesn't react to the questions asked by participants. Facilitator writes down a few random words from the discussion and after a while sits down still staying in the room and with the group but not reacting to what they say or do. After the 30 minutes of time frame the facilitator stops the group and asks them to sit in a circle for debriefing. Debriefing include asking what just happened? What did it happened? What did the activity wanted to represent? Debriefing should also include discussion of authority, leadership expectations put on facilitators from participants and shifting these expectations towards themselves and each other.

EXPECTATIONS AND CONTRIBUTIONS -20 MINUTES

Participants receive post-its and have to write down their motivation, expectations, contributions and fears for the seminar. They post-its are put to flipchart without names. Facilitator read them out and can respond to some of them if needed.

PRESENTATION OF THE PROGRAM OF THE TRAINING -10 MINUTES

Explaining the educational flow of the program of the training and the different topics behind also making the connections between the expectations of participants and the program.



DAY 3

CONCEPT

NAME OF THE SESSION:	Terms & Concepts of Human Rights
OBJECTIVES:	Create a common understanding of what are Human Rights and how they are related to democracy and peacebuilding. Basic concept of human rights
LEARNING OUTCOMES:	There is no priority between HRs Reflection on where is the limit of HRs Self-reflection on values and accepting that there are many controversial issues related to HRs and working on accepting different opinions

HUMAN RIGHTS BASICS - 25 MINUTES

The session starts with the presentation of the theory that Human Rights, rule of law and democracy are the three pillars keeping our society just and equal but only until all three pillars are strong and in synchrony with each other. That is why we need to get familiar with all three pillars during the seminar and keep all of them in mind when designing our actions.

After that comes a presentation of basic information and introduction to human rights, history, documents and institutions protecting and working on Human Rights.

In the presentation the following issues were tackled:

general concept of human rights: they cannot be taken away (imprescriptible), entitlements we have because we are human beings, inalienable, inherent, fundamental, indivisible, universal, interdependent, examples of human rights;

legal protection of human rights at different levels: worldwide: UN, regional: the CoE, EU, national: constitutions;

legal documents on HRs: Universal Declaration of Human Rights, Geneva Convention, CEDAW, European Convention on Human Rights, Convention on Torture Prevention,

interconnection of peace and human rights;

culture of peace and culture of human rights.

HUMAN RIGHTS AND US - 25 MINUTES

Participants are divided in small groups of 4-5 people.

Each group receive a copy of the Universal Declaration of Human Rights and asked to read it through getting familiar with the rights.

Once read through they have to discuss what are the rights most and least relevant in their personal life and why they think that. They can share personal stories if they feel comfortable enough.

After the discussion each group presents in plenary.

WHERE DO YOU STAND? - 40 MINUTES

Setting: the facilitator has to draw on the floor with the scotch tape a line from one part of the room to the others. One end is labeled "agree" and the other end is labeled "disagree".

The activity starts with participants standing around the line. The facilitator starts reading the first statement (see possible statements below) and ask participants to take position on the line.

The facilitator asks to people placed in different position to comment and to explain why they took the position in the space.

IMPORTANT RULES:

- participants cannot remain the middle of the line, but have to take a position. (this can be changed according to the dynamics in the group)
- the facilitator should read the statements as much clear as possible. before to ask the group to take a position, the facilitator has to be sure that everybody understood the statement. Statements can be written on flipcharts to make sure everyone understand them.
- Participants can change positions during the debate.

After the activity debrief not about the statement, but on how much we are able to listen, be challenged in our opinion and that we can agree to disagree.

Statements:

Privacy

-Governments should be allowed to follow our personal movements and actions in order to fight terrorism, even if that means invading our privacy

Migrants

-In my country I should have a priority to get a job compared to a foreigner with the same qualifications.

- We need qualified migrants because we are not able to sustain our welfare system as the European population is getting too old (less work labour).

-It is better to help migrants/refugees at home than having them here.

Gender & LGBTQI+ Rights

- Women are better leaders than men but they still don't have the same opportunities

-I don't have a problem with gay people but they should not be hugging and kissing in public

-I don't have a problem with gay people as long as my son/daughter is not one

- Gay Pride is an impactful way to fight for equality.

- Sexist jokes are a form of violence.

Freedom of speech and access to information

- Having internet should be a basic human right.

Reproductive health / right of life

- Decision about abortion belong to the pregnant woman only, without the interference by the state or family

Religion

- Baptizing a baby and so deciding a person's religion is a violation of religious rights of that person

- In school children should not wear any religious symbols or cloths because this is the way to promote equality

Gender – education and recognition

- Housewives should have a salary and a health insurance provided by the state because it is a real job as much as being a lawyer is.

Disability

- People with disabilities should not volunteer because they are easy to be taken advantage of

Children's rights and sustainable living

- Adopting a kid is the most sustainable way of having a family as there are too many people on the planet anyway.

Relativisation of human rights

- Sometimes a war is inevitable.
- Human rights during a war have different interpretation.

Elections

- My vote in national elections doesn't make any difference.

Justice

- Rape victims in some part brought it on themselves by dressing provocatively or with flirting

Torture

- Death penalty should exist for the worst of crimes
- Military intervention is justified against terrorism.
- Torture in the name of counter-terrorism is ok if one is a known terrorist or is suspected to be one

Environment, poverty, hunger

- Supermarkets should destroy food past its expiration date.

My rights vs your rights

- My country is too poor to accept refugees.

DAY 3 - SESSION 3.2

NAME OF THE SESSION: Rule of Law

OBJECTIVES: To get familiar with the concept of rule of law as part of the triangle of human rights, democracy and rule of law.

To cultivate a sense of justice and feeling for human dignity.

To develop skills to think critically and make logical arguments

LEARNING OUTCOMES: Understanding of the work the European Court of Human Rights

awareness on possibility to bring individual case in the ECHR

understanding the importance of balance of powers and courts' independence

rule of law itself could be dangerous without the principles of democracy and human rights,

A simulation of a real case that came before the European Court of Human Rights

1. Check with participants what they know about the rule of law and the European Court of Human Rights and Convention
2. Read out the information on the case card and instruct participants they will work on the question: "Would deporting Mr. Chahal be a violation of Article 3?"
3. Divide participants into 3 equal groups representing Mr Chahal, the UK government, the judges in the Court.
4. Hand each group copies of the relevant role card and give 30 minutes to discuss and clarify their own positions.
5. Re-group participants in groups of 3 people (one representing Mr Chahal, one the UK government, one judge).
6. Each of these new small groups represents a mini-court. Arguments of all side must be listened and judge can ask questions.
7. Judge should come to an individual judgement on whether Article 3 would be violated if Mr Chahal were to be deported.
8. The judges should pronounce their decisions, giving their reasons to whole the group.
9. Ask for participants' reactions to the decision and then proceed to the debriefing and evaluation.

check debriefing questions at:

<https://www.coe.int/en/web/compass/chahal-v.-uk>



DAY 3 - SESSION 3.3

NAME OF THE SESSION: Us and Democracy

OBJECTIVES:

- Discuss what democracy means to us
- Discuss how democratic is our environment
- Discuss how could our environment be more democratic
- Think about democracy not only on a state level
- Democratic principles

LEARNING OUTCOMES:

- To ensure democracy is not only the task of the state
- We can follow democratic values in all levels of life.

DEMOCRACY IN OUR LIVES - 60 MINUTES

Participants are divided into 5 groups! Each group have to discuss what makes a certain area of life democratic. What are the values and principles but also the exact working mechanism that would consider democratic.

author conclude the book? Give the strengths and weaknesses of the book.

The different levels discussed:

- country
- education
- local community
- NGO
- family/friends

Participants present in plenary. Possible questions for debriefing:

- How much people know about what are democratic principles?
- Does having democracy in all levels important? Why yes and why not?
- Are they involved? Do they feel that they have a say?
- How could the situation be improved?

Food for thoughts for each group of discussion:

- country: Switzerland's referendums: https://en.wikipedia.org/wiki/Referendums_by_country#Switzerland
- education: democratic schools: <https://www.opendemocracy.net/yaacov-hecht/notes-from-opening-plenary-towards-teachers-and-students-deciding-on-20-of-curriculum-t>
- local community: popular legislative initiative (iniciativa legislativa popular) in Spain: http://www.sgi-network.org/2017/Spain/Quality_of_Democracy
- NGO - democratic mechanisms on the example of Rowerowy Poznań <http://rowerowypoznan.pl/>
- family/friends: explore Loomio as a tool (<https://www.loomio.org/>) and nonviolent communication method (<https://www.cnvc.org/>)

Participants presents outcomes of the discussions to whole the group and gather more ideas on the democratic methods possibly used in various settings.

Reflection on: what makes some method democratic?

BREXIT - 30 MINUTES

One of our participants Tissione Parmar has grown up in the UK - therefore had a better understanding on how Brexit looked like and what were the background processes. He offered to lead presentation also outlining the difficulties and the possible abuse.

DAY 3 - SESSION 3.4

NAME OF THE SESSION: where do we come from?

OBJECTIVES: Research and reflect on the state of democracy in our country

Share different realities and dangers threatening democracy in our country

Find common points with others

Work in national groups

LEARNING OUTCOMES: History and state of democracy in the different participating countries.

Starting the pinpoint issues participants will work on during the year.

Learning about each other in national teams

OUR DEMOCRACY - 90 MINUTES

Participants are put into national groups and explained that based on the principles, values explored in the previous session, they will have to observe and present their own country.

Each group is asked to discuss:

History of democracy in your country

The state of democracy in your country nowadays (challenges and opportunities)

Points of disagreement in your group if you have it

Participants have short presentations and then open space to go around and talk to each other, understand the state of democracy in the different countries.



DAY 4

VALUES

NAME OF THE SESSION: The Discussion

OBJECTIVES:

To rethink the ways in which we approach inclusion.
To raise awareness on inclusion and exclusion.
To promote active participation in the society.

LEARNING OUTCOMES:

Awareness on mechanisms of unconscious bias that we have;
Being aware of the fact that intentions of being inclusive don't always match our behaviours caused by unconscious beliefs
learning on the constant need of self development and self reflection
understanding the importance of active attitudes

SOCIAL INCLUSION - INDIVIDUAL APPROACH - 60 MINUTES

Start a session with almost no introduction to it and its description. Trainer asks for 5 volunteers in the group. The volunteers have to be selected in "facilitated" way to ensure people with different characteristics in the volunteers group, such as someone who is shy, very active, extraverted, strong leader, passive.

When volunteers are already selected, one of the facilitators take volunteers out the plenary room and remains with them. Another facilitator introduces the rules of the activity to the remained group: Participants are instructed on the following:

choose a topic/theme for discussion;
replace word with word: replace the main key word of the topic/theme with another word. For example: if the topic of discussion is: challenges of the European Union, the word 'European Union' must be replaced with any other word, like "elephant";

in case someone uses the word replaced with another word, then all the group makes a noise (the group should decide on a noise together before they start a discussion)

replace word with sound: replace one main word in the topic/theme with a sound. Everytime when someone in the discussion would wish to use this word, they would need to use a sound. For example the word "Parliament" would be replaced with sound of clapping hands;

in case someone in the discussion uses the word that should be replaced by sound, then the whole group keeps silence for one minute;

everyone is equal and everyone has the same rights;

everyone in the group should say/speak at least one thing during discussion.

After the rules presentation, group should decide on a topic and replacing word and sound, as well as noise they will make. They will have a few minutes to practice.

When finished with practicing, the trainer hang the rules on a wall where participants can see.

Before the group starts the discussion they should make a circle. Group start the discuss on the topic. After sometime, the trainer who remained with the volunteers allow one of the volunteers to enter the room, but says nothing to the group. The trainers also do not show a place for "entering volunteer" to sit in a circle. The trainer role is just to invite to the room with no explanation.

While the group continues discussion, the trainer invites next two volunteers to enter the room together and the same rule of just inviting in with no introduction applies.

The trainer invites the rest of volunteers one by one.

When all of the volunteers are in the room, the trainer allows the group to discuss for a few more minutes.

Note for trainers:

While volunteers are entering the plenary, trainer should observe the flow of the discussion of the group, the groups reaction to the "entering volunteer", their inclusion in the discussion, behaviour of volunteer entering room (whether they participate in the discussion, understand the topic, rules, etc.).

DEBRIEF - 30 MINUTES

What was the purpose of discussion?

Do you think you were all included?

Did you try to include the volunteer who joined the room later? If yes how? If no then why?

Did you give place to everyone?

Did you follow the whole rules? Please refer them the rule 6 and 7.

Do you see similarities in your own communities?

How is the communication between refugee and local citizens?

What does actually inclusion mean?

DAY 4 - SESSION 4.2

NAME OF THE SESSION: Violence

OBJECTIVES: To understand what violence is and its different forms;

To reach a collective understanding about relation of types of violence to our everyday life

To develop skills of non-violent discussion and decision-making

LEARNING OUTCOMES: Being able to recognize structural, cultural and physical violence

Being able to name examples of violence and their various perceptions

To know the tool to explore what we mean by violence

Explore consensus in decision-making

STATEMENTS OF VIOLENCE - 60 MINUTES

Explain the participants the aims of the sessions.

Divide participants into several groups of 5 people. Give to all the groups printed and cut separately statements of violence and ask the groups to rank them from the most violent one to the least violent one.

Explain there are many ways to make decisions in the group and none of them is perfect. Some ways represents an unsatisfactory handing over of the power. Present consensus as one of the possible methods of reaching decision in the group and encourage participants to use consensus in this activity. As consensus maybe way of building trust, community, a sense of security and mutual support. Emphasize that it does require commitment, patience, and a willingness to put the group first.

Statements of violence:

Make a joke about the behaviour of another group

Use a stereotype in a debate to strengthen your argument

Throw a stone at an army vehicle

Boycott of products produced by the other country

Refuse to shake hands with a person from the other side of the conflict

Throw stones at police at a demonstration

Posting a critical comment in response to a wall post about a national memorial day of the other conflicting side

Posting shocking images of a violent arrest on Facebook, claiming this is daily practice that all your people experience every day

To invent facts during a discussion

To exclude people from marrying each other based on religious or ethnic background

To provide different types of passports based on someone ethnicity or religious background

To not allow a person to apply for a job in the army or police force due to his/her ethnicity

To not allow refugees and IDP's to return back to their homes

Wearing a symbol that is offensive for the other side

Punch another person

Unfriend a person from Facebook/other social network

Making a sexist joke/comment

Throwing stones at public transport containing people of the other side

Do not depict minority's history in history books.

DEBRIEFING AND SUMMARY - 30 MINUTES

How did you start with your task?

Were there statements that raised disagreement in your group? Why?

How did you reach an agreement on the listing of the examples of violence?

Do you have the feeling you understand the other sides point of view on certain situations of violence that you discussed?

Is everybody in your group happy about the results/ decisions taken?

How did you choose the most and least violent actions?

To which type of violence belong the most violent action - direct, structural, cultural?

Why you consider it the most violent?

Do any of the examples and the discussions you had relate to your own realities at home?



DAY 4 - SESSION 4.3

NAME OF THE SESSION: Me as a Peace Builder

OBJECTIVES: Present some basic concept of peacebuilding
Discuss what makes someone a peace builder

LEARNING OUTCOMES: Make the concept of peace and peacebuilding
tongable for participants
Learn that not only superheros can be peace
builders

BRAINSTORMING - 15 MINUTES

Brainstorming on what is peace with participants?

THEORETICAL INPUT - 20 MINUTES

Presenting the theory of positive and negative peace: negative peace being the absence of war and positive peace being the condition that allows self-development
Participants are asked to name different things that would go under positive and negative peace.

Check: Johan Galtung negative and positive peace
http://www.irenees.net/bdf_fiche-notions-186_en.html

CULTURE OF PEACE - 55 MINUTES

According to YPA Network "Peace is more than the absence of war"
Facilitator discuss how this impact the project and our work and also our idea of peacebuilding.

Facilitator also present the concept of culture of peace having three main elements:

- 1) peace with yourself
- 2) peace with others
- 3) peace with nature and our environment

Participants are asked to discuss in small groups what are the elements of culture of peace in their life on the three different level. What is the difference between peace and the culture of peace?

The session is closed with the definition of UNESCO on culture of peace: Culture of peace is a set of values, attitudes, modes of behaviour and ways of life that reject violence and prevent conflict by tackling their root causes to solve problems through dialogue and negotiation among individuals, groups and nations.

Foster culture of peace by education

Promote sustainable economic and social development

Promote respect for all human rights

Ensure equality between genders

Foster democratic participation

Advance understanding, tolerance and solidarity

Support free flow of information and knowledge

Promote international peace and security

Check: UNESCO definition on culture of peace and non-violence

<https://en.unesco.org/cultureofpeace/>

<http://www.culture-of-peace.info/copoj/definition.html>

DAY 4 - SESSION 4.4

NAME OF THE SESSION: Participation and Preparation

OBJECTIVES:

- Reflect on what active participation is
- Gaining facilitation skills
- Develop ability to structure a workshop
- Providing opportunity for school pupils and YPbM participants to experience intercultural learning
- Teambuilding between the group
- Experience working in an international team under pressure of time

LEARNING OUTCOMES:

- Acquiring and practicing facilitation skills of
- Running educational workshop
- Being able to adapt educational materials to own settings

DISCUSSION ON DEFINITION - 20 MINUTES

Participants discuss what is participation. How are they participating in their local community, in their country and what could make them active participants, as well as on the importance of active participation in democratic societies.

The participants are having a chance to experience active participation and creating a change in the local community by preparing workshops on intercultural learning in the local elementary school.

Note: there is a need to contact school before the project, so that they could offer the space for the workshop. YPbM participants had a chance to run workshops in the elementary school of Nowe Kawkowo (<https://spnowekawkowo.edupage.org/news/>)

Preparation of the workshops was structured as project management in the nutshell. Participants were asked to follow the below instructions and were given some handouts on how they could possibly structure their 90` minutes workshop in the school.

PROJECT PREPARATION IN MINIATURE - WORKSHOPS IN THE SCHOOL

WHY? - check the needs of the community (in YPBM we made sure with the headmaster of the school that pupils would be interested in learning more about various European countries)

WHAT FOR?

create a message to pass through the workshop - YPbM decided on "CELEBRATING EUROPEAN DIVERSITY"

outcome - think what you you like to achieve at the end of the workshop - YPbM agreed on more knowledge on their own countries, cultures and languages.

3. FOR WHOM? - pupils in elementary school (check the number of classes and pupils)

4. WITH WHOM?

Youth PeaceBuilders Multipliers (4 people in each class)

5. WHERE?

Nowe Kawkowo elementary school

6. WHEN?

2nd of December at 10:00 till 12:00

7. HOW? -> methods

possible inspirations: CLAP Talk method (presentation of cultures then BALL METHOD), non formal education, participatory methods

8. REMEMBER TO EVALUATE the workshop

In YPbM we asked pupils for evaluation by writing the letters on what did they like and learn during the workshops. The letters were send to us online by the headmaster of the school.

SPOT CHALLENGES -> things to keep in mind before going to school translation from English will be needed:

consider timing for the translation when structuring the workshop;

try to keep it visual and participatory for young pupils

think how to have a good interaction with kids and not being boring

how to draw attention

let everyone to participate - ensure all people preparing the workshop will speak;

interact - let kids to ask questions and ask them questions too.

SPOT YOUR STRENGTHS

we are together to do our best

people experienced in teaching, facilitating;

we are diverse and have lots interesting things to share

DAY 5

SKILLS

NAME OF THE SESSION:

Workshop in a local school

OBJECTIVES:

Get empowered by running an activity

Gain first hand experience that you can create small change with small effort

Experience facilitating in a team

LEARNING OUTCOMES:

How to lead short workshops for children

How to work in an international team

Simple messages can be passed through in short time as well

INTRODUCTION - 30 MINUTES

Participants first got introduced to the children who were waiting for us in the hall of the school and who prepared songs for us in different languages.

WORKSHOP - 60 MINUTES

Participants spread in the classrooms and lead the 90-minute-long workshops. Each group had a Polish speaking person and someone who had experience in leading workshops in schools already.

Most of the workshops included small games, drawings, presentations, songs, poems showing the different languages, monuments, nature, food and other traditions of participants. The main aim was to celebrate the European diversity by showing that while we are different there are many connections and similarities and we can communicate with each other.

CLOSING AND GOODBYE - 30 MINUTES

The meeting was closed in the hall again with all the children and participants together. The event was an amazing experience for participants and the some of the children have been in contact with the participants till today.



DAY 5 - SESSION 5.2

NAME OF THE SESSION: Evaluation and working online

OBJECTIVES:

- Evaluate the work done from preparation to the implementation of the workshop
- Present the platform
- Experiment with creating content for the platform
- Acquiring and practicing facilitation skills of Running educational workshop
- Being able to adapt educational materials to own settings

LEARNING OUTCOMES:

- Learn what to do different and what went well during the planning and implementation of the session
- Learn to create content on the platform

THE PLATFORM - 30 MINUTES

Presentation of the platform, what is the main structure and how will the work of participants and all the materials be uploaded to the platform.

Presentation of medium.com as a tool to write blog post that can be linked to the platform.

EVALUATION IN A BLOG - 60 MINUTES

Groups that worked together in the morning sit and evaluate the work they have done also using the observations and feedback given by the facilitators.

Each group has to create a blog post on medium.com to share the experience and their evaluation of the action in the school and what they have learned from it. How much they feel they have passed on the message they wanted to.

Required materials: Laptops

DAY 5 - SESSION 5.3

NAME OF THE SESSION: Peers Working

OBJECTIVES:

- Create the peer groups
- Gives peers a task to explore how can they work together
- Give additional space to present to each other what happened in the morning

LEARNING OUTCOMES:

- Peer learning
- Learning about the experience of others

PEER GROUPS - 30 MINUTES

Facilitator explains the concept of peer groups and peer education and how it is part of the educational support participants are receiving. Peer groups will be asked to talk to each other at least once a month to support each others learning and actions.

Participants are asked to form international peer groups. Each group should have three- some four person. Groups should feel that they are capable to work together, support each other.

PEER TASKS - 30 MINUTES

Peers are asked to identify what are the topics, skills they have in common and what are the weak points they will be able to support each other.








At the same time peers are asked to show the blog post they have created in different groups in the previous session and discuss their experience if they want, explaining the activity they run in the school.



ACTIONS

- NAME OF THE SESSION:** Activism
- OBJECTIVES:** Present different tools, methods in activism
Inspire participants to try out new methods
Give ideas for their local actions
- LEARNING OUTCOMES:** Different ways of activism
Social change has to be tackled from different perspectives
Looking for partners, people working on the same cause but with different tools

THE GRID OF ACTIVISM - 90 MINUTES

	Local	Online	International offline
Education			
Political actions			sending letter to embassies
Public actions			
Legal actions	legal aid for refugees	European Citizens Initiative	conference, consultation on a new treaty (UN Youth)
Monitoring & research	checking election promises		mapping conflicts, needs / surveys (EVS)

1. Create the grid of activism on the floor of the room before starting the session.

The session starts with the model above presented by the facilitator. Participants are asked to share examples of actions for different parts of the grid. Facilitator also shares examples trying to focus on simple actions, mostly conducted by youth to stay close to the reality and the possibility of the participants.

2. After exploring the model, participants are asked to position themselves based on the type of action they have the most experience of, which also mapped the different experiences in the group. They are asked to share their experience in the small groups.

3. Participants are asked to form groups based on the type of activities they would like to learn more about. Each group contained one or two participants who had experience with the type of action. The groups discussed what kind of actual tools and actions can be involved in the type of action, and the strengths and limitations of the approach.

DAY 6 - SESSION 6.3

NAME OF THE SESSION: Local Actions

OBJECTIVES:

- Plan the local action participants will carry out till the next seminar
- Work in national groups agreeing on the goals and the methods
- Start mapping partners and how to use the resources given by the project.

LEARNING OUTCOMES: How to plan an action on the local level

CREATING LOCAL ACTIONS - 90 MINUTES

Participants work in national groups deciding on the main issue they want to tackle with their local actions. They are asked to think back of the issues discussed during the training - human rights, democracy, rule of law and active citizenship and define an issue connected to these topics.

Once they have defined the issue facilitators give them the same template as they have worked with when planning the workshop in the school and ask each group to start filling out each part of the form. As the time is limited participants might not have all the information at the end of the session.

PRESENTING LOCAL ACTIONS - 30 MINUTES

Participants present their local action ideas with presenting the basic information of:

Why?
For whom?
What for?
With whom?
Where?
When?
How?

Others are asked to give feedback and suggestions to each other. There is time left at the end of the session to go around and share ideas, suggestions about each other's action plans.



DAY 6 - SESSION 6.4

NAME OF THE SESSION: Final Evaluation

OBJECTIVES:

Create a closing experience of the training
Give space to self-reflect and share with others
and with the group of the experience through
different methods
How to plan an action on the local level

LEARNING OUTCOMES:

Self-reflection and listening to others
Accepting that others might live the same
situation in a very different way than us

JOURNEY OF THE WEEK - 10 MINUTES

Participants are invited to the plenary room which is prepared to ensure cosy atmosphere.

They are asked to find comfortable positions for themselves and if they feel like: to close their eyes.

One trainer brings the participants to the "journey of the last week". With the setting of nice music and calm voice a trainer tells the story of the week by reminding the participants all the activities that took place, emotions the participants went through and possible challenges (in chronological order).

When the story finishes, the participants are asked to open their eyes and proceed with evaluation.

ONLINE EVALUATION - 20 MINUTES

Participants are asked to fill the online formulaire (type form or google formulaire) focussing on following questions:

How do you feel about the flow of the programme? Is there anything you would have done differently?
What were the most valuable sessions for you? And why?
Which sessions were the least useful for you? And why?
How far has the methodology followed in the Study Session responded to your learning needs?
How do you evaluate your own contribution to your learning and to this Study Session?
How do you evaluate the contribution of the group of participants to the Study Session and your learning?
How do you evaluate the contribution of the facilitators' team to the Study Session and your learning?
We have all developed follow-up actions/activities. How feasible do you consider this project is? How motivated do you feel to implement it?
How satisfied are you with regards to the facilities of the training course (working rooms, equipment, staff support, etc.)?
Feelings, nothing more than feelings and other comments that did not fit anywhere.

CORRIDOR OF GOOD THOUGHTS - 50 MINUTES

Participants are asked to divide in two groups and stand in two rows, facing each other and creating kind of a "corridor". Inform participants that the activity is voluntary.

Each of the participants is asked to slowly pass the corridor with closed eyes. When someone is passing the corridor, the others are invited to whisper to the ear of passing person.

There is one rule: only positive things can be said in the corridor - so participants are welcome to whisper compliments, good thoughts, passing positive energy.

Participants pass one by one, making sure that they keep distance between each other.

The activity ends when all the people in the room passed through the corridor.

CLOSING WORDS - 10 MINUTES

As the last activity participants form a circle and are asked to share briefly the closing word with the others.

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Please feel free to contact us at youthpeaceambassadors@gmail.com for additional details on how we run the activities.

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