



Save the Children

Adolescents' engagement in Peacebuilding in **Lebanon**

TOOL BOX 2016

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Section one

Section one

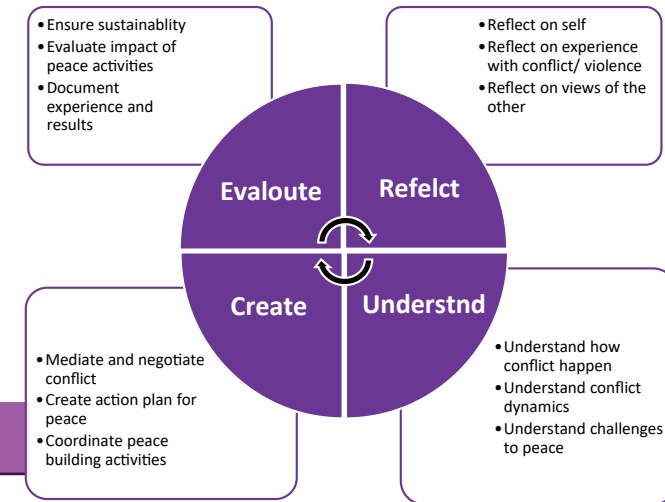
Guideline for adolescents' engagement in peacebuilding in Lebanon

The Adolescents' Peacebuilding Engagement Toolkit (APET) is developed to enable adolescents to:
 Reflect on their experience with conflict and violence in a constructive way.
 Manage relations with their peers in a peaceful manner and strengthen acceptance of others.
 Positively engage their communities to support peacebuilding and social cohesion.

The tool includes four stages; each includes one or more structured facilitated sequenced sessions with a selected group of adolescents. Each session has its own set of objectives. The activities in each session are designed to enable adolescents to acquire a specific set of skills, knowledge, and experiences on peacebuilding and conflict prevention.

The four stages of APET are illustrated below:

Stage	Objective	# of sessions
Reflect	Enable adolescents to: <ul style="list-style-type: none"> • Reflect on self • Reflect on experiences with conflict/violence • Reflect on views of others 	One session
Understand	Enable adolescents to: <ul style="list-style-type: none"> • Understand how conflicts happen • Understand conflict dynamics • Understand entry points to peace 	One session
Create	Enable adolescents to: <ul style="list-style-type: none"> • Mediate and negotiate conflict • Create action plan for peace • Coordinate peace building activities 	Three sessions
Evaluate	Enable adolescents to: <ul style="list-style-type: none"> • Ensure sustainability • Evaluate impact of peace activities • Document experiences and results 	One session



Section one

Target group

The intended target group are adolescents, male and female, aged 14 to 24 living in Lebanon. Due to the high diversity concerning intellectuality and interests, it is always advisable to attempt to conduct separate sessions based on age groups to ensure age homogeneity within each session as much as possible. This could be done by separating adolescents (wherever possible) based on age as follows:

Younger adolescents (14-18 years of age)

Older adolescents (19-24 years of age)

This separation would allow facilitators to adjust activities in sessions to the specific age group. Where this is not possible, session facilitators should attempt to engage adolescents based on their age group, and where possible, divide participants in sessions e.g. into working groups based on their ages.

Sessions

In the context of this tool, sessions are defined as facilitated meetings conducted with a mixed group of adolescents (male and female) of 14 to 24 years. Ensuring a manageable number of participants in sessions is important to effectively achieve session objectives. Facilitators would need to adjust session exercises based on the number of adolescents attending the sessions and adequately distribute participants to different working groups and activities. Each session should be between 3 to 4 hours. The number of adolescents and their availability are key factors in deciding session lengths but all efforts should be taken to keep each session's total time under 4 hours. The timing of the session should take into consideration local norms and adolescents' schedules, such as involvement in school or work, to provide the maximum opportunity for adolescents' participation.

Participants in these sessions should remain the same throughout the six sessions of the engagement cycle. In the case of a high dropout rate among participants, sessions should be reformulated and the cycle started from the beginning.

Section one

Sessions structure

Each session includes three sections:

Opening:	<p>The first part of each session should be used to</p> <ul style="list-style-type: none">• Set the tone of the session by laying clear rules and the structure for the session.• Share and clarify the session's objectives with participants. These objectives should be presented in very simplified manner.• Summarize previous sessions if necessary.
Core activities	<p>This section presents the biggest chunk of the allocated time and consists of a number of activities (presentations, discussions, working groups, exercises, games) that feeds directly into achieving the session's objectives. Implementing sessions should be objective oriented, meaning that although we've attempted to provide all necessary activities here, comprehensive facilitators still have the space to creatively come up with revised/updated versions of these activities or new activities altogether, especially through mobilizing similar activities implemented under the life skills program implemented by Save the Children. The ultimate objective of facilitators should be the achievement of the session's objectives rather than the implementation of activities.</p>
Closure:	<p>The closure is an important part of the session that could ensure the success of the whole engagement cycle. Adequate time should be allocated to it and should be used to</p> <ul style="list-style-type: none">• Sum up achieved results• Clearly formulate any agreed upon points/actions• Provide a glimpse of the next session in the engagement cycle. This should be used strategically to raise participants' curiosity and interest concerning the next session, which could increase the likelihood that they will attend the next session.

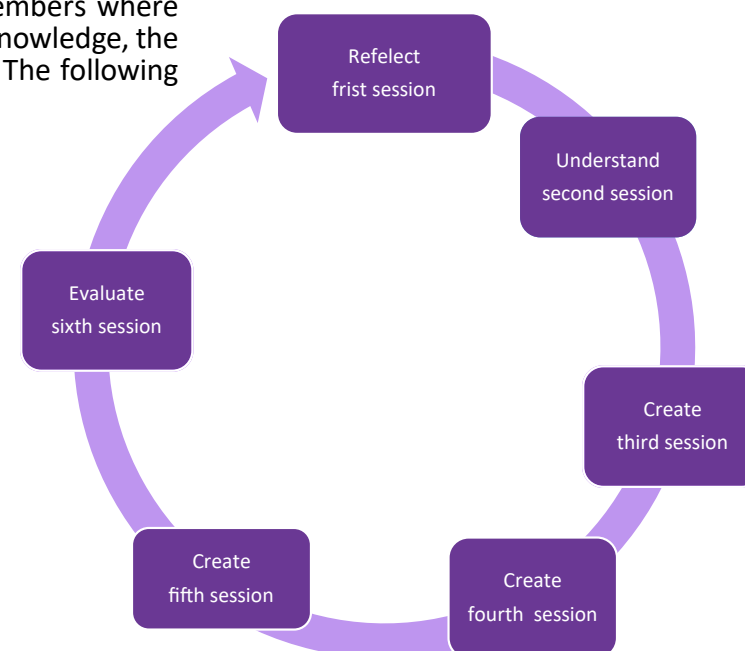
Section one

Time frame

The full cycle of adolescent engagement took place over a total of six sequenced sessions. Ideally, there should be minimal time between the different sessions to allow participants to process, practice, and discuss newly gained skills and knowledge. In the case of the time between the fifth and the sixth session, a longer period (a week or longer) is needed to allow adolescents to start implementing some activities with their communities. Implementing APET in parallel to Save the Children, other activities on life skills development (sessions) allows the opportunity to fill the time between the different sessions with other activities that would keep adolescents engaged.

Facilitators should encourage adolescents to remain connected between sessions and to discuss topics covered in sessions with friends whom did not attend, family members, and community members where possible. The more adolescents discuss and engage others around the newly gained skills and knowledge, the more their impact increases along with their confidence in using these skills and knowledge. The following table summarizes the sequence of sessions:

Stage	# sessions	Sequenced session
One : reflect	One session	Frist session
Two: understand	One session	Second session
Three: create	Three sessions	Third session
		Fourth session
		Fifth session
Four: evaluate	One session	Sixth session



Facilitators

Facilitators play a key role in the success of adolescent engagement in peacebuilding through effective implementation of sessions, encouraging adolescents to remain connected after sessions, practicing skills gained, and engaging their peers and communities. To successfully implement sessions under the engagement cycle, facilitators need to have strong facilitation skills and excellent knowledge of adolescents' local context. Facilitating each session would require a minimum of two skilled facilitators to manage an average size of 12 participants. Sessions' facilitators would need to;

Understand the overall objectives of the APET. Save the Children could facilitate this through explaining the overall objectives and how it would fit within different projects' activities and scope.

Section one

Understand APET's framework, the sequences of sessions, and how this feeds into the overall objectives.

- Understand each session's objectives and layout. Facilitators should make themselves familiar with each session's activities in advance of the session.
- Understand local context dynamics where the sessions are to be implemented. This includes being aware of any recent tensions or incidents in the last weeks before the session implementation.
- Agree in advance on role distribution between the two facilitators and any other involved persons.
- Have a clear plan on how to document the session and who is doing what in this regard.

It's highly recommended that facilitators have previously received training or exposure to conflict resolution skills. These could be achieved through pre-involvement in implementing life skills sessions which cover conflict resolution.

Skills and knowledge required by facilitators are not elaborated here as it is the assumption that facilitators mobilized for the implementation of APET are skilled facilitators with strong previous experience in managing sessions with adolescents in the targeted implementation areas through their ongoing involvement in implementing other activities for SC, specifically facilitating sessions with adolescents on life skills, and it also assumed that facilitators have already received facilitation training that include key topics under conflict resolution.

It is highly recommended that the same team of two facilitators implement the whole engagement cycle from session one until session six. In a case where the two facilitators or one of them is to be changed, new facilitators should be briefed on the results and observations of the implemented sessions to allow a smooth transition.



Stage one: Reflect

Stage one: Reflect

Reflect (first session)

This stage is the first in the engagement cycle and includes one session with adolescents. The successful implementation of this session would set the tone for the following sessions. This stage includes three main elements that could be responded to through helping adolescents answer the corresponding questions summarized in the following table:

Key Element	Corresponding question
Reflecting on self	Who am I?
Reflecting on experiences with conflict	What does conflict mean to me?
Reflect on views of others	How do I see others?

Objectives

The following are the objectives to be achieved by the end of the session:

- **Strengthen self-awareness among adolescents:** involved adolescents are able to articulate/express their identity in relation to their context, others, their experience, and future objectives.
- **Enable adolescents to reflect on their experience with conflict:** involved adolescents can reflect and share their experience with conflict and creatively express what conflict means to them.
- **Help adolescents connect with their peers:** involved adolescents can clearly express their views on others in a constructive, nonviolent way and how they relate to them.

Time	Activity	Description
5 min	Pretest	Explain that a small questionnaire will be provided as part of SC's effort to evaluate the quality and impact of the sessions. Distribute the pretest and allow participants 5 minutes to complete it.
10 min	ice breaker game setting session's rules life skills introduction	Introduction game: Knit net: (need two large, colored, knit wool balls) A fun way to activate participants and reflect on working together as team. You will need medium space for participants to move. Participants stand in a circle, one holding the wool ball. Each participant shares his name and basic information (e.g. age and interests), and then throws the wool ball to another participant in the circle (not the one next to him/her) while holding the string. After everyone has shared and has hold of part of the string, the first participant should mention his name out loud and pull the string lightly to alert the next participant in the circle, who will speak his name and alert the next participant by pulling the string as well. In the next stage, participants are requested to come closer to make the circle smaller while maintaining a tight string. This should be achieved by collectively passing the wool string between themselves. One participant should start collecting the string at his/her end and other participants pass the string while coming closer to each other. To add complexity, the facilitator could put something flat in the middle of the string web (e.g. a sheet of paper) and the participants would need to bring the circle together by collectively pulling the string without dropping the paper sheet.
10 min	Study expectations	One sticky note is distributed to each participant. Participants are asked to write down their expectations and hang it on the flip chart. The facilitator should link participants' expectations with training objectives.

Stage one: Reflect

Time	Activity	Description
20 min	Life skills component: Self-awareness Magic Mirror (from last year's life skills)	Everyone will draw a human body to reflect his/her personality Inside the head: write what he/she wants, like ideas, beliefs, and convictions that describe who he/she is. For example: the importance of learning and work. Hands: write what he/she likes to do in life, like hobbies, activities, or things he/she does. In the heart: write his/her feelings towards people, things, and events. In the legs: write his/her goals, plans, and ambitions in life.
30 min	Self-Reflection (Who am I?)	Brainstorming: (needs white or colored A4 sheets) This exercise helps adolescents to articulate self-expression and how they identify themselves. Facilitator will give each participant five sheets and allow five minutes for participants to write five words expressing themselves (who am I?). Answers could be e.g. a boy / girl, Syrian, refugee, funny, sad, honest, blue, etc. After the five minutes, participants will be asked to present their five sheets (they could simply say them or explain them as they like with no pressure). In the next stage, participants are allowed to move around and look for peers with similar words for 10 minutes. They need to highlight the ones repeated and mark how many times. In the final stage, each participant will be requested to check the words they wrote which were not repeated or which words were the least repeated and how these words represent her/him.
30 min	Reflection on Others Accepting differences (My Mate)	Based on the previous exercise, for fifteen minutes each participant is requested to identify the one participant whom s/he shares the most similarities with concerning words used to express her/himself. They should exchange information and then present each other to the group. At the end of the activity, they will understand the importance of having different qualities and learn to embrace the idea of accepting differences and that diversity is what makes us humans special.
20 min	Self-awareness: In this activity, adolescents introduce themselves and learn more about each other by drawing self-portraits. UNICEF toolkit (page 149-150)	Adolescents are requested to sit somewhere where they are comfortable and have some space around them. Each of them is given a piece of paper, a pen, pencil, or crayon. The facilitator will request participants to close their eyes for a minute and try to think of six different words that describe him/her self. Participants should not say them aloud, just think about them. Participants are given a few minutes to think quietly. Participants are asked to introduce (or reintroduce) themselves to each other without actually using those words. Start by drawing a very big circle on your piece of paper. Demonstrate this by drawing a circle on a piece of paper. This circle represents you – your mind, your face, yourself. Remember the six words you thought of earlier to describe yourself. Maybe some of these words describe what you are like on the inside, and some describe what you are like on the outside. Now draw yourselves and remember: You can use the space inside the circle to show what you are like on the inside, and what you are like on the outside. If you want to make your drawing look like a face (using the circle you drew) you can do that, but feel free to take another approach. Try to draw, not write with words. Don't worry if you don't know how to draw well! The facilitator should observe adolescents' progress and encourage them. Then, the facilitator should ask the adolescents to look at each other's drawings. Adolescents will be asked to identify one person who is similar to them in some way, and one person who is different from them in some way. The facilitator will divide the adolescents into pairs and ask them to look at each other's drawings and discuss. Each adolescent should introduce their partner: Introduce your partners by showing their drawing to the group. Make sure you discuss your similarities and differences. Sharing and Takeaway: The facilitator should encourage discussion concerning the following: What are some of the characteristics that everyone in the circle shares? What are some of the things that are different?

Stage one: Reflect

Time	Activity	Description
45 min	Reflection on Conflict Communication skills Creative thinking (What is conflict?)	<p>The goal of this activity is to enable adolescents to creatively use verbal and nonverbal communication skills to express their understanding of what conflict and peace are.</p> <p>Word association: (needs colored cards) On a white board, the facilitator will write the word conflict. Participants will be divided into two to three groups depending on the number of participants. In each group, participants are provided with color cards and are requested to brainstorm as many words as possible that they associate with the word conflict for five minutes independently. Then as a group, participants should work to gather to generate a combined words list. After groups complete compiling the wordlist (10 minutes), the facilitator should stop groups and count the total number each group has managed to gather. Participants are encouraged to reflect on the words they used and what they mean to them.</p> <p>In the next stage, in the same working group, each group is requested to present ALL the collected words in a creative way. This could be a drawing, a story, a play, etc. where all the words are used or referred to. Participants are allowed 15 minutes to develop their presentation.</p>
15	Next step	<p>Before closing the session, facilitators will:</p> <p>Briefly sum up the different exercises conducted and any key points that were presented or discussed.</p> <p>Reflect on the fact that conflict is an important factor in our lives and shape who we are, and that if we want to address conflicts, we need to know more information about these conflicts, which will be covered in the next session. Participants are encouraged to think about what kind of information we need to know about conflicts to be able to address them positively. (This is done to raise adolescents' curiosity about and interest in the next session).</p> <p>The timing of the next session is agreed upon and participants are thanked for attending.</p>

Facilitator Key Considerations

The following are key considerations for facilitators to support them in successful implementation of the session:

- Make sure you fully understand the session's objectives. Keep an eye on the dynamics of the group and step in to stop any exercise or discussion if the conversation gets too heated or strays away from the intended objectives.
- Building relationships among adolescents attending sessions should always be a cross cutting objective, and different activities should be mobilized to this end. It helps to start out with less threatening activities. Physical contact (e.g. holding hands, etc.) can be uncomfortable for some youth.
- Be careful of possible emotional overflow during participants' reflection on their experiences with conflict, and allow participants the time and respect required for them to fully express their emotions.
- As the facilitator, it is your duty to safeguard participants from any negative comments from their peers. It should be clearly explained in advance that no such behaviors will be tolerated.

Handout

No handout for session one of the first stage.



Stage two: Understand

Stage two: Understand

Stage two: Understand (second session)

This stage is the second in the engagement cycle and includes one session. At this session, adolescents move from reflecting on themselves, their relationships and experiences with conflict, to better understanding their context and the conflict dynamics that influence them and their communities. This session could be explained as an analysis session and adolescents should be able to answer the corresponding questions:

Key Element	Corresponding questions
Identify and prioritize conflict	What conflicts exist in my context /which of them are important to me?
Analysis specific conflict	What are the key elements of a conflict?
Identify change	What needs to change in the context to foster peace?

Objectives

The following are the objectives to be achieved by the end of the session:

- Enable adolescents to identify key conflicts in their context and prioritize these conflicts: involved adolescents will be able to identify key conflicts in their context and are able to prioritize these conflicts collectively concerning the importance/influence these conflicts have on their lives and that of their communities.
- Analyze a selected number of conflicts: involved adolescents will be able to analyze specific conflicts, identify key elements of these conflicts, such as conflict actors, causes, results, history and positions, interests, and needs of the involved actors in these conflicts.
- Identify what to change to address selected conflicts: involved adolescents will be able to collectively identify general entry points for change that could positively influence specific conflicts.

Stage two: Understand

Time	Activity	Description
10 min	Revisiting of the previous day with a refreshing game that reflects the life skills component concerning communication skills.	<p>The session could be started with a little game to energize participants. Participants stand in circle, and the first participant generates a sound. Then the person to his/her right will repeat the sound and the next one until everybody in the circle has repeated the sound.</p> <p>In the next stage, the first participant will send a sound and then, while the sound is traveling in the circle, he/she would send another sound (so at least two sounds could be traveling along the circle, more sounds could be sent too!). The facilitator should encourage participants to move faster and faster.</p> <p>In the last stage, a move is also added, so the first participant would send a sound or movement or both, and this should travel around the circle. While this is happening, he/she could send more sounds and movements. In this stage, many sounds and movements are traveling around the circle and things will look crazy and loud. The facilitator should stop the game at any stage when s/he feels participants are energized and had some laughs.</p>
30 min	Conflict mapping, and the importance of Decision making when prioritizing the conflicts to them and their community.	<p>Brain storming: (needs A4 sheets and Post-Its, single color) Participants are divided into two to three groups based on the available number of participants. For fifteen minutes, participants should brainstorm conflicts (as many as possible) in their context they feel are important to them personally and impact them and their communities directly. In this process, the facilitator's role is to focus participants to think about their context and stay away from general issues.</p> <p>In the next stage, each group should select three of their top five conflicts (this should be used by the facilitator to eliminate any repetition, but the final decision is for the group itself). Each conflict of the three selected conflicts should be written on an A4 sheet and then hung on one of the walls of the session's hall/room/tent. The sheets should be distributed throughout hall/room/tent. For the repeated conflicts, the facilitator should decide when to combine them or reframe them differently, provided they have significant differences.</p> <p>Prioritizing (conflict marketplace): In this stage, participants will be allowed the opportunity to vote for the conflicts they believe are important to them and their communities. Each group will select one person to stand next to a posted conflict. The role of this person is to market for the conflict s/he is standing next to by</p> <ul style="list-style-type: none"> • Explaining what the conflict is. • Explaining why it is important to them and their community. • Convincing others to vote for this conflict. <p>The facilitator will give each participant four single color Post-it sheets, with each sheet representing one vote. Participants will then move around the room and vote for conflicts as they please. Participants doing the marketing should also be given the opportunity to vote by switching with others from their group. This process should be allowed at least fifteen minutes.</p> <p>In the final stage, the facilitator will count the votes provided and announce the top three conflicts (this could also be five if the group is big and there are distinguished/ good variety of conflicts identified). The winning conflicts should be highlighted and other conflicts moved to another part of the room.</p>
10 mins	Energizer Mirror Image	Participants are divided into pairs. Each pair should decide which one of them will be the 'mirror'. This person then copies the movement of their partner. After some time, ask the pair to swap roles so that the other person can be the 'mirror'.

Stage two: Understand

Time	Activity	Description
60 min	Conflict Analysis	<p>Throughout this activity, the participants will be able to identify the basic steps of the life skills component of problem solving</p> <p>This part should be started with an open question: What do we need to know about a conflict to better understand it and maybe address it? In an open discussion, participants are allowed to give some answers which should be around the key elements of conflict:</p> <ul style="list-style-type: none"> • Actors involved • Reasons and results • Positions and interests of the conflict actors • Location of the conflict <p>After the discussion, the facilitators should explain that the above are the key elements/information that we need to know about any conflict. Then, they will present the four conflict analysis tools. This could be done by a PowerPoint presentation or on a whiteboard using the information in the handouts. Alternatively, participants can be divided into two to three groups and provided with the handouts on the three conflict analysis tools: Conflict tree, levels of conflict, and actor mapping.</p>
15 min	Next step	<p>Facilitator should present the fact that to address conflicts, we need:</p> <ul style="list-style-type: none"> • Information about the conflict which we can generate by conflict analysis (we have just done this). • Personal skills which we can learn such as mediation, negotiation, and communication. • Resources that we could use to deal with the reasons and results of conflicts. <p>The next session would be on learning personal skills to deal with conflict among our peers and community. Participants are encouraged to think/discuss among themselves what skills they have that could help them in addressing conflicts until the next session.</p>

Stage two: Understand

Handouts (session 2)

Handout 1: Conflict Analysis Tools: Conflict Layers

Details:

This tool consists of three circles representing the needs, interests and positions of each of the conflict parties. This module was built on the experience that people in ptthteace, when trust exists, build their positions and their current interests. When there is a lack of trust, the focus is less on the obvious positions. During conflicts, people make certain demands that do not necessary reflect their true interests or needs but are reflective to the conflict itself.

This conflict layer module could be used in negotiations since it allows the clarification of parties' positions, interests, needs, and eliminates any misunderstandings.

Positions

Positions are what we say openly that we want and demand. Positions can be very specific and are often in stark contrast to the positions of the opposite side. In an escalated conflict, communication is limited almost exclusively to the exchange of rigid positions and counter-positions.

Interests

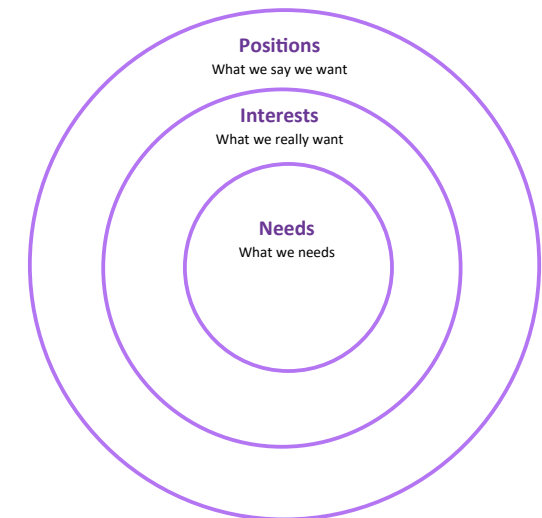
Interests are what we really want. Our interests are concealed by the openly stated positions. The interests explain the positions we take. Our interests, our concealed wishes and concerns, are not always fully clear even to ourselves. Courage and confidence are needed to express these interests, but it is important to be aware of one's own interests.

Not infrequently, behind the diametrically opposed positions, which appear irreconcilable, we find interests that are shared by the parties to the conflict, or that can be accepted by them.

Needs

Needs are the things we cannot do without if we are to lead a full and rounded life. Sometimes we speak of fundamental human needs. Needs are understood in a wider sense here than merely the need for water, food or shelter. The majority of human needs can be classified into four main categories: identity, welfare, security and participation.

Like our interests, we are not always fully aware of our own underlying needs and, in a conflict, these are rarely communicated openly. It is important to recognize the needs of the parties to the conflict in order to achieve sustainable conflict resolution by ensuring that these needs are met. Some psychologists and conflict researchers (for example, Burton, Rosenberg, Max-Neef) believe that fundamental human needs such as identity, welfare, security and participation are at the heart of many complex conflicts.



Stage two: Understand

Stages of Conflict¹

The conflict stages tool is used to illustrate the conflict development over time. Key events related to the conflict from the beginning of the conflict up to the present date are recorded on the horizontal line which represents time. The vertical line represents the increases and drops of the conflict intensity.

The following are the topical stages for conflict development:

Stage 1: Latent conflict to political crisis

The parties have divergent interests, but are dealing with these on a political level. Incompatible demands, have not yet emerged.

Stage 2: Confrontational, but non-violent conflict

The conflict remains free of violence. However, as the parties accept compromises, the willingness to compromise might also be grounded in the fear of further escalation.

Stage 3: Violent conflict

The beginning of this phase is marked by the systematic use of violence to achieve one's own goals. The escalation of violence can take various intermediary steps (from individual attacks to organized warfare). Military leaders and their strategies become more influential than political leaders. «Markets of violence» and a «culture of violence» can emerge.

Stage 4: Cessation of hostilities

This stage may take a long period of time, especially if cease-fires are broken. Violence is limited to certain areas or groups.

Stage 5: Post-conflict Peace Building

The parties renounce the use of violence. Peace must still be consolidated on a long-term and sustainable basis.

Conflict Tree²

The conflict tree tool is used to illustrate the reasons and the results of a conflict.

Conflict Reasons:

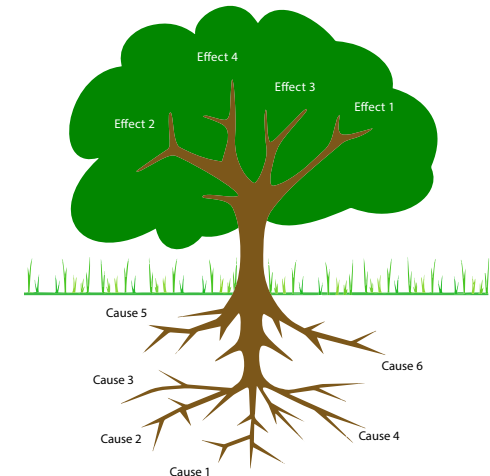
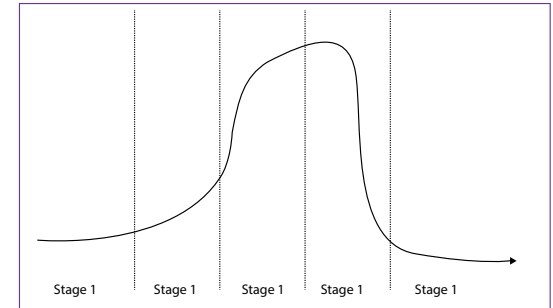
The tree roots present the reasons that lead to the conflict. These reasons can be arranged (down-top) to reflect the sequences of their occurrence.

Main Issue:

The tree trunk represents the main issue that is under analysis. There could be more than one issue provided that there is a strong connection between these issues.

Conflict Results:

The tree branches and leaves represent the conflict results. They can also be arranged to reflect the sequences of their occurrence.



¹ GTZ "Training Manual: Introduction to crisis prevention, conflict transformation and peace building", based on Ropers.

² This example is driven from a workshop conducted in the water sector.

Stage two: Understand

Note:

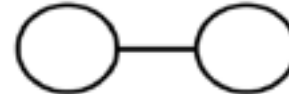
One of the main difficulties in applying the conflict tree tool is differentiating between results and reasons of the conflict. One way to overcome this is to consider the life cycle of the tree (which is similar to the life cycle of conflict). The tree sucks food for soil through its roots, which is transported through the trunk to the branches and leaves. Fruits that are produced by the tree (results) can drop to the earth and produce (reasons) new trees. The same exists in conflicts, where the results from one conflict can create new conflicts.

Actor Mapping Tool

Graphic Elements to Use



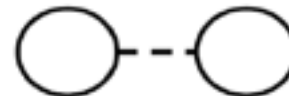
Circles or other symbols represent the parties to the conflict (e.g. semi-circle: external actor). Different sizes of symbols indicate differences in power and influence.



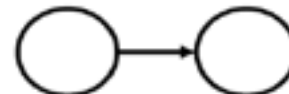
A line between two parties to the conflict represents good relations.



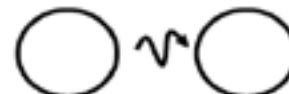
A double line represents an alliance or community of interests.



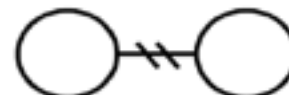
A dotted line represents weak or fragile relations.



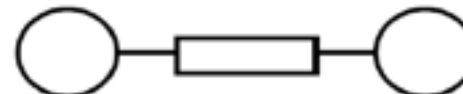
An arrow between two parties to the conflict represents a dominant or strongly influential relationship. Arrows can also be used to indicate the direction of activities.



Zigzag or wavy lines represent differences in views. Used with a lightning symbol (⚡) they indicate a conflict.



A line interrupted by two cross-lines represents an interrupted relation. One cross-line can be used to indicate that a relationship is under severe strain.



Rectangles indicate a certain topic. A key word can be inserted in the rectangle.



Stage three: Create

Stage three: Create

Stage three: Create (third, fourth and fifth session)

This stage is the third in the engagement cycle and includes three sessions. The first and second sessions focus on building adolescents' skills on addressing conflict among their peers, while the third session focuses on adolescents articulating meaningful ways to positively influence conflict in their communities. The stage's key elements and guiding questions are as follows:

Key Element	Corresponding questions
Personal conflict management skills	What are different options for addressing conflicts? What is a collaborative conflict resolution? What are the core skills for mediating conflicts?
Identify peacebuilding entry points	How to deescalate conflict?
Develop action plan for peacebuilding	What actions can be committed for peacebuilding?

Third Session

This session focuses on advancing adolescents' skills on managing conflict among their peers and promoting a collaborative approach to address disputes.

Objectives

The following are the objectives to be achieved by the end of the session:

Practice key conflict resolution tools: involved adolescents will have a better understanding of why conflicts happen, and how a collaborative solution could be reached.

Learn key mediation skills: involved adolescents learn and practice key steps and skills involved in effective conflict peer mediation.

Stage three: Create

Time	Activity	Description
5 min	Revisiting the previous day	Facilitator summarizes key points from the previous session and generally presents session objectives.
15 min	Conflict resolution Perception is reflected through creative thinking component.	Perception exercise: in a PowerPoint or print pictures in handout 1 on A3. Facilitator will present the pictures to participants and ask them what do they see? Each of them will give a different perception of the same picture. At the end, the facilitator should ask participants whom was correct? Reflect on the fact that all were correct, it is just that we have different perceptions of the same thing. This is similar to what happens in real life. People will have different views about the same thing and this could lead to conflicts, especially if they do not discuss their different views in a nonviolent way. One or more pictures could be used based on the availability of time and number of participants and their engagement. The exercise and discussion should extend for fifteen minutes.
10 min	Collaborative conflict resolution	The facilitator shows participants handout 2 (Donkeys) through a PowerPoint presentation or prints the picture on an A3 sheet and posts it in the room and asks them to reflect on the picture.
45 min	Conflict escalation: problem solving	<p>Conflict escalation game: participants are divided into two to three groups. Each group is requested to develop a conflict situation, a case where two or more actors have a conflict over an issue. The conflict should be in an early stage (e.g. two drivers have a conflict on who has the right to pass first). Each group should provide as much information as possible about the conflict situation, such as actors' positions and background, location, context, and other relations. This information should be written down. Each group should present their conflict situation very briefly.</p> <p>In the next stage, each group should escalate the conflict situation to a higher level by adding more actors or increasing the dispute, or add some form of violence. This should be done three times so the conflict should be escalated three stages. Each development (stage of conflict escalation) should be written down clearly.</p> <p>In the third stage, one person from each group with comprehensive information on the conflict situation developed should move to another group to explain to them the different escalation stages done and other additional information about the conflict situation. Each group should work with the conflict situation and escalation stages done by another group and think of approaches to deescalate the conflict, moving from the last stage of escalation reached and then the one below it.</p> <p>After groups complete their work, each group should present their results. The facilitator should reflect on how easy it was to escalate a conflict while it's relatively difficult to deescalate. The facilitator should also ask participants which is the best stage in the conflict development to intervene to resolve the conflict. The facilitator should reflect on the fact that when a conflict among our peers or community is left unaddressed it becomes more complicated to resolve in later stages.</p>

Stage three: Create

Time	Activity	Description
65 min	Learn key mediation skills Critical thinking, decision making and problem solving skills are well revealed through this game.	Role play: The trainer uses the role play activity from last year life skills curriculum: Hassan story, handout 9.
30 min	Learn key mediation skills	Mediation: The facilitator presents a short video on mediation, which is available at https://www.youtube.com/watch?v=XFu8QTlpNUU Following the video, the facilitator will ask participants about what they found interesting in the video. In an open discussion, facilitators should ask participants <ul style="list-style-type: none"> - Do you believe you could play the role of mediator? And do you have previous experience in meditating conflicts? - What are the skills required in mediators? - How did the mediator (in the video) manage to resolve the conflict? - What could be another solution for the conflict?
10 min	Next step	Facilitator thanks participants and sets the time for the next session which evolves around developing skills on managing conflict, available strategies, and how to work in a team to resolve conflicts.

Stage three: Create

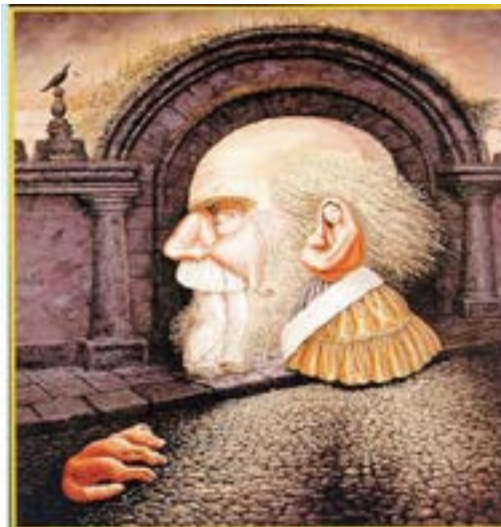
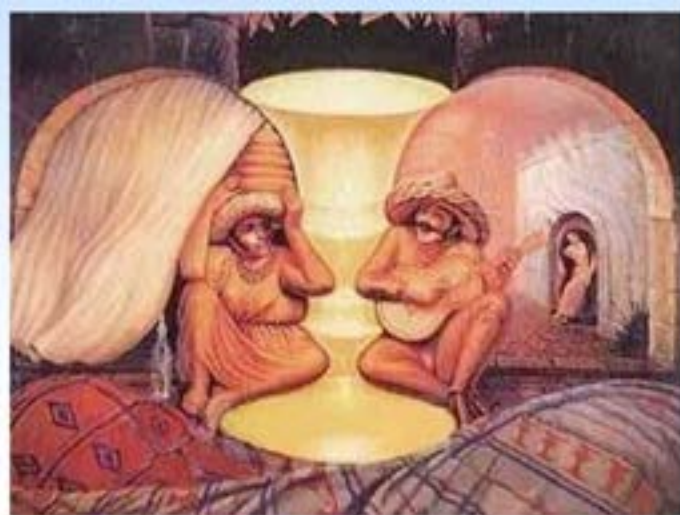
Handouts (session three)

Handout 1: Perception

Use one or more of the pictures below in a power point presentation or print on A3 sheets and present to participants and ask them what they see. Each of them will give a different perception of the same picture.

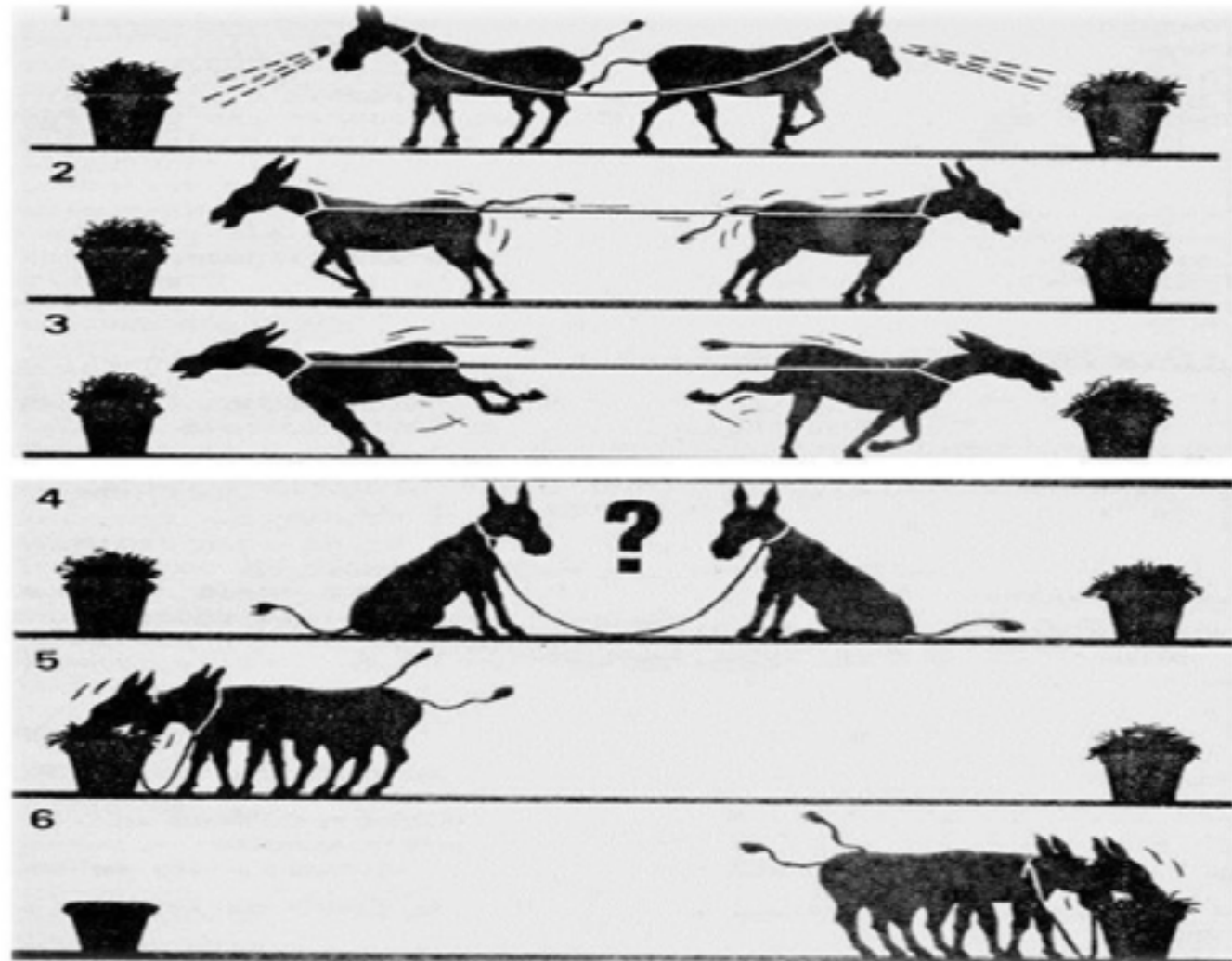
At the end, the facilitator should ask participants whom was correct? Reflect on the fact that all were correct, it is just that we have different perceptions of the same things. This is similar to what happens in real life.

People will have different views about the same thing and this could lead to conflicts.



Stage three: Create

Handout 2: collaborative conflict resloution



Stage three: Create

Handout 3: mediation roleplay

Hassan's story

Hassan is a sixteen year old boy. He is fond of motorcycles and has dreamed of owning a motorcycle for a long time – He has saved most of his money to achieve this goal, until he saved an amount that can buy him a motorcycle. Showing his family what he is going to do, he was surprised with a strong opposition from his parents for different reasons that he could not completely understand.

Requirements:

Each group should distribute the roles of Hassan's family on its members and make an analog display on how Hassan's family dealt with the situation (as it could happen in real life).

Characters :

- Hassan
- Hassan's father.
- Hassan's mother.
- Hassan's brother or sister .
- Other characters can be added as required by the group.

Stage three: Create

Fourth session

This session focuses on further advancing adolescents' skills on managing conflicts and promoting team work. It also aims to refresh their self-awareness and enables them to obtain understanding on their capacity to become an active member in their community for peace building.

Objectives

The following are the objectives to be achieved by the end of the session.

- Participants will practice conflict management strategies and enhance their understanding around it.
- Participants will enhance their understanding of how to work within a team.
- Participants will strengthen their self-awareness.

Time	Activity	Description
5 min	Revisit the previous day	The facilitator will summarize key points covered in the previous session and briefly present the core objective of the session.
60 min	Conflict Management: Adolescents learn about and practice different strategies for handling and resolving conflicts. UNICEF toolkit page 104-106	<p>Adolescents are asked to sit in six small groups and place the flip chart paper where they can see it. Facilitator explains: In one of our previous sessions we talked about conflict, and how it is a natural part of life. What are some negative things that come from conflict? What are some positive things that come from conflict? Allow the adolescents to discuss this for some time.</p> <p>The facilitator will explain the different strategies for handling conflict, and the different results – positive and negative – they can lead to. These are:</p> <p>Aggression means trying to force or intimidate someone to do things a certain way. Examples: Physical fighting, yelling, insulting.</p> <p>Compromising means that both sides give up a little bit of what they want to try to find a middle point and solution.</p> <p>Giving in means that one person lets the other person have things the way they prefer.</p> <p>Avoiding or delaying means pretending there is no problem.</p> <p>Appealing to an authority means asking someone in a higher position (such as a leader, a judge, a teacher or another adult) to settle the conflict.</p> <p>Collaboration means trying to find a solution together. Collaboration usually includes finding common goals and hopes, listening and understanding each other's point of view, and suggesting creative ways forward.</p> <p>(see handout 1) Adolescents should be allowed to ask questions and help each other to grasp the concepts. Facilitators should make sure participants have a clear and accurate understanding of each strategy.</p> <p>(See handout 2) Each of the six groups is assigned one strategy and the group is going to organize a role-play focusing on one of these strategies. All groups will use the same conflict scenario about two girls named Amina and Mary. Use your group's strategy to help Mary resolve her conflict.</p>

Stage three: Create

45 min	Adolescents create group drawings that explore the concepts of peace and conflict. UNICEF toolkit (page 152-153)	<p>Adolescents are asked to stand or sit in a circle. Each of them should have something to draw or write with, such as markers or coloured pencils.</p> <p>Two large pieces of paper are placed in the middle of the circle, far enough apart for someone to walk or sit between them. In the middle of one piece of paper write PEACE. In the middle of the other piece of paper write CONFLICT.</p> <p>The facilitator should explain the activity: each participant is to write or draw whatever comes into their mind when they hear the words peace and conflict. They can write or draw freely on either piece of paper placed in the middle. Adolescents are allowed at least ten minutes to draw or write freely, and are given a one-minute notice before they stop.</p> <p>The facilitator asks the adolescents to look at what they have drawn. One adolescent is requested to hold up the CONFLICT paper. The facilitator uses the following questions to lead discussion with adolescents:</p> <p>What do you see when you look at the drawings and writing about conflict?</p> <p>What do you see a lot of?</p> <p>In what ways can conflict be difficult?</p> <p>Are there any ways that conflict can be positive?</p> <p>Key concepts to be discussed with adolescents are: (Handout 3)</p> <p>Conflict can have some very bad effects, such as leading to violence or creating divisions between people.</p> <p>Conflict is a natural part of life. Since everyone is different, it is natural that they don't always agree.</p> <p>Conflicts can give people a chance to understand and learn from their differences.</p> <p>Treating a conflict as an opportunity can be a first step towards positive change.</p> <p>The facilitator should ask one adolescent to hold up the PEACE paper, and use the following questions to lead discussion with adolescents:</p> <p>What do you see when you look at the drawings and writing about peace?</p> <p>What do you see a lot of?</p> <p>Where do you see peace happening right now?</p> <p>What does it look like?</p> <p>In what ways do you experience peace in your lives right now?</p> <p>Key concepts to be discussed with adolescents are:</p> <p>Pure peace may not exist, but there are moments of peace around the world and within our own lives.</p> <p>There are many kinds of peace. Peace can exist within a person, between two people, or among many people.</p>

Stage three: Create

30 min	Self-awareness activity: Adolescents explore their strengths and resources through drawing. UNICEF toolkit (page 122-124)	<p>Adolescents are asked to sit comfortably on the floor. The facilitator draws a large circle on a piece of flip chart paper and explains that he /she going to ask each participant to draw a big circle like the one just drawn. The large circle represents you, and who you are.</p> <p>The facilitator writes "I AM..." inside the circle. All of us can finish this sentence in many ways. What are some ways to finish this sentence? The facilitator asks adolescents to volunteer their answers.</p> <p>The facilitator writes "I HAVE..." to the left or right side of the circle, then explain: All of us have people and things that can help us. I have written this next to the circle because what we have right now is within our reach. What are some ways to finish this sentence? The facilitator asks adolescents to volunteer their answers.</p> <p>The facilitator writes "I CAN..." above the circle, toward the top of the marker board, then explains: All of us have things that we are able to do, not just in the future, but right now. I have written this at the top of the marker board because what we can do represents our hopes and our potential. What are some ways to finish this sentence?</p> <p>The facilitator would ask each adolescent to think of three things about who they are, what they have, and what they can do. When they are ready, they should draw their ideas inside, around and above their circle. Adolescents are given at least 20 minutes (or as long as they want), to work on their drawings.</p> <p>After the adolescents have completed their drawings, organize a gallery walk. The facilitator should explain: Your drawings represent your strengths. When we look at each drawing, we see the strengths of each person in our group. When we look at them together, we see the strengths of our entire circle.</p> <p>Sharing and take away:</p> <p>Discuss:</p> <p>Who are we? Ask the adolescents to give some examples of who they are, and who is represented in their circle.</p> <p>What do we have? Ask the adolescents to give some examples.</p> <p>What can we do? Ask the adolescents to give some examples.</p> <p>Close the session by saying: Remember that strengths are just like muscles. We need to keep exercising them to keep them strong. As we work together as a circle, let's focus on recognizing our strengths, exercising them to make them stronger, and using them to pursue goals.</p>

Stage three: Create

30 min	<p>Communication Skills: Adolescents discover things they have in common by forming a circle of twins without speaking.</p>	<p>UNICEF toolkit (page 95-97) Gather the adolescents together and explain: We are now going to form a circle of twins, so that we can see how we are connected to each other. Each person should stand next to someone who is a twin. For this game, being a twin means having one thing in common with the other person.</p> <p>Demonstrate this by standing next to an adolescent or another facilitator: If I want to stand next to this person, we have to find something we have in common. For example, I love the color white, She/he loves the color white, so she is my twin and we can stand together.</p> <p>Explain: You have one more challenge, which is that you need to form a circle of twins without talking. Are you ready?</p> <p>When the adolescents are ready, let them start to form their circle. Walk around and observe. Gently remind them to stay silent. Help them to find and notice things they have in common. As a line of twins forms, help them to become a circle by bringing the two people at the end of each line together as twins. Find a way to join the circle with a twin on either side.</p> <p>Once the circle is formed, ask the adolescents to applaud their good work and to discuss how they are connected as twins: Let's go around in our circle and try to guess how each person is a twin with the person standing next to them. Optional: Repeat the activity if adolescents are having fun.</p> <p>Discuss the game by asking the following:</p> <p>Questions about communication:</p> <p>How did you communicate with each other without talking? What strategies did you use? How did it feel?</p> <p>Communicating without talking is called nonverbal communication. (If adolescents aren't English speakers, find an equivalent term in their language). Do you ever use nonverbal communication in your day-to-day life?</p> <p>Questions about teamwork:</p> <p>What do we all have in common?</p> <p>Did you notice any similarities between yourself and other people in the circle that you hadn't noticed before?</p>
10 min	Next step	<p>The facilitator should explain that the conflict resolution and peace building knowledge and skills obtained through this session will be further elaborated in youth groups' activity preparation and community initiative sessions, through which they'll be able to put together action plans and implement projects/activities in their communities.</p>

Stage three: Create

Handouts

Handout 1: Personal conflict styles fact sheet

Your Conflict Management Style is a combination of two variables:

- The degree to which you fight for your interests.
- The degree to which you take into consideration the other's interests.

Five combinations of these two variables determine the five Conflict Management Styles.

Competitive Style:

Competitive strategies result from a high concern for your own or your group's own interests. You totally neglect the other's interests. You are ready to win at all costs, so the outcome is "win/lose". This strategy includes attempts at bargaining. It is generally used when basic rights are at risk or when a precedent is to be set. Neither relationships are important in this strategy, which focuses only on the goal.

Accommodating Style:

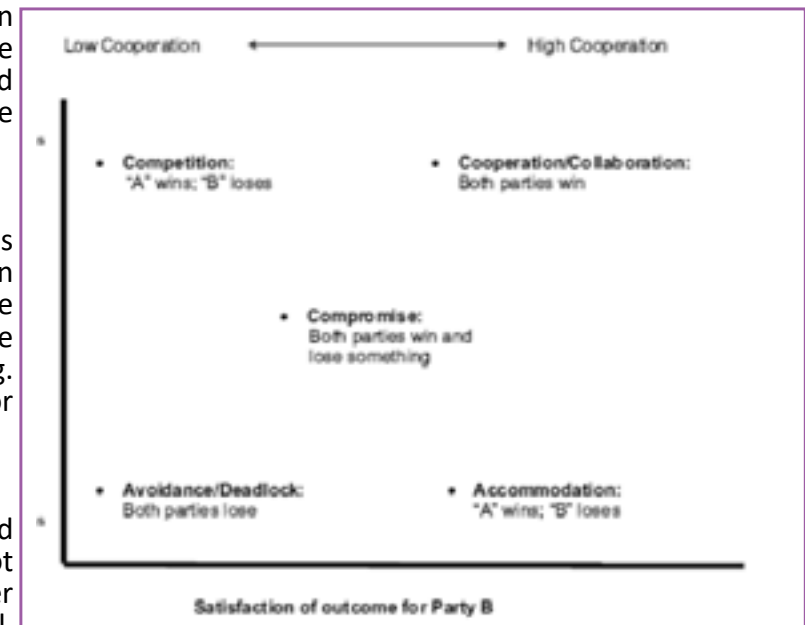
Accommodation style can be seen as the opposite of the competitive style. This results from low concern for your own or your group's own interests, while it is rather focused on achieving the other's goal whereby you might totally neglect your own goal. The outcome is "lose/win". It can be seen as a "goodwill gesture" and is appropriate when you recognize that you are wrong. Relations with the other party are more important than winning. You seek an agreement at almost any cost, offering concessions in order to preserve (or create) a good relationship with the other side.

Avoiding Style:

Avoidance results from a low concern for your own or your group's own interests coupled with low concerns for the interests of others. You avoid or pretend the conflict does not exist, even if you will not achieve your goals or will damage your relations with the other party. The outcome is "lose/lose". This strategy is generally used when the issue is trivial, other issues are more pressing, further information is needed, or a confrontation might have a high potential for damage.

Compromise Style:

This strategy results from a high concern for your own or your group's own interests along with a moderate concern for the interests of the partners. The outcome is "win some/lose some" which means you win something you wanted and give-up something else, by dividing and sharing with the counterparts. Of course, you have limits of how much you are willing to give away. This strategy is often used to achieve temporary solutions, to avoid destructive power struggles, or to meet existing constraints on time.



Stage three: Create

Collaborative/Cooperative Style:

Collaboration results from a high concern for your own or your group's own interests, matched with a high concern for the other's interests. The outcome is "win/win". This strategy is generally used when both parties give high importance to the interests. Collaborative style involves full and open communication: you are attentive to the other, you want his response, and you make helpful suggestions. It is the most difficult and time-consuming approach, but has the best results. It helps build commitment and reduce bad feelings. However, some partners may take advantage of the others' trust and openness. Generally, it is regarded as the best approach for managing conflict. The objective of collaboration is to reach a consensus.

Conflict scenario: Amina and Mary both have younger brothers and sisters in primary school. Amina promises Mary that she will take Mary's younger brother home from school with her sister. This would give Mary time to meet with her study group to work on a school project. But when the afternoon comes, Amina tells Mary that she can't help her after all, because she has to go home early to do her homework.

Participants are divided into a number of groups of two, each will play one character (Mary or Amina). The facilitator should give the groups enough time to practice and prepare for their roles. Encourage them to keep their plays short so that there is time for discussion afterwards.

Ask all groups to perform their plays and then discuss which conflict strategies led to the best results.

Sharing and Take Away: Discuss the advantages and disadvantages of each strategy. There is no one right way to handle conflicts. However, some of the strategies can make conflicts better or worse. For example:

Aggression can cause harm to people, their lives and their feelings.

Compromising can result in an agreement that reduces anger and frustration (if both people think it is fair). However, a compromise may not last if neither person is not happy with it.

Giving in means that one person's voice is not heard. That person may remain frustrated and the conflict could arise again. Also, when one person gives in, the other person does not have the chance to learn from their perspective – and may not even realize there was a conflict. However, giving in can work well if one person decides that they actually agree with the other person's point of view (this is also a kind of collaboration).

Avoiding or delaying if both people are unable to find a solution that works, or if the conflict may lead to harm for either person. This is not a solution, but means that the conflict could arise again. One advantage of avoiding and delaying is that it allows for anger to settle so the conflict parties can think clearly and without high emotions.

Collaboration can be a very good way to resolve a conflict as it can lead to a solution that works for both people. When two people collaborate, they can also rebuild trust and good feelings. However, it can be challenging to collaborate, especially if one person in the conflict doesn't want to, or if both people don't trust or feel good about each other.

Stage three: Create

Handout 3: Key Concepts about Conflict

- Conflict is a natural part of life and usually occurs when people disagree about problems or situations. Learning how to settle disagreements is an important skill to master. Since everyone is different, it is natural that people don't always agree. Differences among people create a variety of opinions, experiences and objectives that could enrich lives and communities, as variety is a strength, not a weakness as some believe. Conflict can be a destructive force that leads people to develop negative feelings for one another. However, if managed well, conflict could be constructive and help release emotion and resolve tension, especially if the involved people use it as an opportunity to increase their understanding of each other.
- Conflict can have some very bad effects, such as leading to violence or creating divisions between people. Conflict (disagreement) is not by itself bad. It's HOW we deal with conflict that determines if it is bad or good. If we discuss and resolve our disagreements, conflicts could be a good start to strengthen our relationships, but if we use violence to deal with conflicts and our disagreements, conflict would harm us, others, and our relationships with them.
- Conflicts can give people a chance to understand and learn from their differences. Treating a conflict as an opportunity can be a first step towards positive change. For this, we would need to develop strong nonviolent conflict resolution skills that enable us to harness the positive energy of conflict and use it as a platform for better understanding and collaboration.

Stage three: Create



The End of the Conflict resolution, Peace Building, and Life Skills session

Stage three: Create

The End of the Conflict resolution, Peace Building, and Life Skills session

The sessions to be added to Community Initiative and Youth group activities

Fifth session

This session focuses on enabling adolescents to articulate meaningful ways to positively influence conflicts in their communities and commit specific actions. This session should be linked to the community initiative training. Ideally it is timed so participants could use the skills and knowledge gained in this community initiative training.

Objectives

The following are the objectives to be achieved at the end of the session where adolescents will be able to:

- Articulate clear actions that could be taken to influence conflicts positively: involved adolescents can link the results of their earlier conflict analysis and prioritize possible actions based on available resources and skills among them.
- Develop a plan with clear objectives and role distribution to address specific conflicts: involved adolescents are able to develop plans and distribute tasks among themselves.

Session activities

Time	Activity	Description
15 min	Energizing game	Participants stand shoulder-to-shoulder in a circle and as close as possible, placing both hands in the center. The facilitator will give a signal for everyone to grab the hands of someone else, but not both hands of the same person or the hands of the person right next to them. Once everyone is connected, the object is to work collaboratively to untangle the knot, without releasing the grip, and to form a straight line.
45 min	Articulate action	<p>From this point on throughout this session, participants should remain in the same group</p> <p>The facilitator will present the ABC triangle, either by PowerPoint or print the triangle on white board (handout 1). Participants are divided into two to three groups, and each group is provided with ABC handout and are asked to conduct the analysis on one of the top conflicts identified in session 2.</p> <p>Participants should focus on identifying elements under the context and attitude of the conflict. The facilitator should stop groups when they complete the analysis. Groups should briefly present their results.</p> <p>In the same groups, participants need to identify issues under the context and attitude they could influence. Participants need to specify as many certain actions as possible that they could actually take to resolve or reduce the conflict they have analyzed. Facilitators could help the groups to kick start by throwing some ideas that mobilize on adolescents' abilities.</p>

Stage three: Create

25 min		<p>The magic wand/lamp game; this exercise is to help participants think outside the box and image the possibilities of what they could do to change their context. The facilitator could make a stick out of paper (wand) and color it or provide a lamp (if possible). Each participant is provided with the wand/lamp and asked to imagine that if s/he has the magic power to wish for anything, what would be the things (three wishes) s/he would make to change his/her community positively. The facilitator needs to make sure that:</p> <ul style="list-style-type: none"> • The community here means the community at large, not the participant's own group (e.g. refugees and host community). • The change requested should be positive, so no wishes to destroy something or harm others. <p>If time allows, the facilitator should discuss with participants that from the wishes that were mentioned, which ones are actually possible.</p>
60 min	Develop plan	<p>Plan change: in the same groups, participants are requested to develop a plan based on their ABC analysis results and also drawing from their session 2 analysis. The plan development should follow the following steps:</p> <ul style="list-style-type: none"> - The issue we are dealing with. - What actions we as adolescents can do and with whom. - What resources are available; this includes time and people. - When are we going to do these actions; time plan. - Who does what; task distribution and how to communicate during implementation. <p>Participants should fully respond to all above questions, and time and support should be provided to them during their working groups to fully achieve this. This exercise should be linked with the community initiatives training.</p>
15 min	Next step	<p>The facilitator will sum up what was achieved during the session and participants need to reflect on the agreed upon actions they will be doing during the time until the next session, which would be in a week (time to be decided).</p>

Facilitators' Key considerations

- Ensure that adolescents have a clear plan on how to communicate and coordinate actions after the session.
- Address any culture concerns regarding communication between adolescents across gender (male and female) and across divide (refugees and host communities) concerning communicating after the session.
- Clarify the role of the facilitator during the implementation of the agreed upon actions/plan after the session. If any facilitator could be a communication focal point or link adolescents with community leaders and authorities, also clarify the role of SC (if any) during the implementation process.

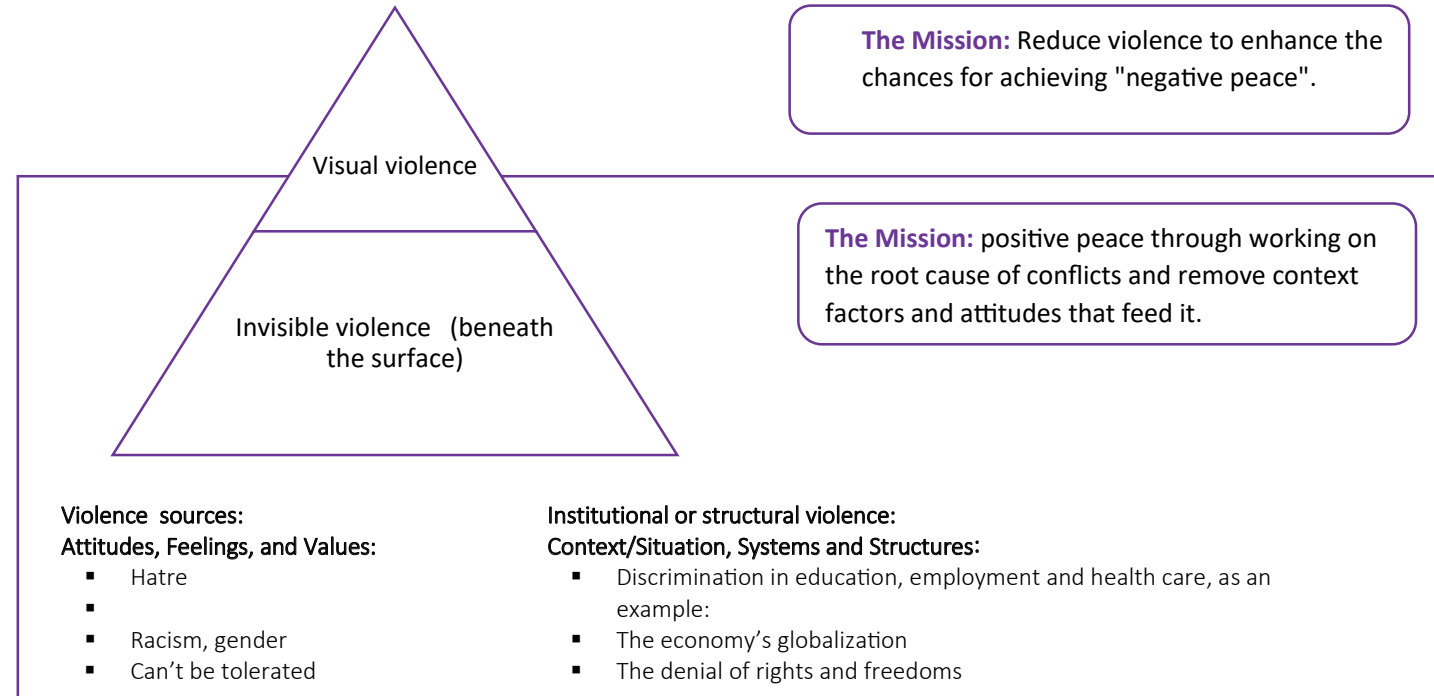
Stage three: Create

Handouts

Handout 1: ABC triangle

Direct physical violence:

- Killing
- Intimidation
- Beating
- Torture



Triangle Analysis is one of the most used ways that illustrates the complexities of a particular conflict and entry points to deal with it through identifying three main ingredients in any conflict:

1. Behavior: the harmful features of the conflict, such as domestic violence.
2. Feelings and values: include attitudes and cognitive aspects, such as misunderstandings and negative stereotyping, and feelings such as anger, hatred, and doubt.
3. Systems and environment: these include elements of social structure and political systems in the environment in which a problem or conflict exists.

The triangle analysis results are used in:

- Determining a starting point for intervention in dealing with the conflict.
- Determining the factors (the three component elements) that can be processed by a particular intervention to show how the change in one side may affect other aspects.



Stage four: Evaluate

Stage four: Evaluate (sixth session)

This stage is the fourth and final in the engagement cycle and includes one session with adolescents. The assumption is that this session would take place after adolescents have already started implementing actions/plan agreed upon in the fourth session. If no actions were implemented, the session would focus on discussing why the agreed upon actions/plan were not implemented and what could be changed to implement these actions/plan.

At this session, adolescents will work on options to sustain their planned actions/plan to support their communities, deal with conflicts, and also articulate creative ways to document and promote their activities.

Key Element	Corresponding questions
Conflict monitoring	What to monitor and when to intervene?
Impact documentation	What are the key elements of conflict? And how do they change/evolve?
Sustainability	How could we improve the sustainability of interventions' impact/relationships?

Objectives

The following are the objectives to be achieved by the end of the session:

- Monitor conflict escalation in community: involved adolescents are able to monitor development along a number of identified conflicts.
- Evaluate my impact: involved adolescents are able to articulate means to document and promote their work to be shared with other adolescents, their communities, and CSOs.

Session activities

Time	Activity	Description
15 min	Refreshment game	Landmine (needs A4 sheets, blindfold and stopwatch) This is a trust building game. The facilitators explain that participants will need to cross an area with landmines with the support of their peers. One participant is selected, and s/he is blindfolded. The facilitator would randomly lay out A4 papers, and some of the A4 sheets would have an "X" written on them. Those are active landmines (landmines could also be replaced by sinkholes if participants are not comfortable with the term due to previous experiences). The A4 papers without the "X" are safe to step on. Participants are asked to cross the area with the support of their peers' instructions. Each time a participant crosses, the facilitator should move the mines around so participants will not memorize the layout. To increase complexity, speed up the exercise. Participants will have only 1-2 minutes to cross, otherwise they lose.
35 min	Evaluating Impact	In an open discussion led by the facilitator, participants discuss the agreed upon actions/plan from the previous session: <ul style="list-style-type: none">• Was there communication and or meetings between the group members?• What elements of the plan were implemented, and if not why/what was difficult?• With whom did they discuss their plan in the community/family and what were the reactions?• Did they come up with any changes to their plan based on this short experience?

Stage four: Evaluate

35 min	Conflict monitoring	<p>In an open discussion led by the facilitator, participants are asked “what has changed since the last session?” concerning the three top conflicts they had identified and planned to work on. Participants could be divided back into their groups from the fourth session or this could be done in the session. The discussion should be guided by the following questions:</p> <ul style="list-style-type: none"> • Is our relationship as a group (adolescents) better now? • Has the conflict increased/decreased and why? • How did the community respond to our activities? • What are the key elements of the conflict that we should monitor?
35 min	Documentation of activities	<p>In the meeting, the facilitator should explain the need for documenting activities to promote ourselves as change makers and to learn from our experiences. Then, participants are asked to brainstorm the different options to document and share their experiences with other adolescents. At the end of the exercise, a list of options/actions should be developed and specific adolescents should volunteer to follow up on the agreed upon actions.</p>
45 min	Enhancing Sustainability	<p>Participants are requested to go back to their groups (from session 4 and onward these should be the same). In their group, participants should think about what are they going to be doing regarding their plan in the long term (say, the coming two months):</p> <ul style="list-style-type: none"> - How are we going to continue communicating? - What actions are we going to continue? - Who could support us in our community and how could we gain such support? - What is our specific next action as a group?
15 min	Next step	<p>At the end of the session, facilitators should thank participants on their engagement and commitment through the whole process of APET and then ask each participant to give a final reflection and what they would like to say to their colleagues in the room.</p>

Key Considerations

- It is crucial that involved adolescents are able to envision what they are going to do after the APET sessions are over. It is the role of facilitator to guide them to articulate ways they could remain engaged together and on the conflicts they have identified.
- The backbone of sustainability of APET is maintaining communication and collaboration among involved adolescents. The relationship and trust building should be integrated into each part of the different sessions of APET, and facilitators could play a key role in helping involved participants keep in touch after the end of the sessions.

Conflict sensitivity

Facilitators and project officers should have an understanding of possible risks that accompany the implementation of the toolkit on adolescents in peace building and consider mitigation actions in advance. Risks could very much differ from one area to another. The conflict sensitivity considerations to mitigate are listed below (these are tentative and others could emerge during the test period):

- **Targeting:** selecting participants in the session could be a source of tension if the selection criteria is not clear and transparent or if the composition of the group is not balanced and reflective of the existing divide in the community.
- **Expectations:** adolescents could have high expectations, and if not met, this could lead to tension. Also, families of involved adolescents have their

Stage four: Evaluate

own expectations of involving their children in the sessions and these should be managed. It is very important at the beginning and throughout the sessions that objectives are illustrated and expectations beyond these objectives are managed.

- **Coming together:** having a diverse group of adolescents in one room presenting a community full of tension and negative perceptions is challenging and should be managed carefully. Some of the discussions and exercises could trigger tension and, if not addressed immediately, could undermine the group dynamics and, in the worst cases, could trigger tension in the community itself.
- **Power structure:** empowering adolescents and youth in general could be seen as threatening to some groups who benefit from the divide in the community and mobilize on adolescents' negative attitude. Additionally, some community leaders could feel threatened or challenged by emerging youth leadership that such skills and actions covered by APET sessions provide and highlight.
- **Communication:** communicating between and after sessions across divides and gender could trigger tension among adolescents' families and community. Proper means of communication should be used based on the context dynamics.

Evaluation indicators

For the evaluation of the results of APET implementation, a number of indicators could be recommended, while the final formulation of the evaluation indicators and framework should be done by projects implementing APET, as APET is not a standalone activity, but rather a complementary activity that is implemented alongside other activities. The impact achieved by APET could be influenced by these activities. The recommended indicators are summarized below:

At the output level, the following indicators could be measured:

- Number of adolescents involved and the rate of dropout from the sessions.
- Knowledge increase concerning the topics covered in each session. This could be measured with pre- and posttests.
- Interaction among adolescents in sessions. This could be measured through observation

At the outcome level, the following indicators could be used:

- New relations formed; this is especially significant across existing divides such as refugees and host communities, or across the different sub groups of the refugees. Another factor that could also be measured is trust among adolescents involved in APET sessions.
- Increase of knowledge on conflict dynamics among adolescents. This could be measured by pre and post surveys to test adolescents involved in APET sessions on their knowledge of conflict dynamics in their communities.
- Knowledge of conflict management skills. This could be done through a measurement of adolescents' knowledge of key skills for management of personal conflict. This is normally done through pre and post surveys, but focused group discussions could also be used.
- Number of conflicts adolescents have engaged to address through certain activities.
- Reduction of overall conflicts among adolescents as a result of their involvement in APET sessions.
- Reduction in the conflict in communities where APET was implemented.

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