



Youth 4 Peace

TRAINING TOOLKIT

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PART 3.

PRINCIPLES AND VALUES FOR TRAINING IN PEACEBUILDING

Welcome to part 3! In this part, we present first of all some core principles that throughout the years we have found more than crucial for a trainer in peacebuilding. It is not enough to know the theory and concepts and to be able to successfully design and implement a training. How you deliver your training, your attitudes and behaviors need to embrace peace. This is what will be explored in this part. Finally, we also analyse what to do when certain delicate situations may occur within your group and how to handle some of those dynamics.

Core peacebuilding values while training:

- **Be sensitive to the context and the group:** in particular if you are coming from a different reality, context or background than your group, it appears crucial that you are aware and sensitive to the context in which you are about to intervene: what are the current tensions? How am I (as an outsider) perceived? What are the sensitive issues I need to be aware of?

- **Communicate nonviolently:** put into practice your NVC skills! Speak from “I” messages, do not take any comment personally, recognise the needs of your group, go beyond positions and interests. Feel empathy towards your group, feel the humanity in each one of your participants.
- **Be mindful and present:** be 100% in your training room, feel what happens and be present with and for you group. It does not matter if you are in a training session or not, or if your group is engaged in sub-group discussions: be there for them. Feel the power of being present right there with them. It will make a huge difference for them to feel you fully present. It will also set an example for them to act likewise.
- **Actively listen:** listen from the heart. It may sound cheesy, but if you are delivering a programme on peace and conflict, those are sensitive topics and you may have participants who might have been victims or perpetrators (or both) of violence and it might be difficult to share or open to certain things, but you need to be prepared for that.
- **Be compassionate:** do not judge your group or participants. Be caring, while you are not there to babysit them, in certain circumstances, this might be the only safe space where they feel comfortable to share intimate information, so make sure you create a loving, caring and compassionate environment.
- **Trust the process and the group:** while you are responsible for preparing and giving your best, what happens in the training room is a collective responsibility between you and your group, as well as other external factors: be open to whatever comes unexpectedly and be flexible to accompany your group in the moment. Trust the frame you have put in place as much as the process and the group.
- **Keep the right balance:** while you trust your group, be open for their feedback. Make sure to find the right balance in trusting your programme and being aware of time management and of needs of the whole group. Some participants might need more time to share their emotions or provide inputs, but some others might feel the need to move to the next session: find the right balance.
- **Be multi-partial:** make sure you encourage all opinions in the room to speak out and to avoid your opinion taking the lead in the discussion or becoming the only truth.
- **Give constructive feedback:** remember that whenever you give feedback, it should indicate clearly what you are giving feedback on (exercise, question asked, attitude or disposition) and you should provide an alternative to what could have been done instead. Be specific in your feedback and make sure to never make it personal.
- **Be modest:** during sessions and in particular when debriefing, remember that you are not in a position of knowing everything or having the truth in your hands; remain modest.
- **Do not judge while still firmly defending the principles of peace and nonviolence:** sometimes participants might challenge the principles of nonviolence and argue that violence might be used in some cases: stay firm in promoting nonviolence and challenging those ideas with your group.
- **Be honest:** do not lie to your group: if you do not know something, just say it, you are not supposed to know everything. As mentioned before, this programme is a co-learning space and you are not entitled to know all details or all answers. You do have a responsibility to prepare to the best of your ability and to be honest with your group.
- **Accept mistakes:** if you make a mistake, it is not a big deal, just acknowledge, share it with your group and move on!
- **Promote sustainability:** think of how much paper we use during a training... Be conscious of it and try to be environmental friendly: from not giving plastic bottles of water to being aware of the use of resources).
- **Don't be afraid to be vulnerable:** participants usually appreciate that you can share from your personal and professional experience. This may put you in a vulnerable position as it can also imply sharing mistakes or difficult, sensitive moments that you have lived as in a conflict situation for instance. However, it is usually greatly welcomed and helps reinforce the bond with your group. Make sure you find the right balance in not becoming the only centre of attention however.

All those attitudes and values are essential at any point during your delivery, but we found it particularly important when you provide feedback to participants. These are moments that can be more sensitive, so all these principles will come handy. Make sure to apply them!



YOU WANT TO KNOW MORE:

- *Peacebuilding Toolkit for Educators*
- *Inter-Agency Peace Education Programme*

Sustainability

It is crucial that you consider the sustainability aspect of your programme. Make sure you take conscious decision on the waste management and use of resources for instance. How much paper are you using? Can you re-use? Recycle? Can you provide participants with water refills instead of plastic bottles? Make sure you raise awareness among your group on all these questions.

Inclusion and gender

Keep in mind the principle of inclusion and how you include groups who usually are marginalised or faced difficulties in participating in this kind of programmes.

In some contexts, the participation of youth with disabilities, young women or LGBTQI (Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and Intersex) groups is really challenging and there are groups that can be confronted by many obstacles towards meaningful participation. In addition, sometimes you might have the participation of young women or people with disabilities and a certain gender balance, but make sure they have equal access and opportunities to be part of the discussions.

Some questions that can help you in that:

- Which are the conditions for the meaningful participation of young women/youth with disabilities etc?
- Do they need particular authorisation? Can you provide it?
- Do they need special assistance? Can you support the participation of their support person?
- Is your training team gender balanced?
- Who is speaking the most in your group?
- Do you support that in group presentations young women also take the lead?
- Did you incorporate a gender session in your training? Do you give gender sensitive examples during the sessions?
- Do you have a methodology that is adapted for youth with disabilities?



YOU WANT TO KNOW MORE:

- *Gender bread Person*
- *Concrete educational activity on gender*
- *Gender Inclusive Framework and Theory*

Group management

Be aware that you will experience certain conflicts with your group: it may be because of internal disagreements among participants or with you as a trainer, or because of the quality of the venue or for other reasons. You will also most probably face participants who are very vocal, others who are rather introvert and some who might, perhaps, try to boycott your programme. It can happen

so be prepared for it. To face these situations, you will be required to put into practice your facilitation skills and to embrace all the principles we enumerated. In addition, we are giving you some tips that could be useful in particular situations.

What to do if...

(adapted from Soliya Connect Program, Facilitation Trainee's Guide, 2014 and from discussions with trainers and participants of UNOY Peacebuilders Training of Trainers in 2017, 2018)

• You have very quiet participants:

1. Use rounds to ensure that everyone can speak.
2. Ask the group to take a moment to reflect before answering your question.
3. Use strategies such as smaller groups discussions (some people are not comfortable in plenary).
4. Call on the silent participants: encourage them to share their views, ask more specific questions (your question might have been too broad or was not understood, do not assume it is their fault, that "they do not want to speak").
5. Review how you interact with them, observe their body language: tell them what you observe and ask them to explain why they react in a certain way, you can always talk to them in the break, after sessions to understand better and directly if there is any particular concern from their side.

• You have very vocal participants:

1. Name the dynamic and acknowledge what is happening (they might not been aware of how much they are talking).
2. Refer back to your group contract/ working principles (about giving space for all to speak up).
3. Talk to them personally and understand their needs.
4. Support others to share their views.
5. Remind them to provide space for others.
6. A conflict starts within the group (in particular when those are part of groups in conflict in their own context):
7. Do not panic and let the conversation flow: do not try to stop it or change the topic as if nothing happened.
8. Let participants share their anger or frustration for a moment, preferably with the support of a neutral facilitator; this can lead to conflict transformation and it can also help them to go in depth into their emotions, feelings and needs.
9. Accompany the process and remind them about the group contract: not taking things personally and use NVC.
10. Take a round for each participant to state their feelings and thoughts in a few sentences (avoid long interventions but rather a round to understand where each one stands and ask everyone to listen carefully and without judging when they are not speaking).
11. Remind them that they are in a safe space that should allow them to practice conflict transformation.
12. Remind them the purpose of the conversation and the objective of the training: addressing and dealing with conflicts in a nonviolent way for instance.
13. Ask them to put themselves in the shoes of others and reflect on their arguments, points of view.
14. Encourage them to think what they could change from their own position and point of view.



15. Take a moment of silence/breathing with your group.
16. If the conflict escalates, try to de-escalate it by either taking a break and holding an intervention with the conflicting parties, perhaps involving relevant support staff and trainers, as needed (in particular if you need support with local language or understanding local dynamics). Another option, but only if your group is at the stage of norming or performing (please see page 67), not when they are still forming, getting to know each other, you can let participants to self-organise the process. Of course, you will still need to play a mediator role.
17. Make sure that you inform the entire group of what happened in brief, it's better to not go too deep into conflict and make clear that this escalation is also part of the process

- **You have a disengaged group or participant:**

1. Acknowledge what is happening and ask participants to take responsibility.
2. State the group dynamics that you are observing and ask your group if this is the best learning environment or what they could change/improve.
3. If there is a clear distraction, name it and address it (if there is a lot of noise outside the room and people are getting distracted, do not act as if nothing happens, just name what you see and find solutions with your group: make them take ownership and leadership).

- **You have an unbalanced group:** we have previously seen that it might happen that your group is unbalanced because of the language, of experience, of opportunities, etc. This is something that ideally you would have identified during the preparation of your training (either in the needs assessment or in the selection of participants phase). Preventive measures that can be taken to address it beforehand:

1. Preparation before the training with certain participants, provide readings, having translators, etc. You might also only starting realising it on the spot;
2. Discuss it in an open and honest manner in your group: acknowledge what you observe and find a solution with your group.
3. Adapt/review your methodologies.
4. Transform those power dynamics into guiding questions for your group to reflect in relation to peace and conflict.



Tip: We suggest to acknowledge those dynamics quite a lot and address it openly with your group. In certain contexts and cultures, this is not something accepted and you may need to take more indirect ways to do so. You may want to address in a more indirect manner, in smaller group or in individual reflections. The reflection groups might be a safe space for the participants to openly share about unbalanced dynamics. But in general, be open on what is happening in your group!

Amazing! Seems like you are ready to implement a programme in conflict transformation & peacebuilding and transforming narratives! In part 1, you learned and/or reviewed the basics around conflict violence, peace, transforming narratives and youth and peace. In part 2, you got all the information on the methodologies, how to design a programme and how to plan for it, and in part 3, you started valuing the principles of peacebuilding and nonviolence to be a live example of peace. So, indeed, you are ready to get into actual programmes and session outlines for you to deliver... The most exciting part is yet to come: the reality of a programme!



PART 4:

IN PRACTICE: PROGRAMMES AND SESSION OUTLINES

Welcome to part 4! In this part, we will provide you with examples and samples of programmes, related modules of the three main topics this toolkit is approaching (conflict transformation, peacebuilding and creation of peaceful narratives) and session outlines.