BOOKLET

A practical manual to nonviolence training

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<u>Introduction</u>

This booklet is attached to the dissertation 'A practical manual to nonviolence: analysis of nonviolence training', realized by Raffaele Barbiero for the M.A. in Peace and Reconciliation Studies at Coventry Universiy, UK.

The goal of this booklet is to deliver all exercises, tools and techniques, which one trainer, animator, or facilitator needs to accomplish the courses outlined into the thesis.

All courses are detailed for their practical execution; therefore, the animators should only attain to the instructions in this booklet.

The 'fascinating heaviness' of methodology…there is no work without rules

9:00: brief introduction and explanation of the agenda.

9:30: simulation of a meeting where participants had to discuss a significant problem.

If the discussion group is very homogeneous or there are few participants, may be useful to use the expedient of instructing a team member within the simulation to provoke argument and conflict.

This device is not needed if the group is large and not very smooth. This discussion was conducted without any input data as precise rules, but at the end of the simulation. It was followed by a test basis of impressions and sensations of the participants to arrive at some observations of the animators. If there are a lot of participants, it may be worthwhile to divide between students who participate in the simulation and those who perform the task of an observer on a grid of questions (the method and content) prepared by the animators.

10:30: second simulation. The subject of the dispute is simple and not exciting. Instead, there were strict rules of conduct of the action: 1) the decision applies to all (including facilitators), 2) all three operations must be done, no more, no less, 3) any intervention should last a minimum of 1 minute and a maximum of 2 minutes, 4) the speaker should ask to speak to the trainers that have the

register of actions, 5) the speaker must sit in the middle. Attention then focuses on the method employed. Then there is the evaluation.

11:45: break.

12:00: third simulation. The task is to define a priority list that narrows, forcing participants to make 'tragic choices'. The simulation is divided into three stages: individual plenary subgroups. The first phase is explained, without explaining the other two, the second stage is clearly explained, and finally there will be a further discussion followed by a collective decision (or no decision).

13:00: evaluation of the latter simulation and then a general evaluation of all the three simulations.

Observation grid by The 'fascinating heaviness' of methodology… there is no work without rules

First simulation on the method, without rules (part a)

1) How do the participants start the meeting?

2) Are they listening to each other?

3) Is there a particular participant who takes charge of the discussion?

4) Is there anyone who monitors compliance with the assigned time?

5) Is there anyone who does not respect the topic assigned? If so, what is the group reaction?

First simulation on the method, without rules (part b)

1) Who is intervening a lot? Who is intervening a little? Why?

2) Are leaders emerging?

3) Are there any alliances between participants?

4) Is there anyone who takes notes about the things that they say? Does somebody do this for himself/herself or on behalf of the group?

5) Is the group making decisions? If so, who takes them and how?

Grid on perceptions (simulation on the method)

1) Do the participants feel at ease?

2) Is there a climate that allows everyone to intervene?

3) Are there any dissidents? if so, how they are regarded by others?

4) When the participants are working, do they feel free or afraid to speak their opinions?

5) If there is leadership, how do participants live it?

6) If decisions are made, do they belong to everyone?

7) After the meeting, what is the prevailing sentiment among the participants (satisfaction, dissatisfaction, boredom, anger, joy, etc.)?

Conclusion and recommendations on <u>The 'fascinating heaviness' of methodology…there is no work without rules</u>

These reflections could emerge during the work:

- if the method is not decided early on, it impacts on employment;

- when more than one person is involved, even in terms of conflict, more action is taken;

- building alliances among the participants often means to exclude somebody;

- duplication of the speaker, confusion, interruptions fosters the birth of decisions that are not shared;

- the argument does not affect the way people work;

- participants should learn to take notes because it is important to avoid forgetting the most important issues, not to repeat the same things or lose the thread of the discussion;

- when working on a very complex issue it is a good idea to have a line-up of the things people want to say (for the reasons outlined in the preceding paragraph). It may also be helpful in overcoming any shyness that may block a full and through discussion;

- it is important to have a fixed agenda at each meeting. It serves to avoid people starting discussions that stray off the topic, so that the participants do not create their own agendas and mental processing (their own 'fantasies'), and not to feel frustrated because there is a switch from one topic to another without coming to any firm conclusions. It is always advisable to set the agenda with the meeting participants (to avoid misunderstandings or discussions);

- the decisions taken should be shared, or at least there must be the possibility for the dissenters to express their feeling and to at least feel part of the group;

- in addition to decisions, the ground rules should also be shared and not be too difficult; otherwise, it creates problems on the debate and increases conflict;

- it seems that there is always insufficient time, but if used well, it can be optimized (time can be saved by taking notes prior speaking);

- how the dissidents are heard and considered? Do they have a positive role or are they only seen as a nuisance?

- if there is an uneasy feeling, how do participants deal with it? Do they escape, are there any alliances and are they looking for ways to overcome it? Do trainees try to resolve the problem? Do participants suffer in respect to authority and conventions?

- if someone puts forward proposals rather than ignoring them, the group should give them an answer, even if negative. This helps group members to feel as if they are owners and responsible for the group, even if their proposals do not go forward;

- in groups, those that often decide and make decisions are those who do the most shouting, who emerge with more grit, or who make the closing remarks. Therefore it is necessary to study some remedies to these problems;

- this is particularly true if participants do not know each other, and for the 'newbie', it is important to set rules of conduct so that who makes a stance does not feel on trial, but welcomed. To that end, participants should avoid behaviour that every idea or proposal will be immediately subjected to a series of repeated

criticisms and negative comments. If one expresses an opinion, it is an opinion, and is just as legitimate as any other. This, of course, does not mean to not confront or conflict, but to try and capture the positive elements in the proposal (and not just the negative ones);

- from the above it is clear that conflicts should not remain buried in the ashes. Trainees have to go out and deal with them openly, especially if they will put into discussion the topic of leadership and consolidated roles;

- the role of leader in a group is positive. Two important things should be avoided: that the group delegates everything to the leader, on the other hand, the leader should not have to centralize everything in his/her hands;

- the small group size can work much better. If there are important decisions to be made in large groups, it is better to study a mechanism that fractions discussion and decision, making these at a later date in the final synthesis.

Finally, the animators should suggest these conclusions: 1) it is compulsory to have rules, and methods, but these should not be rigid; 2) the rules must be shared; 3) 'The point is that the purpose of these conversations is to discover the 'rules'. It is like life: a game whose purpose is to discover the rules, which rules are always changing and always undiscoverable' (Bateson 2000: 19-20); 4) between means and outcomes there is the inescapable bond between the seed and the tree. With one bad seed, a good tree cannot be born (freely adapted from: Gandhi 1980 cited in Francis 2002: 43).

After this task, it is necessary to perform a review of what has been settled within twenty days and then to carry out a follow-up after three or four months to determine whether, compared to the normal functioning of the group, something has changed or not. If something has changed, then why and in what direction, and if not changed, then why and what can be done to remove the obstacles or barriers?

Mini-course on facilitating meetings

First day

15:00: arrival of participants and accommodation

15:30: presentation.

15:45: intervention on the theoretical assumptions and dynamics of group decision-making methods, leadership, conflict and nonviolent action.

Discussion and comparison with the participants.

17:00: exercise on the decision-making method: 'the stick'. Verification and discussion.

18:00: workshop, 'What do you think people should do to lead a meeting to facilitate a positive outcome?' (for success is fulfilling the objective of one meeting which was convened for the same and that leaves people satisfied and willing to return the next time).

18:30: back in plenary where each group presents its findings using a flipchart.

18:50: theoretical presentation of some functions of the facilitator of a meeting.

Discussion and comparison with earlier posters produced by the groups.

19:30: dinner break.

Second day

10:00: first simulation of a meeting. Review and discussion.

11:30: break.

11:45: second simulation. Review and discussion.

13:15: lunch break.

15:45: exercise 'Play the ace!' Review and discussion.

17:15: break.

17:30: closing and verification of the course by participants.

18:15: greetings and closing of work.

Game 'the stick' by Mini-course on facilitating meetings

The learners are divided into groups of up to six people. Each group is given a stick in which people must cling to its entire length. Next, the groups begin to carry around their sticks. The walk of each group only ends when their own stick is placed at a point which is agreeable to all members. It is not possible to talk to others and participants can only communicate by raising their hand when they feel happy with the place to put the stick. On the contrary, when people raise their hands, and if there is also only one person who does not rise, the walk continues in search of a place that all find consensual.

Mini-course on facilitating meetings: simulations

First simulation

The facilitator is given the following topic of discussion that he/she will have to play to the course participants. The facilitator should tell the group when he/she is ready to begin the meeting.

The theme of the meeting is as follows:

The group should prepare a plan to raise funds, identify the various stages of implementation and who should take responsibility for the following tasks.

Second simulation

The facilitator is given the following topic of discussion that he/she will have to present to the course participants. The facilitator should tell the group when he/she is ready to begin the meeting.

The theme of the meeting is as follows:

Identify three specific targets for the group to reach next year, also indicating the allocation of tasks and when they should be achieved.

Variables on the first and second simulation

To make the first simulation more challenging, the animator should ask a student to assume a specific role: 'he/she must always intervene, interrupt others, and distract the group with topics that have nothing to do with the topic in hand'.

To make the second simulation more challenging ask two students to play this role: the first student should behave shy and be silent; the second student should speak without expressing their own opinion, but just to be against the intervention or opinions of others.

Observation grid by <u>Mini-course on facilitating meetings</u>

(Grid on simulations)

1) Has the facilitator prepared the layout for the meeting?

2) Has the facilitator verified that everyone agrees on the agenda?

3) Has the facilitator set the times and asked for any missing participants and how to contact them?

4) If there is a new participant, has the facilitator introduced him/her to the group?

5) Was the facilitator careful to posture that he/she takes in front to the group (avoiding nervous tics, rocking in the chair, turning back without speaking, etc.)?

6) Does the facilitator summarize and write the contents of the meeting to help better understanding of the group?

7) Does the facilitator try to give space and to involve everyone?

8) How the facilitator manages who intervenes too much or strays off the topic?

9) If there is a decision to be taken, does the animator facilitate the exact explanation of the proposal or proposals by establishing a clear understanding of all participants?

10) Does the facilitator promote the main points in a positive or negative light for the proposals developed?

11) Does the facilitator ensure that everyone share in the decision, giving way and taking the side of those who may not agree?

12) Does the facilitator ask the group to fix the place, date and time of the next meeting?

The dynamics within a group

First day

15:00: arrival of participants. The animators begin with the game 'Accumulation of names', where each person has to give his/her full name, city of origin, etc. Before of saying these data, he/she must to tell everyone the information relating to individuals in the foregoing order of presentation (10 minutes). Facilitators introduce themselves and the course. The course will cover dynamics and conflicts within a group of people set up to achieve one or more objectives (20 minutes).

Four subgroups are formed through the game that brings together people with the formula: 'A group of ... and with....' (for example: a group of three and with black hair, -5 minutes-);

15:35: expectations of the group: the 4 groups are divided by this task: 'Imagine having a backpack where together, with others in your group, you have to put things that you would like and not like to take home from these two days'. Have a brief discussion and summarize the findings on a poster (in two parts: what I want, what I do not want) (15 minutes);

- exposure in the plenary session of the four subgroups: each group expresses the expectations outlined (20 minutes);

- the training agreement. The animators expose the course design in which two macro-objectives are outlined: 1) experience of the stages of birth and growth of a group, 2) identify key mechanisms that occur inside and outside with a group (roles, leadership, decision making, climate, relationships, external environment, etc.) by setting the focus on the roles and explaining that it will not be possible, even for objective time constraints, to meet all expectations. Facilitators introduce the agenda of the two days and lay down some ground rules such as time limits (30 minutes).

Name backwards: the animators, in the two subgroups, write the name of all participants on a poster from right to left, and from the new name they attempt to obtain an explanation on the meaning of the new name (20 minutes).

17:00: break.

17:15: 'Valuable object': everyone writes separately one object, the most important; this was either a gift or one that you purchased. After five minutes the animators ask people to describe the object, when they received it and maybe some comment or anecdote about it. Furthermore, the animators should ask who donated or gave it and why, in case participants were forced to do without. Finally, the facilitators ask what the course participants remembered about the object and to tell the others.

Being a bit intriguing as a game, maybe it should be noted that only those who wish to do so may give specifications on the object (30 minutes).

17:45: ID card 'dindirindà': all are asked to fill out a special identity card and then to stick it to their chest with safety pins at least until the end of dinner on the first day (10 minutes).

18:00: plenary. Simulation of a debate that is held in a school board.

19:00: close of the session.

Second day

9:00: plenary. Communication 'the group as a system'. It will concentrate on the complexity of variables involved in a group, starting from the knowledge of an external environment which is not unconnected for defining, in brief, all these different aspects within a group. Here, facilitators will specify in more detail that the focus will be centered on the fundamental roles of understanding the internal dynamics of a group and its relationship with the outside. A brief discussion follows (clarifications, speeches or questions) (Jaoui (1991), Jelfs (1982), Liss (1992), Parknas (1998), Vaccani (1993), Vopel (1991)) (60 minutes).

10:00: icebreaker game: 'All to take a shower!' (10 minutes).

10:10: sub-groups: Recovery of topics covered the day before. The facilitator briefly summarizes the things that happened and asks if there are any short questions or interventions (15 minutes).

10:30: 'Wrapped your head': the facilitator will randomly hand out a strip of cardboard to put on the head that summarizes a role that covers, for example, the boss, who never speaks, who thinks he/she knows everything, etc. Who wears the strip must not be able to see the role, but everyone else can see it. All will have to discuss, following the role that others have written on their forehead strip, although no one will verbally explain the role that the other has taken with the strip. Then, the facilitator asks to the participants if they understood the role that they covered. The facilitator then asks their feelings and those of the observers. Finally, the animators give some elements of explanation (the theme of pre-judgments, of stereotypical roles, people's reactions to the roles of others, the label that acts as a filter to the things that someone says or does, the conflict between roles, etc.).

It is necessary to select an important topic for the group in which the training activity will be held. The animators define a scenario to start a lively discussion among participants. Obviously, to do this, it is necessary to have information and to speak with those who have requested this educational activity. An evaluation then follows (60 minutes: 5 explanation, 25 simulation, 25/30 evaluation).

11:30: break.

11:45: plenary: the woolen ball (Euli et al. 1992: 225). The entire group is placed in a circle to discuss a topic. The facilitator holds a woolen ball that then passes to the first that wishes to speak, asking him/her to fix the thread around a finger. Who wants to talk then asks to speak to the facilitator who guides and controls the interventions. When people have finished talking the woolen ball is then passed to the next person in turn, who must then bind the thread around a finger. At the end, there will be a web that shows the route of the discussion. A

review then follows. The topic is: in front of the impossibility, at least so far, for the action or nonviolent strategy to block or prevent bloody conflict, peace activists may accept forms of international United Nations police so that they can intervene with the use of force and weapons to end the conflict or to separate the contenders. If so, which rules and regulations should be applied? (35 minutes: 5 for explanation, 30 for simulation). A discussion and verification of the exercise then follows (40 minutes).

13:00: lunch break

14:00: 'The traffic light': the whole group sits in a circle to discuss a topic. Facilitators give each member of the group two small rectangular cards, one green and the other red. The facilitator, having presented the subject, keeps a record of interventions and adjudicates the time. The forms of interaction are: who takes to the floor to speak without interruption for at least 45 seconds, after which the other group members can expose the red card if they do not wish to speak (because he/she has been clear, because he/she is boring, because he/she is repetitive, because he/she was precise, because he/she intervenes too many times, because someone disagrees, etc.). If whoever has the floor receives a red card, they must immediately be silent. The trainee can start talking again only if, within five seconds from the stopped action, someone raises a green card. The subject under discussion is: 'Do you think that it might be correct not to pay some or all taxes on specific issues which relate to high conscience values of an individual?' (example: military spending, abortion, education, healthcare) (80 minutes: 10 for explanation, 30 for simulation, 40 for evaluation).

Material: 25 x five cm wide strips of cardboard that describe the role, 25 red cards, and 25 green cards, 1 woolen ball.

15:20: break.

15:30: plenary. 'The square': animators form 4/5 sub-groups of five. For each person, groups are handed an envelope marked with a letter (from A to E) with three square pieces of light cardboard (6 cm per side). It is possible to use a dif-

ferent colour card stock and envelopes for the five people of each subgroup. Each person in the group is given an envelope containing the pieces that make up the cards, properly mixed and cut according to the design on Euli's book (Euli et al. 1992: 247). The animators provide the following rules of the game (written on the poster): participants cannot talk; participants cannot make any gestures, no grunting, no grimacing; no one can touch and no one can take a piece of cardboard that belongs to another person; people can give some or all of their pieces of card to others in their group. A discussion and evaluation then follows (55 minutes: 5 for explanation, 20 for exercise, 30 for evaluation).

16:30: 'All in search of roles': first the trainees perform this task alone, then in small groups of 4/5 people and finally in plenary (variation: if groups analyze one or two real cases it is possible to skip the plenary work on the roles. The animators verify if there are volunteers available to present concrete cases. In any case, the animators direct and guide the case analysis). Participants should list the roles that they saw in their group and the possible roles in each group. In the second stage (in small groups), facilitators will provide a list of possible roles based on Jelfs' book (1982: 51).

17:30: communication on 'Stages of group development': it will focus on the phases of growth of the group and is drawn from the intervention of Vaccani (1993) and Caritas Internationalis (2002: 217). A discussion then follows (60 minutes).

18:30: evaluation throughout the course: the animators begin distributing a questionnaire to evaluate the course with short closed questions. The answers are immediately drawn up and presented in a poster. Finally the group, along with the animators, expresses their evaluations, criticisms, and suggestions (40 minutes).

Material: coloured envelopes, 6 cm of coloured cardboard squares, posters, markers, 5 lists of roles, 25 sheets with two columns: roles in the group and roles in groups, 25 questionnaires.

Identity card 'dindirindà' by <u>Course on the dynamics within a group</u>

The animators prepare cards of the approximate size of an identity card for each learner. On each card, similar to the ID card, there are some items to fill in: real name, a name that I want, humour, advice for those who do not know me, the name of imaginary cultural parents, love, pain, one thing I can offer, a commitment to the course, and so on. In the space of an identity card dedicated to photography, the animators ask to draw a symbol or anything that represents the learner. Once the ID card has been compiled, participants will attach it to their chest to make it visible to everyone.

<u>Nonviolent communication</u>

First day

14:00: plenary: meeting of the all participants. Presentation of the course by the animators.

15:00: game presentation 'Triads': the participants, including leaders, are divided into groups of three. There will be a circle (A-B, B-C, C-A) of free interviews, making sure that within the triad, there are people who already know each other. The presentations should last for three minutes. Afterwards, participants return to the circle and inside each of the triads, his/her interviewee is introduced, until the whole group is presented.

15:40: 'Name backwards': the animators in the two subgroups write on a poster the names of participants from right to left. Facilitators and participants comment on all the possible meanings of the new name. Finally, each participant, before moving on to another person, adds information on what he/she does best (20 minutes).

16:00: expectations from the course. The students are divided into two groups (bringing together the previous triads). In fifteen minutes the groups will have the task of dividing a program into two: 'We are here to ...',' We are not here

to ...'. In five minutes a spokesperson for each group will present in plenary the expectations of their group. At the end participants will have a common discussion and comment.

16:30: objectives of the course. Facilitators will read and briefly comment on a poster already prepared with the following objectives (in order to explain and summarize the differences between students' expectations and goals):

1) to develop the theme of communication in groups,

2) to analyse the principles and elements of nonviolence,

3) to build communication paths attentive to the relationship between individual and environment (relations, individuals, groups of people, place, space, time).

16:40: ground rules. The facilitator briefly explains the rules of the course through a poster and makes a 'contract' with the participants.

16:50: agenda. Facilitators introduce the agenda of the activities taking place and those that have already been held.

17:00: break

17:15: exercise: 'You should follow your wellbeing '. The animator offers a group exercise involving the participation of half of the people. These people will have as their objective the achievement of wellbeing for themselves and their group (binding criteria of collective wellbeing). The method will be that of acting together and they will not have any rules to do their job, only the duration of the exercise. The facilitator will provide the background information and resources in which to build individual and group welfare.

The other half of the participants is divided into two groups with the task of observers. The first group of observers note the generic indication of the communication. The facilitator will not provide explanations, but, at the request of clarification (for example: what is communication?), the participants will start from the answer that they will give themselves. The second group of observers always has a mandate to observe the communication on a grid of monitoring points that will be provided by the animators.

18:15: verification of exercise: 'Are we fine now?'

Facilitators request an answer to the question: 'Has the target of wellbeing been achieved?' The facilitator asks the impressions and emotions of each participant. The communication is viewed through the contribution of the two observer groups. While a facilitator leads the discussion, the other makes notes on a poster.

(Communication is not effective and efficient without paying attention to rules, knowledge of its components, knowledge and methods of its forms, awareness of the roles which have influence on it, the context in which it takes places, and techniques and tools to improve it).

19:15: the choice of nonviolent communication 'The proposal'.

Facilitators introduce the proposed work on the concept of communication to build pathways to nonviolent communication: Liss (1992), Marcato, Del Guasta and Pernacchia (1995).

19:25: massage and relaxing pre-dinner 'The evening cuddles'.

19:35: dinner break.

Second day

9:00: presentation of work on communication. Animators highlight certain themes and issues surrounding the communication focused mainly within a group. In particular, animators will consider six areas. Each theme is presented individually. Several themes will involve some exercises. Finally, animators state that they seek to draw boundaries even if communication is not precisely confined.

9:10: first theme: 'You cannot communicate'. Communication is a relationship in which the behavior is a central variable of the report. The methods of communicative behaviour cover a very wide scope of situations (from silence to crying).

'Say it without words'. This is an activity of non-verbal communication (NVC) (40 minutes, then 30 minutes for discussion).

All those who, in turn, seek to express different emotions through their body. Animator give each participant a sheet on which he/she will write what they want to express and what body part he/she will use to do this. The group must then guess what everyone tries to show (for example: fear, anger, seduction, boredom, etc.).

Comments. These techniques are used to increase the expressive capacities of individuals. They should not be regarded as the discovery of their 'authenticity'. It is true that it is harder to lie with the body, but it is equally possible. The NVC should be considered a point of departure, not arrival.

Despite the potential of these techniques, one must also be aware of their risks, so the animator has the final decision to be certain any situation can be created. This means that one should be able to satisfactorily answer the following questions:

a) what is NVC in the context of the objectives of the course?

b) What needs cover an NVC experience?

The analysis of the experience that follows is at least as significant as the experience itself, in order that learning is ingrained. Therefore, when the animators use these techniques, they must leave ample time for the processing of content.

10:20: second theme: the context, the socio-historical situation, the environmental influence, or having different interpretations to the communication (the same thing takes on different meanings). A discussion then follows.

10:40: third theme: communication in the group means to know, check the needs, expectations and motivations. It stimulates listening and participation, and recognizes and manages the conflict. It is a management tool and a social organization. It serves to define problems, objectives, tasks and duties. It promotes exchange and collaboration.

The verification at the end of the course will start from this consideration.

10:55: break.

11:00: fourth theme: communication is also the ability to listen. Communication is not only to understand, but also to feel (the sphere of emotions).

'One way, two-way' (45 minutes).

Purpose: - conceptualize the operation of dual communication through demonstration; - analyse the role of communication in the family, and in social and work environments.

1. The animators begin the task with an analysis of the different ways of looking at communication in terms of content, direction, veto or interference. The objective of the game is to analyse the various directions in which the communication go.

2. The facilitator asks a volunteer to describe to the group the figures to draw. The other participants will draw what is described (it is preferable that the drawings are prepared on different sheets). Participants also choose two observers for the exercise. A set of questions is given to the observers.

3. The facilitator explains that the person who was chosen will describe how to draw a figure consisting of a series of squares (see figure 1, p26).

Participants must listen carefully and follow the directions faithfully, and cannot ask questions or consult with one another.

4. Who must do the description has two minutes to study the figure.

5. Observers should record the behaviour and reactions of all participants.

6. During the first drawing, the person must turn away from the group or even stand behind a screen. This is to give the group not only all the necessary information on the design as quickly as possible, but also to carry it out as accurately as possible. It should be repeated frequently, questions should not be asked and advice should not be sought from others.

7. At the end, the facilitator takes note of the time spent and returns the second figure (see figure 2, p26) to the same person, who will now be facing the group ready to answer questions.

8. When everyone has finished, the facilitator writes down the time spent and then shows the two figures described.

9. Each participant counts how many squares he/she has drawn correctly.

10. The animators begin an assessment of experience, taking into consideration the time taken, the accuracy and the type of communication.

11. Observers report whether they have registered the processes. Then, the group proceeds to a discussion on what each person has learnt from this experience and what the observers have noted.

Comments. The animators can use this game to highlight the fact that separation exists between verbal and nonverbal communication. As with any simulation, something is taken for granted, merely assuming a different meaning and showing aspects of greater complexity. Thus, it is possible to see that the words are often acted out, rather than simply spoken.

11:45: fifth theme: environment and trust affect communication.

'The blinds'. (This exercise is also useful to explain the second part of point 4) (Time: around one hour).

Objective: experience a situation where you rely on each other, in a state of difficulty and different from everyday experiences; search for an environment of sharing and mutual trust.

The group of participants is broken down into pairs who do not know each other. In each pair, one will be blindfolded. The first blindfolded person is led by the hand of the companion for 10/15 minutes without speaking. Then, the roles are reversed, again for 10/15 minutes. The couple will walk into the room and even outdoors, if possible. The guided person should try different situations: small and large obstacles, dangerous passages, if they want, they may also try to run.

To end this part, the couples split up and everyone should close their eyes and keep walking. At this point, the animator should invite participants to find their partner with their eyes closed, exploring their faces with hands. When the

couples are reacquainted, they join hands with the other couples together to form a snake which closes the circle.

After this phase, which generally creates a good environment and satisfaction, participants continue with the exchange of experiences and feelings, or talking or writing on posters, in small groups (20 minutes).

To help the students to reflect, they can take inspiration from the following questions: What has been nice this year? What has been bad? How they have perceived each other? How this experience differs from the usual everyday relationships they have with others? With whom they feel more closeness and connection, and where they feel most fear? How do they give confidence in their every day relations? What joins and isolate them? What should they do to overcome fear? What steps should they take to break down mistrust and to build confidence?

Material: bandage to cover the eyes (one per couple).

12:45: sixth theme. Communication consolidates and builds group identity. A discussion then follows.

13:00: lunch break.

14:30: 'Nonviolence': work group. Facilitators deliver to the participants the following list of sentences:

- do no harm others

- adhere to the truth

- list of things to implement to make a nonviolent action

- nonviolent way of life

- nonviolence best practical choice for managing conflicts

- power, obedience, authority as variables that affect strong nonviolence

- responsibility or irresponsibility in the face of things

- elements of nonviolence: the principles, the relationships, the actions

- nonviolence to achieve new things and to defend existing things

- need for education and training to achieve nonviolence behaviour.

Intervention on 'Principles and elements of nonviolence'. This communication is made using contributions of: Capitini (1967), L'Abate (1985), Pontara (1996), Sharp (2005, 1973), Walker (1982), and Weber (2001) (45 minutes).

15:15: break.

15:30: A discussion follows.

15:45: plenary. Simulation of a debate that is held in a school board.

16:45: presentation of some indications to make positive and/or nonviolent communication in a group. This intervention is made using contributions of: Liss (1992), Marcato, Del Guasta and Pernacchia (1995), and Parknas (1998).

17:45: break.

18:00: course evaluation.

Participants must evaluate the course using flipcharts. On the first flipchart they will give an opinion on the consistency between their expectations and the objectives proposed. On the second flipchart they will give an opinion on the methods and the running of the course. On the last flipchart they will give an opinion on the climate (relations between the participants and animators). The opinions are expressed through three symbols: a smiley, a perplexed and a sad face. The faces will be drawn on the posters by the participants themselves. If the trainees wish, they can (and are encouraged) add a comment.

18:30: final game 'The cuddles'.

Observation grid by <u>Nonviolent communication</u>

1) Are the participants relating to each other?

2) How do they enter into a relationship?

3) Who listens to whom?

4) Are there any misunderstandings?

5) How do they resolve misunderstandings?

6) Is there some sort of leadership in the relationships that develop?

7) How do they express this leadership?

8) What is the prevailing direction of communication (one-way, two-way, cross, etc.)?

9) What is the content of communication (ideas, opinions, facts, feelings, commands, requests, proposals, presentation of self, etc.)?

10) Is there a relationship between the objective of the exercise and how communication is implemented?

Observation grid by Nonviolent communication

Exercise: 'One way, two-way'

1) What are the feelings of the participants during the exercise?

2) What is predominant?

3) Is there a difference between the first and second exercise (always in relation to sensations)? If yes, what changes?

4) Do the participants try to talk to the person, describing the figures, despite the indication to the contrary?

5) Do the participants try to talk to each other or to see what their neighbour does, despite the indication to the contrary?

6) In general: what situations, mechanisms and, processes have been deployed within the exercise?

Exercise: 'One way, two-way' by Nonviolent communication
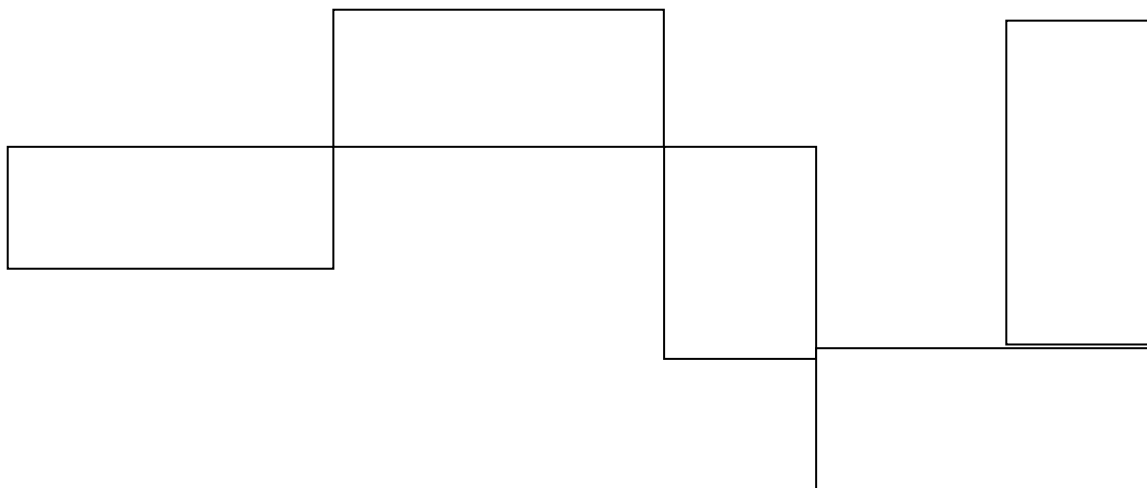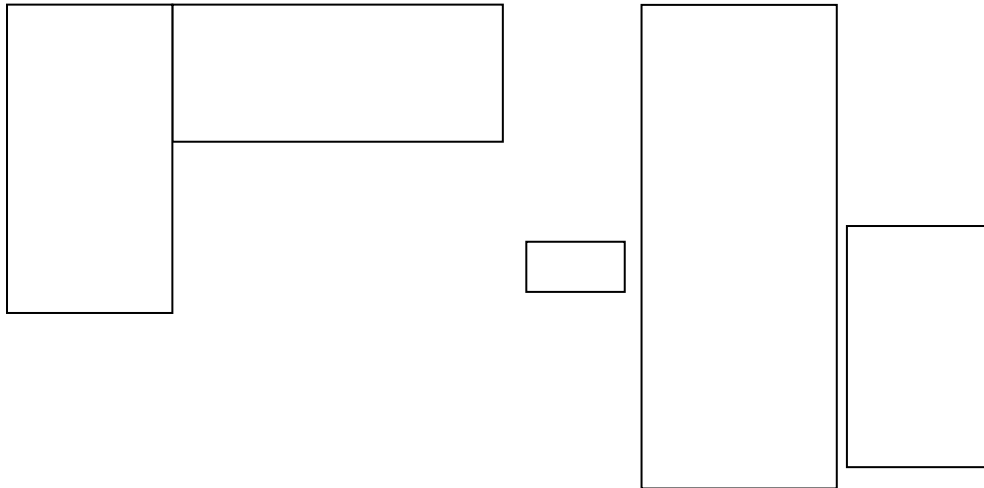
Figure 1

Figure 2

Education and nonviolence: do you have an idea?

A brief presentation of animators and an explanation of the course follows (5 minutes). Participants will be divided into random groups (maximum ten people for each group). The term 'intervention' should be agreed.

Firstly, posters are submitted to the groups with 'education' written, and the animator then asks the groups to write words or short phrases that participants link to education. Then, the animator asks the participants to group these words not randomly, but to form associations with each other, even in chains of meaning between them. This part should be completed in 20 minutes. Afterwards, a spokesperson for each group will briefly explain (5 minutes) to everyone the posters produced, and when all these have been completed, a group discussion will be initiated (10-20 minutes).

Always in the same groups, the facilitator will present posters with the words: 'nonviolence' and 'violence' and ask the groups to write two or three words, or adjectives, for each category of meaning (sound, color, smell, taste, touch, digestion). The facilitator will explain that the sense of touch means how

participants feel in terms of touching or handling nonviolence and violence. Digestion means how participants feel about the effects on them once they have assimilated to nonviolence and violence. Twenty minutes will be available to complete this section. Afterwards, a spokesperson for each group will briefly explain (5 minutes) to everyone the posters produced and when this has been completed, a group discussion will be initiated (10-20 minutes).

The last phase of the intervention will focus on an explanation of a series of posters in the following order: a) movement, b) events, c) people, d) nonviolent direct action -basic principles-, e) strategy of nonviolent action, f) nonviolent action plan, g) nonviolent action -principles of reference-, h) strategy and tactics, i) training; j) methods of decision, k) civil peace corps -CPC-, l) operations in areas of conflict made by civil organizations, m) conclusions.

Before illustrating the posters, the facilitator asks participants to intervene, to pose questions or make brief comments on what is being explained. (The time is governed by the fatigue of the participants).

Closure of the course. Distribution of photocopied materials.

Perceptions on nonviolence and violence

Presentation by the facilitator (5 minutes).

The facilitator divides participants into six groups. He/she will present posters with the words: 'nonviolence' and 'violence' and requests to <u>individuals within each group</u> to write up to two words, and adjectives, for each category of meaning (sound, color, smell, taste, touch, and digestion). The facilitator will explain that the sense of touch means how participants feel in terms of touching or handling nonviolence and violence. Digestion means how participants feel about, the effects on them once they have eaten, assimilated to nonviolence and violence.

At the end of the first phase, the facilitator explains that each group will have only one of the senses to be analysed by combining the words or, adjectives written previously by individuals. To speed up the process, the facilitator will provide the students with two sheets divided into two columns: nonviolence and violence (one sheet remains with the student, the other goes to the facilitator who transcribes all the perceptions and outputs on a poster, while the students do the forthcoming work). The facilitator asks participants to focus on the feelings stimulated by what they wrote about the sense that must be analyzed, trying to imagine what they feel, or perceive (perhaps also inviting them to close their eyes and be silent for 1 or 2 minutes) (10 minutes).

Animated pictures

While the facilitator transcribes the words, perceptions and outputs using a slip of paper distributed to the individual, the six groups, according to the sense assigned, shall:

1) confront each other with the perceptions that they have available,

2) based on these, they will have to decide whether to prepare a body-animation (like a picture, with the possibility of small animations or natural sound) based on the idea of nonviolence or violence,

3) try to set it up and then present the body-animation in front of everyone else (25 minutes).

Art gallery

Each group will now show their picture to everyone else, only saying whether they are depicting violence or nonviolence.

The facilitator should note down the salient points of each picture/painting represented (20 minutes).

Analysis

Starting from their perceptions about the completed work, the animator will try to summarize what has just happened and the words noted on the flipchart for the senses.

He/she will make brief comments on:

a) the 'magic' words that build nonviolence (experience, culture, daily life),

b) a list of possible everyday behaviour that can be put in place to build peace,

c) possibly some light on the difficulty and importance of decision-making processes (time-energy).

Finally, he/she should try to facilitate a short discussion and a small audit on the work (25 minutes).

Materials: flipcharts already prepared with the senses written, and divided into nonviolence and violence (sound-hearing, colour-sight, smell-olfaction, taste-flavour, touch-sensitivity, and digestion-assimilation); slips already prepared with the senses written down, and divided into nonviolence and violence.

Conflict, nonviolence, and peace education

First day

14:30: arrival of participants.

14:40: presentation of the animators 'Here come the animators!'

Each animator will present the other, projecting slides relating to different periods of their life. Comments will be linked to the type of photos that the animator has prepared.

14:55: the agenda will be shown by briefly reading a flipchart.

15:00: presentation of the training method. The facilitator will make a brief point about the method written in the training program.

15:15: presentation game: 'The ball of wool'.

One of the course participants should collect a ball of wool that is in the centre of a circle that everyone will have formed. At this point, the person with the ball

of wool will say his/her name, profession and will add an element of 'valuing' that distinguishes (for example, 'I am a great photographer', or 'as a teller of jokes I am very skilled',...). After this brief presentation (the minimum required, but it possible to elaborate more), holding the thread of the ball, passing it on to another participant, without following a precise order. Who receives the ball will make a presentation similar to the previous person and, remaining 'attached' to the thread, pass on the ball in turn. Continue until all of trainees have been presented. In the end, a network will be created.

15:35: expectations of the participants.

Animators will give participants two post-it notes per head. Everyone writes three things, ideas, concepts (or drawings) on two post-its, one on the flipchart above the wall titled 'What I would like to take home' other than 'What I do not want to do here'. Then the post-it is attached to the corresponding boards. (10 minutes). Finally, post-its should be grouped by topics through participation, thus triggering a sort of dissemination of the various expectations and a discussion (every animator brings together the slips and will lead the discussion of one of the posters).

Material: two posters entitled, with a 'What I would like to take home', the other with 'What I do not want to do here'.

16:05: objectives of our work.

The presentation of the goals is to make, where possible, a link to the expectations set out (or at least limiting the field to avoid creating false hopes of the course outcomes) and to present the meaning of the work to clarify the purpose.

The facilitator will briefly develop the points listed in the flipchart and make explicit the intentions of the activity, and above all with regard to any differing expectations that have emerged in the previous task.

Note: the key objectives are briefly exposed within the program: a) to have the opportunity and to recognize the importance of speaking on education for

peace; b) to analyse issues related to situations of conflict to speak of peace education in conflict; c) to test nonviolent methods giving some operational tools.

16:35: break.

16:45: game of division into two groups 'The poster'.

Two posters are divided into pieces (many pieces as there are members of the relative subgroup). Then these shares are distributed by inviting those present to reconstruct the entire poster. Another copy of the poster will be visible. In the end, the persons, remaining close to the poster that will form, will reform the two groups. For every poster rebuilt, there will be a subgroup.

Note: four posters equal to each other. For each pair of a poster, one must be divided into many pieces as there are members of the subgroup that animators want to form, the other remains intact.

17:00: workshop to reflect on peace education 'Maps of the peace'. The work is divided into two phases: construction of two mind maps for each subgroup and the search for connections. In plenary, there will be debate.

In the first work phase, each subgroup will have to build two mental maps, one for the word 'peace', another for the word 'education'. Then, participants will search for connections, first within each map, then between the two maps using different coloured markers. In the second stage, the two groups will work together in plenary. They then have to compare and analyze the maps looking for any connections between the four maps. (For this task, each facilitator works with one group and in case of any difficulties in making the maps, help will be given. In plenary, animators will keep the same role).

17:45: the two groups are reconstituted. Both groups draw a 'plastic animation' representing the theme of peace education with sounds, words, and so on.

Each subgroup thinks about how 'peace education' can be represented, also taking into account the discussions so far exhibited. Then, they will represent a 'plastic animation' that may be accompanied by sounds, words, noises, and

screams. A brief commentary then follows on the two performances (if participants want to say something).

18:15: address by theory intervention 'Give peace a chance'.

The animator will introduce the importance and the necessity to talk of peace education: Brander et al. (2002), Guimarez (2006), (Patfoort (1992).

18:30-18:45: close of first day.

Second day

9:30: all participants are in plenary.

9:35: icebreaker game 'All to take a shower!'

9:45: discussion on the conflict 'The deployment'.

10:20: group activities in search of more meaning to be attributed to the conflict 'What is the conflict?'

The two groups from the previous day are re-formed, and each of them has a job: they receive a set of questions about conflict and they then try to answer them by writing their results on a poster.

Set of questions:

- What is the conflict for you? (give a brief definition)
- What are the causes of the conflict?
- What is the purpose of the conflict?

It may be interesting to not give any hint on how the group should answer. Each group will have plenary spokespersons that summarize/explain the work produced. The animators, at this stage, observe the work of groups and monitor the assigned time for the exercise.

11:00: Participants go back in plenary where each group, through the spokesperson, will illustrate their work (time: 10 minutes). A free discussion then follows (30 minutes).The animators, in this phase, will be moderators and facilitators.

11:40: break.

12:00: theory intervention 'Dear conflict, you like us' on the difference between conflict and violence, recognition of the conflict, enhancement of the conflict, the difference between aggression and violence. To realize this intervention it is possible to use contributions from the following bibliography: Capitini (1967), Fisher et al. (2000), Francis (2002), L'Abate (1985), Galtung (1969), Novara (2011), Patfoort (1992), Pontara (1996), Sharp (2005), UNESCO (1986), Weber (2001).

A brief discussion will then follow (questions, comments, tips, and so on).

Materials: posters or slides with key points of intervention.

12:30/12:40: lunch break.

14:30: icebreaker game 'Not torn me the tail!'

Participants put a strip of paper in their belt that falls to the ground (this is the 'tail'). At this point, everyone should try to remove the other tail, only using their feet. The winner is the last remaining person with the tail still attached.

15:00: analysis of a case of conflict to find a nonviolent solution 'The gypsy camp'.

The objective of this activity is: first analysis of the story based on real events in the participants area or nearby, in the creation of a transit camp for nomads. Second phase: the planning of a nonviolent conflict resolution.

Two groups (those formed from the day before) should complete the task by analysing the true case and then proceeding in the draft resolution through the nonviolent timeline.

Use the time line to give a starting point and an arrival. The space between these two points is divided into various stages, as intermediate points of the process. For each of these steps the participants have to say:

- what they do,

- why they do it,

- with those who do it,

- how they do it,

- the pros and cons of the choices made.

Their action must obviously be aimed at nonviolent resolution of the case. A summary of the work must be shown on the poster. For this activity, the animators should make explicit that they will also play a role of experts, with critical analysis of work and not only as facilitators.

16:00: the two groups meet in plenary and present their solutions through the speaker.

Each speaker presents the work product (20 minutes). Then, with the support of the animators as 'experts', they will analyse the draft and create a common synthesis, written on another poster.

17:00: break.

17:15: speech on the theoretical methodology of conflict nonviolent resolution 'The creative people face the conflict': Besemer (1999), CPP (2004), Fisher and Ury (1981), Fisher et al. (2000), Novara (2011), Sharp (1973), Weber (2001). A discussion with participants during or after the intervention will suffice.

18:00: course evaluation.

Participants must evaluate the course using some flipcharts. On the first flipchart they will give an opinion on the consistency between their expectations and the objectives proposed. On the second flipchart they will give an opinion on the method and the running of the course. On the last flipchart they will give an opinion on the climate (relations between the participants and animators).

The opinions are expressed through three symbols: a smiley, a perplexed and a sad face. The faces will be drawn by the participants themselves, who then attack on the posters. If the trainees want, they can (and are encouraged) add a comment.

18:30: final game 'The cuddles'.

Course on the conflict

First day

9:00: icebreaker games for stretching and improving the knowledge of the participants.

<u>The great breath</u>. The participants stand in a circle, hugging, with eyes closed and then a person begins to breathe in a more sustained fashion. Then, all the others, starting from the left, must adjust his/her breath so that eventually there is only one breath. The game end when the first person hears that his/her breathe is the same as his/her neighbour and then transmits a signal with his/her hand (5 minutes).

<u>Ball in the centre.</u> The facilitator stands at the centre of the circle with a ball. One of the trainees collects the ball and introduces himself/herself, then throws the ball to another person until all have been presented (15 minutes).

<u>Meetings in square</u>. The animator makes each person walk into the room in a disorderly manner, giving some guidance, and each person should stop next to the person closest to them following the directions by the animator (for example: you are old and close friends, you only have business relations, he/she is the most unpleasant person you know, you are a military person, you are a priest or nun) (6/8 minutes).

<u>One very important thing</u>. Non-verbal representation of a really important thing. Each participant has 5 minutes to concentrate and think about how to revive the other with the body, and eventually by voice, a very important thing for him/her. When everyone is ready it is possible to start. Only questions of clarification can be asked, no comments or judgments (30 minutes).

<u>What I would like ...</u> In turn, the participants freely express their moods and expectations. The trainer requires participants to exhibit what they expect from the course and what state of mind they were in when came to the course. Only those who wish to speak need to do so, without bias (15/20 minutes).

Note: the number and type of games will depend on the number and characteristics of participants and the time available; a useful thing to understand is: 'What kind of group it is, and who takes an active part?'

10:25: introducing the agenda 'What we will do together' and the ground rules 'We all agree that ...' (20 minutes).

10:30: recovery of the topics made with the 'course on group dynamics' and description on 'Phases of a group development' and 'The group as a system'.

Please note: the course on conflict should be undertaken after the course on group dynamics. If the course organizers proceed in this way, the recovery of the two main course topics on group dynamics could be done in a short time, otherwise it will be necessary to provide an appropriate information session.

11:00: introduction on the theory of the training method (15 minutes) and then a debate (30 minutes).

The debate can be played using the game 'anemone': after having put all participants in a circle who want to make a short and clear statement related to the introduction to the training, the others will make a step forward to say that they agree, one step back to say that they disagree, and remain in the same place if they are uncertain. The facilitator then asks someone to explain his/her decision.

11:45: break.

12:00: conflicts that involve social and interpersonal levels. How to put into practice the training method applied to the theme of social and interpersonal conflicts. The work is divided into four phases: a) what does conflict mean to me (at the interpersonal level and within the groups and social realities), b) how I relate to the conflict, c) what does better management of the conflict mean to me (interpersonal and within group), d) what are the difficulties I encounter when I try to transform the way I behave in conflicts.

Phase one: What is the conflict for me: individual analysis, physical expression, and the definition of conflict. At the interpersonal and group level. The animator offers a short meditation with eyes closed, sitting in a circle. The animator suggests the participants to move mentally, reviewing the main areas that are sources of conflict (family, couples, community, work, relationships with

friends, volunteering, social unrest, conflict between groups, and nonviolent direct action) (5/7 minutes).

Answer the question: 'What is the conflict for me?' Write a short note, up to twenty words. The ticket must be signed. At the same time, the application shall be prepared as a response to the body (freedom of expression) (10 minutes). When everyone has had time to write and think, everyone should stand up. When they are all ready, everyone does his/her representation. They can remain for a short time in position, perhaps by loosening up a little, to give time for others to see it. Then everyone sits down and take turns, each reading the note he/she wrote, then sticking it on a poster (more or less close to those already stuck with the intent to group them for similar issues). The trainees rerun the representation with the body and briefly explain it. Others can only make requests for clarification (3 minutes for each participant).

13:20: lunch break.

14:30: the animator creates groups based on the thematic strands that emerged from the slips of paper (if there are only interpersonal conflicts, the facilitator of course explains that conflicts between groups will not be detailed). Each group holds up a poster with the word 'conflict' written in the middle. Each group has the task of finding the keywords that define what the conflict is for them at that time (20 minutes). Each group briefly presents their work to others. From the groups' work, a synthesis of a different poster is made in the middle with the word CONFLICT and above a plus sign (+), underneath a negative sign (-), and in the centre both + and - signs. The poster is a snapshot of the reality of the whole group. In fact, the keywords are placed in the poster in groups according to their positive, negative, or neutral value. However, perceptions of individuals or groups may be different, and may generate discussion. Only the repeated words or those to which the same meaning are given, are discarded. This poster is prepared by the animator who must seek to summarize the operation (30 minutes).

Note: a) it is necessary to draw attention of the group to the others and to listen to what the others communicate (verbally and with the body), b) the purpose of this tutorial is to build a common language and a collective concept of conflict (one knows what it is about and to what it refers), c) it will be interesting to see if an interconnection/interpenetration exists between the key words used, d) it will be important to see how the conflict will be read. Usually, the performance is negative, and it appears in terms of interpersonal difficulties (need to communicate). The conflict, however, is not only negative, it can bring out positive solutions, growth and change.

15:20: phase two: how do I relate to the conflict: active listening, body language, role-play. It starts with a short meditation, and again participants go through conflictual situations (4 minutes). The trainer invites everyone to choose between the conflictual situations that best represents their way of acting and reacting in conflicts, taking account of conflictual situations between the groups (3 minutes). At this point, it is important to play a game of relaxation and confidence. This is a prerequisite to the second part of the task. In fact, it could manifest rigidity in the request of participation asked by the animator.

The course participants are divided into pairs (**) in which everyone recounts a situation of conflict that they have chosen to describe, the type of situation and the main features of its behavior in the conflict, particularly their feelings and the way they communicated. The partner listens carefully, possibly noting the main points down on a piece, he/she may intervene to ask questions, and eventually transcribe the situation narrated, verifying the correctness of what he/she wrote with his/her companion. The summary is exchanged at the end so that everyone has their copy (10 minutes per person = 20 minutes).

(**) The pairs are not formed freely, but are set by the animator with the game: 'mime couples'. The animator distributes slips of paper to participants in which items that come in pairs are written. Trainees are required to mime the word written on the piece of paper without speaking. They will only make the noise

or the sound characteristic of what they have to mime. The couples are: hammer/nail, pen/ink, chicken/egg, tree/leaf, driver/car, mouse/cheese, chair/man on chair, snake/frog. Couples formed in this way may be difficult for some, but there is the risk that those who knows each other join between them.

Physical position in relation to the conflict. One of the facilitators is at the center of the room standing upright, to symbolically represent one of the parties in conflict. Participants are encouraged to take a position in relation to animation. The position is both counter space (near, far, beside or in front), both in physical (pictures built with own body). In any case, it must represent a non-verbal behaviour in the conflict (5/7 minutes). When everybody has represented their position, each in turn, the remaining position on his/her place should be shown again, and explained to the others. Only questions of clarification can be asked. The other facilitator notes the type of choice conflict situation (family, work, society) and the reaction to the conflict (aggression, passivity, closing, opening) during the explanation by the participants. The area selected can be used to divide the groups for the next exercise (50 minutes).

16:40: role-play: facilitators explain to participants what is role-play and the rules are illustrated. Facilitators divide the participants into smaller groups. The sub-groups are formed based on the results of the previous poster exercise (5/10 minutes). Trainers give the following indications to the subgroups: a) select one of the conflict situations. It is necessary that there is a central protagonist and that all team members have a party; b) set the stage. The groups should be helped to understand the exercise and meet deadlines. They must then test the scene (30 minutes). When the subgroups are ready, their scene will be briefly recited (3/5 minutes per group).

Facilitators then request to analyse the type of conflict, the answer that was given to the conflict, and lastly the type of response that could be given (20 minutes).

18:00: close of the session

Second day

9:00: <u>phase three</u>: What is the best form of management of conflict for me?

The subgroups that took on the role-play try to answer this question: 'What are the key features of the behaviour that can effectively enable the best way to manage the conflict?'

Participants must follow these instructions:

1) in seeking answers to the specific conflict, it is a good idea to spend some time in discussing general considerations for conflict resolution and then to select the most appropriate considerations specific to the conflict in question; 2) the responses to the specific conflict have been provided through the subgroup discussion, but it only affects the main character of the role-play; 3) it follows that through everyone's help, the main character can modify his/her behaviour in order to try to change the situation (20/30 minutes).

Note: if there is time instead of paragraph one, this part of the analysis can be done with an individual work on the following questions: a) 'What does conflict resolution mean to me in practice?' Maximum 20 words (5 minutes); b) 'What behaviour could be implemented to better manage a conflict?' (5 minutes). Later, the same subgroups that took on the role-play task from each analysis prepare a summary (with keywords) that has the central issue of conflict resolution. Finally, everyone should discuss the outcome in plenary, trying to make a more valid summary for the whole group. All this should be done by referring to the conflict in more general terms, and not the specific conflict which was represented (if participants do this exercise, it is useful to skip step one of the three phases, and then to resume steps two and three on the specific conflict analysed by the subgroup).

9:45: <u>phase four</u>: what are the difficulties that I face when trying to transform my behaviour in a conflict situation: simple simulation, theater-forum analysis in plenary. Aspects of the conflict: decision making, cooperative dynamics.

Simple simulation: each subgroup proposes the situation where only the main character acts out the new behaviour. Others will maintain their behaviour, at least until they feel it impossible not to change stance (not necessarily a happy ending) (5/7 minutes per group). The trainees re-analyze the behaviour and the outcome of the main actor and summarize it in a poster, and then compare the flipchart with the others prepared during the first role-play. This task is repeated with all the subgroups (30 minutes).

Note: if insufficient time is available, the trainers can allow only two performances. The performances are chosen, trying to play two conflicts that may have additional outlets (not closed conflicts) and, if there is a social or between groups conflict.

10:40: 'Forum Theatre': the animator briefly explains what forum-theatre is and outlines the rules (10 minutes). The subgroups represent their situation to replicate the variation expected from the forum-theatre: all spectators will have the right to intervene, stop the action, or try to play a role in their idea (either to resolve the conflict, or to keep the conflict situation) (40 minutes).

Analysis in the plenary of the incident (20 minutes).

If there is time before the final evaluation, the animator could briefly explain the decision-making method in order to leave relevant elements of reflection to the participants on other central issues for group life and conflict management (15 minutes).

12:00: break.

12:20: final evaluation is done in two ways:

a) codified, using a questionnaire of 13 questions;

b) free from the questionnaire data from any input, or one expresses their mood, their thoughts, suggestions and evaluations. To help the discussion, facilitators will use a poster on the expectations that trainees verbally indicated at the start of the course. The questionnaire data are immediately transcribed (while the

participants perform the second part of the assessment) and are then communicated to the course participants (30 minutes).

12:50: the course concludes with the game 'the great breath' (5 minutes).

A special kind of course: 'Peace Education: the wellness in the educational relation at school' (course for teachers)

This course is designed especially for primary school teachers.

First day

14:30: arrival of participants.

14:40: presentation of the facilitators and of the training methods.

Facilitators will briefly introduce the reason for choosing the training method, considered by the animators as the best suited to the type of work. In fact, it is an operational mode that allows for greater involvement of the participants, in addition to being in tune with the content that will be discussed.

15:00: split into three groups (each of which will be led by three facilitators).

15:05: game to introduce participants 'Foam rubber ball'.

The goal is to introduce the names of all those present and to relax the group. In a circle, participants say their names and briefly entertain the others with something they consider to be able to do well. After everyone has made a presentation, it would be useful to repeat his/her name once again, very quickly, to fix it in the minds of those present. Someone then passes the foam rubber ball to someone else, and whoever takes it has to say the name of the person who passed it to him/her and then he/she presents himself/herself in the same way as those who preceded him/her: his/her name and what he/she can do well. The game continues until all have been presented.

15:35: expectations of the participants on the course. The title of the activity is: I expect - I do not expect.

Participants are given two slips of paper in which they must write a word, sentence, etc., what they expect from the course and what they do not expect. A

few minutes will be available to complete this part, and then everyone will copy their expectations on two flipcharts. The two posters are entitled: 'What I expect' and 'What I do not expect'. After everyone has completed this task, the material produced will be summarised and then a brief discussion will take place.

Material: two flipcharts already prepared with the title (what I expect, what I do not expect).

16:25: break.

16:45: objectives of the course and method of training.

Facilitators then explain what are the work guidelines and the method.

The training method may seem strange and difficult for participants to realize: this indeed happens with every new thing that creates apprehension (because participants feel inadequate, they do not know what to expect, they are doubtful about their ability to manage this change). Finally, if a group wants to change situations that it does not accept, it should tackle the difficulties of bringing innovation and change, even to small things.

17:00: formation of four subgroups 'In search of animals'.

Participants are handed out slips on which an animal is depicted; there are four types of designs: wolf, turkey, chicken and fish. Everyone has to mimic the sound of the animal and has to go in search of his/her fellow animals. At the end of the game, four groups of homogeneous 'animals' should be formed.

17:05: exercise: What is peace education?

Participants in their respective subgroups should develop a kind of reflection on what for them is education for peace, using the brainstorm tool. The brainstorm enables us to express concepts and ideas quickly, an these are then transcribed in a few words on a flipchart. The ideas should be expressed and written without fear of being criticized and ridiculed. So, trainees should not comment on, or accompany sentences with subdued murmurs and giggles. The issue in question is written up on a flipchart and, as soon as the exercise starts, the participants have to say their ideas aloud as quickly as possible. These are transcribed and

synthesized on the board using no more than four or five words. About ten minutes will be devoted to the brainstorm, after which every subgroup will use the concepts and ideas that have been expressed to arrive at some conclusions which are formalized on another flipchart. This second activity should last no more than a quarter of an hour. At this point, subgroups meet together and analyze, compare, and discuss, the material produced.

18:00: theoretical intervention on peace education (see related material in the thesis).

18:30: distribution of the material and greetings. The facilitators will deliver handouts on training method and peace education.

Second day

14:30: arrival of participants and division into subgroups.

14:40: game presentation/icebreaker game 'Names accumulation'.

Sitting in a circle, each person says his/her name, the next person then repeats the name and adds his/hers. The third person repeats the previous two names and his/hers, and so on. (The game can be facilitated by repeating only the last names, especially for the last persons of the circle who are more disadvantaged having to remember many names).

14:55: what is a role-play?

Facilitators explain how to apply role-play or sociodrama. The role-play is a kind of simulation based on the representation of interpersonal relationships with a relatively small formal structure. It enables the understanding of others and facilitates the reactions of each person in different situations, especially those in conflict. It will not necessarily be a faithful reproduction of reality, but rather to simulate the crucial aspects of a particular situation, to make possible experiences with different points of view. Although role playing is artificial, the triggered feelings and emotions are not artificial, as well as the experience it brings. A different number of people can be involved in this drama (from some members of the group, until everyone is present). After identifying a meaningful

context, the parties that the participants should act on are assigned. Facilitators should choose a simple scenario that is relevant for the purpose of sociodrama and the participants. Then, the facilitators explain the scenario to everyone who is involved, the physical situation and the background of the situation. Facilitators should try to be clear, but not to reveal too much to allow the possibility of surprises. It is important to highlight that no one will be ridiculed or judged, and also necessary to point out that participating in a realistic role-play provides more valid results. Finally, facilitators assign roles: it is better to identify those most affected and still available to play. For each character of the exercise, written instructions are prepared that define the main features. It is important that the participants empathize with the role assigned to them, avoiding stereotypes. The facilitators decide in advance if the observers will be equipped with an observation grid. The 'actors' will have a short break at the end of the role-play. Thus, the actors are brought out of their roles and the tension is reduced. The assessment is the most important game of roles: the purpose of analysis and evaluation of the activity is to understand what happened, the participants in the simulation will say how they felt during the sociodrama, observers will highlight the points marked by the observation schedule, and even the audience will be allowed to contribute to the discussion. In the end, the facilitator should synthesize the evaluation of results and/or ask others to do so by asking those present about what lessons they drew from the sociodrama. The most important points of the audit and the findings will be reported on a flipchart.

15:05: role-play/dramatization 'The dispute ball'.

Participants in the drama: - Andrea, a timid and submissive child (section A), - Michael, an often overbearing child (Section B); - three classmates; - two teachers, one from section A, the other from section B.

Dynamics of action:

Andrea and Michael met up in the corridor, after leaving the bathroom during the recreation period. Andrea has just picked up a ball of foam rubber from the floor and prepares to play when Michael comes up to him and asks for the ball, saying that it is his. Andrea holds the ball firmly in hand, but says nothing. Michael did not immediately reach his goal and begins to shove Andrea, offending him (for example, saying that he is a wimp/stupid; he does not understand Italian; the ball is his!) and trying to scare him, taunting and threatening section A. The two children begin to shove each other and the situation degenerates to the three other children, classmates of Andrea and Michael. At this point one of them stands between the two litigants, while others try to block the two opponents. The result is a confused and agitated situation. At this moment, two teachers, attracted by the confusion, rush to the point of confrontation, fearing that someone may get hurt and telling them to stop. The teachers, however, do not try to understand what happened, but harshly criticize all those present, including the three who tried to calm down two litigants. In fact one of them, trying to explain what happened and what he/she was doing there, is told off more than others (for example, is there no need to achieve a calm down?; If there is an argument, you are always in the middle of things!) and their protests are worthless. Teachers are more interested in dispersing the children in their classes and they react to this broken down behaviour (mainly because they do not feel at all concerned and this creates agitation, anger, feelings of revenge). The performance then ends.

Analysis of the characters:

Andrea is shy and passive, verbal aggression and sensor motor experiences of Michael. Andrea fails to react with violence if they do not punch (push) when the growth becomes unsustainable for the offenses. Michael tends to overwhelm Andrea imposing his arrogance: he mocks and humiliates him unfairly. The three companions take over when the conflict has already degenerated into violence and shouting. One of them is subject to a lack of willingness of the

teacher to listen. The teachers enter the scene when the conflict has already fully degenerated into violence. They do not know what has happened, and only see the final confusion. They do not care what is the cause of the conflict; instead, one of them reacts with anger when one of the children tries to explain what happened. The conflict is not resolved (because the reasons for the conflict are not analysed), on the contrary, it is denied and dismissed.

Participants in the role-play. Seven persons: (Andrea and Michael, three classmates and two teachers). Six observers, divided into two groups, who should look through an observation grid.

Group 1: dynamics of disputes.

1) What is the relationship between the two protagonists of the argument?

2) Were the litigants able to give each other the causes of the quarrel?

3) What is the relationship between the litigants and their companions that divide them?

4) What is the relationship between the teachers and pupils involved in the conflict?

Group 2: conflict.

1) What are the causes of the conflict?

2) Do the comrades of the litigants perform an action to resolve the conflict?

3) Do the teachers try to resolve the conflict?

4) What might be the reasons why the teachers do not notice the conflict?

Group 3: assertiveness

1) How did Andrea express his assertiveness?

2) How did Michael express his assertiveness?

3) How did the teachers demonstrate their assertiveness?

4) How did the child falsely accused by the teacher express his assertiveness?

Material: a ball of foam rubber, observation grids (two on the dynamics of litigation, two in the conflict, two on assertiveness/violence), seven scripts, the general context.

15:30: analysis of the role play.

With the support of players in the drama and the observations made through the grids in place, an analysis is made of the representation. The purpose of the activity is to reflect on the questions posed in the observation grids and to suggest some conclusions.

The analysis can proceed in this order: players' perception: how the actors of the drama felt? What were their emotions? Privileged observation: observers, using the observation grids, will make their considerations. The audience, are also given the opportunity to reflect on the drama. Synthesis: the facilitator will make a final summary of discussions and the matters arising from the analysis of the performance.

16:15: break.

16:30: theoretical speech 'Dear conflict, you like us'.

17:15: discussion.

17:30: division into four groups 'A group of...'

Who leads the game invites people to move to the available space. At one point he/she says: 'A group of three' and people must form groups of that number, the conductor invites new people to walk up and down until it is repeated 'A group of ...' and says a number. Everything can be repeated several times until who leads the activity, rather than saying 'A group of ... and a random number', says the number that divides people for the subsequent task.

17:40: exercise: 'In search of the lost conflict'.

Workshop: each group, recognizes the conflict situations in four different fields. The areas to be analysed are: family, the classroom, the workplace, and society.

The observation proceeds according to an observation grid: causes of conflict; clarification of the conflict, aggressive behaviour, violent behaviour, and epilogue of the story.

Materials: four 'stories' are examples of situations of conflict, four posters, and one for each group, which reports on the observations on the conflicts identified, according to the observation grids already mentioned in the flipchart.

18:00: presentation of four papers and discussion.

18.30: distribution of the material and greetings. The facilitators will distribute handouts of the conflict and aggressiveness.

Third day

14:30: 'In search of key words'. Participants have a brainstorm to highlight the tools that are necessary for a case of nonviolent resolution of conflicts. The purpose of this activity is to bring out the elements that are considered important in conflict resolution.

15:00: 'There is another chance'.

Participants are divided into four subgroups, each of which processes a second possible course of events, in order to achieve a possible nonviolent resolution of the conflict, starting from the previous conflicts (the holiday, the trip). At the end of this project of nonviolent resolution of conflict, each subgroup introduces its conclusions to the others through a short presentation. At the end of each, there will be a discussion.

16:30: break.

16:45: theoretical intervention 'Between two litigants...'all are enjoy!" on thoughts and ideas on teaching nonviolent resolution of conflicts (see below).

17: 25: evaluation.

Facilitators speak briefly through the various stages of these three days.

The course starts with the definition of education for peace, keeping in mind that there is no single approach to this subject, but on the contrary there are widely differing concepts. Well aware of this, and the fact that it is impossible to be 'neutral', facilitators have to explain how they arrived at their preferences, without considering them as being the only possible truth. Moreover, they need to highlight certain elements, such as conflict and aggression, re-evaluating and

giving a different interpretation from the more usual interpretation. For the facilitators, it is important to read the conflict situation in a positive way and to enhance the opportunity to present themselves as active people (aggressive, assertive, if you prefer) because this is the first step to resolve the conflict in a non-destructive and nonviolent manner. However, we cannot give the recipes and patterns of conflict resolution because each is different, although it is very important to reflect on the possibility of using nonviolent ways and to adopt those operational tools that allow people to address the conflict situation and to attempt a resolution.

17:25: Evaluation. A written evaluation of the course should be completed by distributing a questionnaire to all present (10 minutes).

Coloured evaluation: each participant completes a quick drawing using the most appropriate colours and graphic forms that represent the way in which he/she experienced the training, with particular reference to the climate that has been created (10 minutes).

Spoken evaluation: put two chairs in the middle of the classroom, for expressing the pros and cons on the course. Each participant gets up and hangs his/her picture on the poster sits on the chair, and then the others, respectively, express some positive and negative feelings about the course. Others may ask for explanations about these things and designs.

18.30: distribution of materials and greetings.

Course for international peace mediators

The evening of the first day is committed to registration and introduction of the course by the President of the organizing Association (for further information: www.alon.it). Then, a workshop will follow on the expectations and motivations of the students.

The second day will build the foundation of theoretical knowledge in order to confront and transform conflicts in a nonviolent way.

The course will address the theory and practice of nonviolence, with a specific session dedicated to historical and useful examples that have already taken place (we will use video clips and DVD).

On the same day, participants will visit the Interreligious Museum in Bertinoro with a guided tour through a short historical and philosophical journey that embraces the three monotheistic faiths: Judaism, Christianity and Islam (http://www.museointerreligioso.it).

In the evening of the same day, the organization will conduct a public conference at the Interreligious Museum of CEUB. The conference is focussed on the Israeli-Palestinian conflict. It will be organized with the University Residential Centre of Bertinoro (CEUB), which has become an institutional partner of the official course, and with a local magazine named 'A Town'.

The third day will have a practical aspect; it is very decisive for the outcome of the course. The course will provide a practical simulation of a conflict in the already complex Israeli-Palestinian conflict. The simulation will be referred to a situation that really happened in a Palestinian village where the children are accompanied to school by international volunteers and escorted by Israeli soldiers through some areas illegally occupied by Israeli settlers.

At the end of the simulation, some personal stories will be introduced of people who participated in actions in conflict zones.

The last day is the 'heart' of the course. Participants will be provided with theoretical and functional information on the Civil Peace Corps and progress of this project in Europe and at the European Parliament. Moreover, there will be a comparison between humanitarian aid and nonviolent conflict management in unpeaceful areas. Two experts will present different approaches, point of views, and purposes, and also the opportunities for working in collaboration between humanitarian aid and nonviolent conflict management. At the end of the

presentation there will be a brief speech on the possibilities of working or volunteering in these two sectors.

The last part will be devoted to enjoying and evaluating the course, so that participants convey their opinions through a series of both spontaneous and formal feedbacks. Finally, the certificate of participation will be handed out and the local authorities and representatives of our supporters and donors will be greeted.

Appendix: exercises and tools needed to realize the courses in the booklet

'All to take a shower' (Euli et al. 1992: 208) by <u>Course on the dynamics within a group</u> and by <u>Conflict, Nonviolence, and Peace Education</u>

Animators act out the action of having a shower by inviting those present to follow them. Animators will be dressed in the correct attire to have a shower; however, it is a joke. In fact the participants are quickly divided into groups of three. Within each group, in turn, everyone will be 'washed' and 'massaged' by the other two group members for a few minutes. For the term 'washed' and 'massaged', each person of the trio will in turn be drummed with the fingers of the hand from the other two people simulating the effect of the shower water that is poured on the body.

Warning: this game can only take place if all persons are willing to be touched.

Simulation of a debate that is held in a school board by <u>Course on the dynamics within a group</u> and by <u>Nonviolent Communication</u>

The board meets to decide whether to and how to organize a party for the institute. The party is to be held again for the third consecutive year after a high participation rate of students in the previous two years (also from other institutions because, in the second year, it was open to all). However, this has caused considerable problems in managing such a large number of people (cleaning, broken windows, toilets left in poor condition, abuse of alcohol, etc.). In this session of the meeting, the school board must decide whether or not to organize a party and, if so, what procedures to put in place to implement it. The roles are already defined in sheets prepared by the facilitators, each randomly choosing their role that will have to be defended (without being able to change their mind) until the end of the simulation. At the beginning of the simulation, there will be calls for the involvement of volunteers for both roles to play, and for the observers. At the end there will be a check of the sensations and perceptions of the participants, then the comments of observers and facilitators. During the course of the evaluation, while one facilitator leads the evaluation, the other will write a poster with the most interesting ideas that emerge (60 minutes: 10 for explanation, 30 for simulation and 30 for debriefing).

Material: rectangular cards already in place, safety pins, scissors, seven name tags with the (head teacher, three teachers, one non-teaching staff, two students).

Observation grid by <u>Course on the dynamics within a group</u> and <u>Nonviolent communication</u>

Simulation on the school activity

1) Is there trust between participants? And in the group?

2) Who usually speaks? How many times? How long?

3) Who does not speak or talk much? Why?

4) Who intervenes expresses conviction of the things he/she says or intervenes for duty or because he/she is joined to the others without expressing an opinion?

5) Is exhibition of the intervention easy to understand and does it avoid repetition or verbosity?

6) Is there consistency between their body expressions and the statements that are made?

7) Is there attention to the intervention of others, or does everyone look after himself/herself or are they distracted?

Observation grid by <u>Course on the dynamics within a group</u> and <u>Non-violent communication</u>

1) What kind of atmosphere can we breathe into the group?

2) Is it easy to intervene in the group?

3) Are different opinions allowed?

4) Are there any leaders?

5) Are there mechanisms for alliance?

6) Is there someone who influences the other group members (with their eyes, their behaviour, etc.)?

7) Are there any conflicts? How are they addressed?

8) Are people being evaluated/labeled for what they say?

9) Was any sort of labeling identified during the activity? Which kind?

'The cuddles' by <u>Nonviolent communication</u> and by <u>Conflict, nonviolence, and peace education</u>

This is a game of relaxation and greeting.

All participants are in a circle with their backs to each participant's face.

The game-master (who is not necessarily a course facilitator, but the best person to do massages) must begin to massage a part of the body of a person who is in

front of them. The gesture is extended to a chain around the circle and takes a few minutes, so that it at least returns to the starting point. The game-master changes the part of the body to massage, and so others in the same way.

Warning: this game can only proceed if all persons are willing to be touched.

Spectrum/deployment of the people by <u>Conflict, nonviolence, and peace education</u> and by <u>Course for international peace mediators</u>

All present are invited to stand up for one of two extreme positions that are proposed: first position, the conflict is always positive; second position, the conflict is always negative. There is also a third position, which is neutral or hesitant; it is in the middle of the other two.

The group who wins is the one who is more convincing, and therefore has more people in its field at the end of the game.

The deployment will physically take place in a room divided into three parts (using the tape wrapping): who agrees with the statement, who is neutral, who disagrees.

At this point, each (in turn a person's first deployment, then a second, and then the last) must justify their choice of trying to proselytize people from the other side. Who speaks, has to get permission from the facilitator and has to speak for a maximum a minute and a half. In practice, each group must try to convince the 'opponent' of the goodness of their position. Any participant can change group at any time by giving a valid reason. Facilitators act as moderators and control the time. The aim of the activity that is essential to discuss, even in an animated fashion, on the conflict.

Participants must follow these rules:

1) it is only possible to intervene when the group has the right to speak

2) whether a group will give up to an intervention or the group is not ready to speak, the right of action will switch to another group

3) any intervention can take up to two minutes

4) who wants to speak should refer to the animator

5) everyone is free to change the sector/group when they want. However, who changes must give his/her reasons why

6) the duration of the game is determined by the animator who is the only one who can stop the game

YES	MAYBE...	NO

Seville statement on violence, Spain, 1986 (UNESCO 1986)

Believing that it is our responsibility to address from our particular disciplines the most dangerous and destructive activities of our species, violence and war, recognizing that science is a human cultural product that cannot be definitive or all-encompassing; and gratefully acknowledging the support of the authorities of Seville and representatives of the Spanish UNESCO, we, the undersigned scholars from around the world and from relevant sciences, have met and arrived at the following Statement on Violence. In it, we challenge a number of alleged biological findings that have been used, even by some in our disciplines, to justify violence and war. Because the alleged findings have contributed to an atmosphere of pessimism in our time, we submit that the open, considered rejection of these mis-statements can contribute significantly to the International Year of Peace.

Misuse of scientific theories and data to justify violence and war is not new but has been made since the advent of modern science. For example, the theory of evolution has been used to justify, not only war, but also genocide, colonialism, and suppression of the weak.

We state our position in the form of five propositions. We are aware that there are many other issues on violence and war that could be fruitfully addressed from the standpoint of our disciplines, but we restrict ourselves here to what we consider the most important first step.

It is scientifically incorrect to say that we have inherited a tendency to make war from our animal ancestors. Although fighting is common throughout animal species, only a few cases of destructive intra-species fighting between organized groups have ever been reported among naturally living species, and none of these involve the use of tools designed to be weapons. Normal predatory feeding upon other species cannot be equated with intra-species violence. Warfare is a peculiarly human phenomenon and does not occur in other animals.

The fact that warfare has changed so radically overtime indicates that it is a product of culture. Its biological connection is primarily through language, which makes possible the co-ordination of groups, the transmission of technology, and the use of tools. War is biologically possible, but it is not inevitable, as evidenced by its variation in occurrence and nature over time and space. There are cultures that have not engaged in war for centuries, and others that have frequently engaged in war at some time, but not in others.

It is scientifically incorrect to say that war or any other violent behaviour is genetically programmed into our human nature. While genes are involved at all levels of nervous system function, they provide a developmental potential that can be actualized only in conjunction with the ecological and social environment. While individuals vary in their predispositions to be affected by their experience, it is the interaction between their genetic endowment and conditions of nurturance that determines their personalities. Except for rare pathologies,

genes do not produce individuals necessarily predisposed to violence. Neither do they determine the opposite. While genes are co-involved in establishing our behavioural capacities, they do not by themselves specify the outcome.

It is scientifically incorrect to say that in the course of human evolution there has been selection for aggressive behaviour more than for other kinds of behaviour. In all well-studied species, status within the group is achieved by the ability to co-operate and to fulfil social functions relevant to the structure of that group. 'Dominance' involves social bindings and affiliations; it is not simply a matter of the possession and use of superior physical power, although it does involve aggressive behaviour. Where genetic selection for aggressive behaviour has been artificially instituted in animals, it has rapidly succeeded in producing hyper-aggressive individuals; this indicates that aggression is not maximally selected under natural conditions. When such experimentally-created hyper-aggressive animals are present in a social group, they either disrupt its social structure or are driven out. Violence is neither in our evolutionary legacy nor in our genes.

It is scientifically incorrect to say that humans have a 'violent brain'. While we do have the neural apparatus to act violently, it is not automatically activated by internal or external stimuli. Like higher primates and unlike other animals, our higher neural processes filter such stimuli before they can be acted upon. How we act is shaped by how we have been conditioned and socialized. There is nothing in our neurophysiology that compels us to react violently.

It is scientifically incorrect to say that war is caused by 'instinct' or any single motivation. The emergence of modern warfare has been a journey from the primacy of emotional and motivational factors, sometimes called 'instincts', to the primacy of cognitive factors. Modern war involves the institutional use of personal characteristics such as obedience, suggestibility, and idealism, social skills such as language, and rational considerations such as cost-calculation, planning, and information processing. The technology of modern war has exag-

gerated traits associated with violence both in the training of actual combatants and in the preparation of support for war in the general population. As a result of this exaggeration, such traits are often mistaken to be the causes rather than consequences of the process.

We conclude that biology does not condemn humanity to war, and that humanity can be freed from the bondage of biological pessimism and empowered. This gives us the confidence to undertake the transformative tasks needed in this International Year of Peace and in the years to come. Although these tasks are mainly institutional and collective, they also rest upon the consciousness of individual participants for whom pessimism and optimism are crucial factors. Just as 'wars begin in the minds of men', peace also begins in our minds. The same species that invented war are also capable of inventing peace. The responsibility lies within each of us.

(subsequently adopted by UNESCO at the twenty-fifth session of the General Conference on 16 November 1989).

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