3rd edition of the peace education Toolkit
www.no-more-war.net

2012 with information on the travelling peace promotion project of the NO MORE WAR team & 13 SCI organisations

Peace Caravan
No Borders for Peace
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Service Civil International’s NO MORE WAR campaign: peace education tool kit

A worldwide action to highlight common values of Service Civil International as anti-militarism, non-violence and pacifism which have been a common thread in all the movement's activities since more than 90 years of existence. The campaign was initiated in 2010 in connection to our 90 years celebrations.

This peace education tool kit is designed for the co-ordinators and peace messengers of the “No More War” camps as well as for the participants of the Peace Caravan project 2012. However this resource pack can be used by anyone interested in peace education.

The NO MORE WAR team is officially supported by the SCI Austria, SCI Germany and SCI Italy. The team consist out of members of these branches as well as interested activists from other SCI organisations.

Developed by the NO MORE WAR team

Jenny Kuhn (SCI Austria), Georg Adelmann (SCI Germany), John Myers (SCI Germany) Matteo Testino (SCI Italy), Wilbert Helsloot, Valerie Weidinger (VCV Serbia) & Mihaela Dobroiu (SCI Romania) with contributions from: Sylvie Gosme (SCI Belgium, Peace Caravan management), Lulzim Bucolli and participants of the “refugees worldwide” youth exchange in 2012; Karine Audeguy & Ilaria Zomer (SCI Peace Messenger Network) and with support by the educational working group of SCI Germany in 2011 and Lorena Xhagjika (PVN Albania) and Philipp Rodriguez (SCI Archives) in 2010.

This tool kit can be downloaded at: www.no-more-war.net
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PART I
INFORMATION ON “NO MORE WAR”

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Overview of the antimilitaristic roots of Service Civil International to demonstrate how our actions today are imbedded in SCI’s history and our development over the past 90 years world-wide.
INTRODUCTION

This tool kit was created for peace education study parts on the “NO MORE WAR” workcamps of SCI. The 3rd edition published in 2012 is based on the previous editions with some annual amendments. This year the new parts are mainly dealing with the PEACE CARAVAN project “No borders for peace”.

In 2010 the NO MORE WAR campaign was initiated in connection to the 90th anniversary of SCI. The NMW team set up a world-wide action and selected several workcamps and other SCI actions related to peace, anti-militarism and non-violence. During our first NMW team meeting in May 2010 (hosted by SCI Austria) the NO MORE WAR team decided on an overall goal and evaluated and adjusted this at another NMW meeting in 2011 (hosted by SCI Italy). With these goal and aims we are not speaking on behalf of the whole SCI movement.

GOAL: “make SCI people believe a pacifist world is possible”

AIMS:
- we want SCI volunteers to love facing and transforming conflicts
- promote knowledge on the history of pacifism and current application of non-violence in conflict areas
- make people believe “a world without army” is possible
- to promote local and global awareness on causes and roots of war (structural violence, HR – Violations, racism, discrimination, economic exploitation, unfair distribution of material resources, climate change, ...)
- focus on victims and effects of wars
- revive non-violent anti-militaristic activism within and out of SCI
- demonstrate volunteers how to become an actor of change
- to actively encourage volunteers to become involved in other SCI (inter-) national groups to work on peace issues (Peace Messengers, GAIA, SAVA, MIDI, Africa WG, AIWG, Abya Yala and of course SCI Branches...)

TOOLS:
- more involvement in conflict areas and of volunteers from conflict areas
- develop long term concrete educational materials and practical actions (such as non-violence, conflict resolution, ...) = global & local level
- communication to volunteers and promote active involvement of volunteers
- good communication with all SCI working groups and branches

Service Civil International (SCI) is one of the world’s largest international volunteering organisations with more than ninety years of experience in coordinating international voluntary projects. Through these projects we help breaking down barriers and prejudices between people of different social, cultural and national backgrounds and promote a culture of peace.

Our vision: We believe in a world of peace, social justice and sustainable development, where all people live together with mutual respect and without recourse to any form of violence to solve conflict. Our mission: We are dedicated to promoting a culture of peace by organising international volunteering projects with local and global impact.
NO MORE WAR campaign

Historical Background: The NO MORE WAR actions started in 2010. This was a special year in the SCI movement, as we celebrated 90 years of the first SCI project which took place in 1920. It all started with a meeting in connection with the First World War, peace-activists gathered in the Netherlands to discuss ways to prevent such a destructive war again. After the war volunteers from different countries came together to carry out practical peace service. The aim of this project was going beyond the important reconstruction work, and created the space for reconciliation and peaceful co-operation after years of violent conflicts. Read more about the history of SCI at www.sciint.org

Today there are still wars and conflicts going on in the world, arms-trade is still growing and violent means of solving a conflict seem to be justified in many cases. Throughout the years after 1920 until now there were only some people within SCI who actually thought they themselves could stop wars. People may claim this to be unrealistic, however, there always has been a radical anti-war thinking and the objection of any form of violence in the way SCI worked and works. Working for peace is not only needed in so-called conflict areas as structural violence as an example for roots of conflicts on a micro and a macro level (racism, discrimination, economic and social exploitation, unequal distribution of resources, unbalanced global trade) take place in every country.

Within the NO MORE WAR campaign we want to support volunteer projects which are a clear statement against the ideology of war! We don’t agree with a world, where the language of weapons is used rather than open and non-violent communication. We don’t agree with all the money invested in the defence industry rather than in sustainable development and dealing with the causes of conflicts (such as poverty, hunger, structural violence, discrimination and racism, exploitation of countries and resources, etc.).

The NO MORE WAR campaign aims to create a meeting space for people from different countries to live and work together for the promotion of peace by following the principles of non-violence.

NO MORE WAR Activities 2012

A) NO MORE WAR workcamps world-wide
B) PEACE CARAVAN “No borders for peace”
C) Youth Exchange “Refugees – where else can they flee”
D) volunteer trainings
E) peace education materials
F) the NO MORE WAR blog

The next two pages inform you in brief on the NO MORE WAR activities in 2012. Additional information on the NMW workcamps and our special project this year, the PEACE CARAVAN can be found as an annex on the following pages.
A) NO MORE WAR WORKCAMPS WORLD-WIDE

"This workcamp is part of the worldwide "NO-MORE-WAR!" campaign of diverse voluntary service organisations which have united together to highlight and practice pacifism and non-violence. We promote a future of peaceful cooperation where armed forces will no longer be necessary."

We want to support workcamps and activities taking place in SCI organisations worldwide that are related to the clear promotion of peace & no war, pacifism, antimilitarism and non-violence. As the main activity carried out by the SCI are "workcamps" (international short-term volunteer projects) we aim to highlight volunteer projects organised by SCI organisations dealing with the ideas NO MORE WAR.

Apart from the practical work carried out the project will provide a study-part on peace education, meaning an opportunity for non-formal learning and exchange (eg. during a discussion or a role-game, etc.). The volunteers are given the chance to explore topics related to NO MORE WAR and reflect them on a personal level but will also be asked to give an insight in conflicts or non-violent peace activism in their countries to benefit from the international atmosphere at the projects. Participants are not expected to be experts on national or international politics, but interested in the focus of our projects and open to exchange ideas with other peace activists.

The workshops will be lead by the project co-ordinator or a SCI peace messenger (a volunteer trained for holding peace education workshops) or even visited by the volunteers of the PEACE CARAVAN.

"Is peace more than the absence of war? Is an army needed to keep peace? What needs to be changed in our society, economy & politics, in order that everyone can live peacefully together, and how can I myself make a difference?"

Until the creation of this tool kit 27 NO MORE projects were uploaded to the SCI online project database. Apart from the peace caravan SCI organisations in the following countries are implementing NO MORE WAR workcamps this year:

- **Austria** “Paths of Peace” 14/07 – 28/07 & 28/07 – 11/08
- **Catalonia** “Muga Caula” 09/09 – 22/09
- **Croatia** “Identity in the nature” 05/08 – 19/08
- **Finland** “Food not bombs” 09/07 – 20/07
- **Germany** “Travelling Workcamp – NO MORE WAR” 04/08 – 28/08
- **Italy** “Peace and Non Violence in Ghilarza” 08/07 – 21/07
- **Kosovo** ”Living together with positive stories“ 20/07 – 31/07
- **Nigeria** “Peace Education and campaigns” 01/10 – 16/10
- **Sri Lanka** ”Eastern Road to Reconciliation“ 15/07 – 01/08
- **Switzerland** “Herzberg” 22/07 – 05/08
- **Togo** “Alafia” 26/07 – 15/08
- **Ukraine** “Jewish cementery” 05/08 – 23/08 and “Dobre Razom” 08/09 – 22/09
- **USA** “Kids Peace Camp” 14/07 – 28/07

An updated list and descriptions of all the NMW workcamps 2012 can be found at: [http://www.no-more-war.net/workcamps/](http://www.no-more-war.net/workcamps/)
B) SPECIAL PROJECT 2012: THE PEACE CARAVAN – “NO BORDERS FOR PEACE”

The Peace Caravan will take place this summer, between July 1st and September 13th 2012 and will be an amazing opportunity to organise peace education actions and spread a message of peace! It will travel across Europe, from Finland to Catalunya, across 13 countries (Finland, Bulgaria, Croatia, Serbia, Kosovo, Romania, Austria, Hungary, UK, Belgium, Germany, Italy and Spain).

Practicalities: 4 teams will travel 3 weeks each (after an initial training and team-building seminar), mostly by train, and will organise peace education activities in cooperation with the branches. Some of them were trained in the ‘Preparing for peace’ seminar, that took place in Scotland hosted by IVS GB in March. However, even if you have not taken part to this seminar, you can apply if you have peace education experience.

The travel will take place in sometimes challenging circumstances. Therefore participants will need to be flexible and ready to adapt to unexpected circumstances, and to travel sometimes long hours by train.

**Route 1:** Finland, Bulgaria, Croatia, Serbia July 1st – July 21st  
**Route 2:** Serbia, Kosovo, Romania, Austria July 18th – August 8th  
**Route 3:** Austria, Hungary, UK, Belgium, Germany August 6th – August 26th  
**Route 4:** Germany, Italy, Spain August 24th – September 13th

More information on how to apply can be found on our blog [http://www.no-more-war.net/2012/04/15/the-peace-caravan-is-coming/](http://www.no-more-war.net/2012/04/15/the-peace-caravan-is-coming/)

C) INTERNATIONAL YOUTH EXCHANGE HOSTED BY SCI GERMANY (2012): REFUGEES WORLDWIDE - WHERE ELSE CAN THEY FLEE

SCI Germany hosted a youth exchanges of 6 sci organisations and by that implemented an important activity linked to the NO MORE WAR actions in 2012. The Youth Exchange was funded by the “Youth in Action” programme of the European Union.

“Refugees worldwide – where else can they flee?” This youth exchange brought together 25 participants from France, Germany, Hungary, Romania, Italy and Finland in Potsdam from 02-12 April 2012. After a theoretical introduction to the topic, including workshops and discussions with several local refugee initiatives & centres, the group set about its own three tasks:

- elaborating workshops on the topic to be later run in schools or workcamps
- preparing and carrying out a street theatre action on the topic
- and last not least preparing a mobile exhibition to accompany this year’s Peace Caravan.

All three projects were successfully completed! All participants and teamers left after an amazing, highly rewarding experience and the feeling of being part of a great group!

This project was clearly linked to the aims of the PEACE CARAVAN (which also has a focus on the integration of immigrants and refugees in Europe). The project output will partly be used during the implementation of the PC (the mobile exhibition, the workshops, the experiences from the street actions). The two projects were implemented by using the same methods (non formal education and non-violent street actions) and therefore some of the workshops can be found in this tool kit among the practical activities.
D) VOLUNTEER TRAININGS

The NO MORE WAR team is organising trainings to support the branches and volunteers who are participating in our actions. So far we organised **camp co-ordinator trainings** for the NMW workcamps and **topic-based seminars** on peace building, how to organise non-violent actions and peace education. In the previous years our trainings were hosted by SCI Germany and PVN Albania (in co-operation with SCI Austria).

**In 2012** we organised the “**preparing for peace**” training in co-operation with IVS GB (= British Branch of SCI). The training was a preparation event for the participants and hosting organisations of the **peace caravan**. The event took place near the beautiful Loch Lomond in Scotland. You can find a report of the training from one of our participants in SCI’s international newsletter the “e-zine” of April 2012. [http://www.sciint.org/learn-about-sci/newsletters](http://www.sciint.org/learn-about-sci/newsletters)

E) PEACE EDUCATION MATERIALS

The NMW team is supporting peace education as a method to the promotion of peace, pacifism and non-violence. Our main resource is **this peace education tool kit** where we describe the methodology and background of peace education as well as providing already developed workshops that everyone is welcome to implement. On our blog we promote further resources: [http://www.no-more-war.net/materials/](http://www.no-more-war.net/materials/)

F) THE NO MORE WAR BLOG [www.no-more-war.net](http://www.no-more-war.net)

Our blog is providing information about tools and methods for the promotion of non-violence as well as keeping you informed on current political events and actions of SCI and updates on conflicts, wars, civil actions all over the world that are related to NMW.
ANNEX A) BRIEF INFO FOR INITIATIVES INTERESTED TO HOST “NO MORE WAR” WORKCAMPS

WHO IS ELIGIBLE TO BE A PROJECT HOST?

All projects must have aims which are broadly in line with the aims of SCI and should not be in direct competition with paid labour. We normally work with non-profit voluntary initiatives, peace initiatives, co-operatives and alternative communities.

WHAT ARE THE BENEFITS OF HOSTING A PROJECT

There are many benefits of having a group of international volunteers on a project:

• the volunteers will contribute with their manual labour 4-5 hours daily (except weekends) and can complete a needed piece of work for the project (e.g. renovation, repairs or other creative & useful tasks)
• they will bring an international flavour to your project, great for the project, for other staff, other volunteers who work on your project, & the local community
• an international workcamp generates publicity and interest in your project & the local community
• it is a way of spreading the ideas behind your project to other people throughout the world
• via the SCI and partners’ network

HOW DO I PREPARE FOR A PROJECT?

1. RESPONSIBILITIES OF HOST

- The host is responsible for providing free accommodation (e.g. camp beds, mattresses, tents etc.), minimum hygienic facilities & a kitchen where the group can cook for itself.
- The host is responsible for ensuring sufficient meaningful work and the tools & equipment necessary to carry it out. Also someone should give clear directions to the volunteers what work is necessary.
- It is great if the host can give input and ideas for the “study part” of the workcamp i.e. where volunteers have a chance to learn and discuss together about the aims of your project and about peace issues in general

Please note that financial conditions of hosting a project vary from country to country, so you should contact the workcamp organisation in your own country for full details!

2. RESPONSIBILITIES OF WORKCAMP ORGANISATIONS

The workcamp organisation is responsible for recruiting, preparing and placing a group of international volunteers on a project. Besides this, most workcamp organizations train campleaders or coordinators who will be responsible for facilitating the self-organization of the group during the project. We will additionally provide all administration required to enable volunteers to arrive on the project, on time, on the correct date, and with a full understanding of a work camp & the particular project involved. While the project takes place, we will ensure that contact takes place to support both the host and the volunteers. We will also do our best to have an experienced member visit the project to talk about our message of Peace, answer any queries & evaluate the project.

We would be very pleased to hear from anyone interested to host a NO MORE WAR workcamp in your region. In order to find out which organizations exist in your country, just take a look at the following website: www.sciint.org and click on “find a branch or partner in your country”.

Our acknowledgements to IVS-GB for supplying much of this information!
ANNEX B) ADDITIONAL INFORMATION ON TOPICS & WORKSHOPS

The NMW team and the Peace Messenger Network are co-ordinating the Peace Caravan – a travelling project for the promotion of peace hosted by 13 SCI organisations in whole Europe. The central theme of the Peace Caravan was defined as "NO BORDERS FOR PEACE". The hosting branches and volunteers will prepare workshops on 3 main topics:

Create Peace
- What does peace really mean?
- Where do we block or build peace as societies or as individuals in our daily lives?
- What are ways to strengthen both inner & outer peace, peace with & within nature?
- What is the role of natural resources, non-human life and economy in achieving a state of peace - or of war?
- How can volunteering contribute to peace? What can we do in the bigger picture?

Remove Borders
- How can religion become an asset for us instead of being perceived as a threat?
- What is in general the role of discrimination, racism and xenophobia in Europe nowadays and where do we find them in our daily lives? How can we work against them without exhausting ourselves or getting lost in the fight without any chance for peace while we as individuals are on this planet?
- What can be the role of non-violent actions in breaking down barriers for peace?
- Is consumerism a border preventing peace to enter our hearts and minds and if so, what to do about it?

Stop war
- How to reduce dependency on arm industry, power structures in conflicts nowadays?
- How can each of us protest and against what should we protest?
- Who do we let into our homes, hearts and minds? What borders and fences do we put around? How can we build trust between people, groups, in neighbourhoods?
- What are positive initiatives to stop the militarization of our economy?

As the peace caravan is travelling around Europe we did not want to neglect a very important aspect of 'No Borders for Peace': European Union itself has become a fortress against refugees and immigrants. Therefore the topic on immigration and integration into the EU was chosen as a special topic and common thread that can also be worked on in the Peace Caravan implementation.

Workshop planning & implementation: The NO MORE WAR team asked each branch to concentrate on one of these notions of "NO BORDERS FOR PEACE" finding answers to some of these questions (that are meant as an inspiration and not limitation). The hosting branches will give a framework and provide activities in each country visited by the volunteers of the Peace Caravan (workcamp visits, street actions, public debates etc.) and plan the workshops in co-operation with NO MORE WAR team, the Peace Messenger network and the volunteers who are going to implement them on their journey through Europe to spread the message of peace!
THE ANTIMILITARISTIC ROOTS OF SCI
(WRITTEN BY PHILIPP RODRIGUEZ, SCI ARCHIVES, 2010)

In Europe during the nation-building process at the end 19th century many countries implemented compulsory military service. From then on it was every citizen’s duty to do his military service and to protect his country. Every person who refused to abide by this law had to expect punishment, which soon resulted in resistance, especially from within the church.

Resistance continued to grow during the First World War (1914-1918), as millions of people were sent to the front. The case of John Baudraz, a Swiss teacher, who had already been sent to prison twice and was consequently banned from teaching, attracted a lot of public attention. The hitherto unknown engineer and mathematician Pierre Ceresole openly declared his solidarity with this conscientious objector. Ceresole was exempted from military service for medical reasons, nevertheless, he refused to pay taxes which contributed to the defence budget. As a result he was also sent to prison. From then on, he dedicated his whole life to peace, non-violence and antimilitarism.

Ceresole’s fervent pacifism was grounded in his strong religious beliefs. For him, every Christian should refuse doing military service, and fight patriotism as, to his mind, this ideology seemed to be more highly valued than religion. Together with other pacifists he petitioned the government to introduce an alternative form of service for people who refused to join the army – the civilian service!

In due course Ceresole realised that resistance against militarism and demanding an alternative civilian service where not enough to bring about peace and international security. Inspired by the well-known speech of the American philosopher William James “The Moral Equivalent of War” (1906), Ceresole became convinced that war needs to be opposed by something more positive. Energy and resources, which had so far been wasted on weapons and war, should be given over to the service of human kind. From this idea, the he developed a plan to enlarge national civilian service for conscientious objectors into a ‘service’ that could be joined by volunteers from all over the world in order to help people in need.

At the conference of the International Fellowship of Reconciliation in Bilthoven (The Netherlands) Ceresole got in touch with other like-minded pacifists who shared and appreciated his idea of a reconstruction project, to be carried out together with German volunteers as a symbol of reconciliation and compensation. Supported by the Quakers, who had already gained practical experience in emergency relief projects, Ceresole developed a project to take place in the war-damaged region of Verdun (France). In the winter of 1920/1921 volunteers built new homes for the inhabitants of the destroyed village of Esnes a few kilometres from Verdun. Even though the volunteers were making good progress in their work, this first work camp had to be curtailed because (amongst other reasons) of deteriorating Franco-German relations over the question of reparations.

Ceresole clung to his belief in an international, trans-border volunteer service. From 1924 on, whilst carrying out a political campaign for a national civilian service, he organised emergency relief work camps in some Swiss mountain villages which had suffered damage from natural disasters. The local people were highly appreciative of this help and volunteer numbers grew continuously. The highlight was a reconstruction project in a flooded area along the river Rhein in Lichtenstein (1928) in which more than 700 volunteers from 17 countries took part. From 1930 on, camps were organised in other countries (France, Great Britain,...).
Throughout his life Ceresole invested all his energy in promoting the “International Civilian Service” (Service Civil International). He got to know Gandhi and Mussolini and shared with them his idea, that SCI had the potential of becoming a new model for international co-operation, while at the same time facilitating security on a national and international level more efficiently than with weapons. After Mussolini refused to go along with this idea, Ceresole carried on his way to India to implement an relief project. This followed the enormous Bihar earthquake. Between 1934 and 1937 Ceresole and other volunteers helped several hundred homeless peasant families build new homes for themselves.

The aim of a national ‘civilian service’ was still deeply connected to the fundamental aims of SCI. Nevertheless, Ceresole abstained from other anti-militarist activities, in order not to antagonize people of other opinions. They were also invited to share the ideals of SCI by joining workcamps.

**QUESTIONS FOR DISCUSSIONS ON THE ANTIMILITARISTIC ROOTS OF SCI:**

1.) Civilian service is an alternative to military service. Is there any form of civilian service in your country, and what conditions do you need to fulfil in order to take part in it?

2.) Often military service is purported to be the “school of the nation”, because during military service soldiers also experience and adapt to the norms of their national identity. Would you consider this argument to be true? Could SCI, in Pierre Ceresole’s terms, be considered a school of international identity?

3.) What would you say is the dominant aspect of Pierre Ceresole’s vision of SCI: civilian service as an alternative to military service, carrying out emergency relief projects for people in need, or the participation of volunteers?

**CERESOLE – PICTURES & TEXTS**

# 1 The young Ceresole (Ceresole is standing in the middle. Around 1900)
The young Ceresole was a brilliant student at the Federal Institute of Technology (ETH) in Zurich with the prospect of a promising academic career. However, in 1909 he resigned, and went travelling around the world. He spent most of his time in America, but also travelled to Japan later on. In this way Ceresole not only came into contact with other languages and cultures, but also gained experience as a manual labourer in order to pay his way.
Ceresole’s father was a member of the Swiss federal government. The family belonged to the Calvinist orientated Swiss establishment. Whereas his brothers joined the army professionally or were successful in other careers, Pierre who was deeply shocked by the First World War decided to adopt another course and to protest openly against war and militarism. His refusal to pay taxes going into the Defence budget led to him being sent to prison and at the same time it put an end to his bourgeois career.

His social background made it easy for him to have access to ‘the great and mighty’ in the Swiss establishment, and thus lobby in favour of SCI policies.

**# 3 Ceresole the objector**

“I promise to respect the constitution as long as I can reconcile it with my conscience, and only then!”

That was part of Ceresole’s inaugural speech in 1928, after he got elected into the regional parliament of Neuchâtel. Like every new member of the parliament he was asked to swear the constitutional oath. But Ceresole refused to comply with this tradition, referring to his belief that human conscience was of a higher value than the state. He strongly opposed patriotism and totalitarianism, partly due to his religious background as these political attitudes proclaimed the state as if it was a new religion. As his political enemies did not accept his refusal he had to abandon his position in parliament. Similarly to other radicals, Ceresole decided to stick to his beliefs, regardless of the negative consequences for himself.
#4 Ceresole the volunteer (around 1927, Feldis/ Switzerland)

In his lifetime he organised about a dozen SCI volunteer projects. However Ceresole did not really like being a camp leader, as he preferred to work alongside the other volunteers. He liked getting directly involved in the projects as a manual worker, rather than supervising the other volunteers. Ceresole always felt uncomfortable when praised or admired personally. He tended to consider himself as a role model for the fulfilling of the ideals and the mission of Service Civil International.

# 5 Ceresole’s actions

During the Second World War Pierre Ceresole got arrested at a church service on Good Friday 1941, when he tried to address the congregation in order to voice his protest against censorship. As a radical pacifist he had not been able to accept the outbreak of yet another World War. By protesting in public like this he was trying to empower and open the eyes of his fellow citizens. He was sent to prison for eight days for interrupting the church service. Ceresole spent a lot of time in prison during the last years of his life. However he did live to witness the end of the Second World War, and the continuation of Service Civil International.
PART II
PEACE EDUCATION METHODOLOGY

Theoretical Background p.18 – p.22

What does peace education mean? What skills are required to run peace education workshops?

Practical Input p.23 – p.29

Short introduction into the methodology of peace education and all stages of peace education workshops (preparation, implementation, evaluation).
INTRODUCTION INTO PEACE EDUCATION

This chapter gives an overview on Peace Education, as one of our main tools in SCI to promote peace and intercultural understanding. Furthermore also the related term global education will be explained briefly. We will start with information on the study part.

STUDY PART

A method for using peace education in SCI is to hold sessions during a workcamp. This is what we usually refer to as a study part. The first SCI projects (see article “The antimilitarism of SCI”) where practical orientated peace projects, such as reconstruction work after the First World War. The founders of SCI around Pierre Ceresole were not interested in exclusively having debates about peace, war and reconciliation. Therefore the idea of SCI was to create a space for people from all over the world to work together peacefully, to demonstrate the possibility for international solidarity and trans-border co-operations. The motto of SCI was “DEEDS NOT WORDS”.

Over the time the idea of SCI and working for peace changed. In the 60ies the projects slowly transformed into the type of workcamps we are having today. People became more aware of the different forms of structural violence and realized the need for discussions on peace and the peace related topics of the projects. Therefore SCI’s motto changed to “DEEDS AND WORDS”.

The possibility to learn for and about peace and the exchange of ideas do not exclusively take place while the official study part. During the workcamp in the free and work time participants constantly exchange ideas with each other, the project partner, the local people etc. These processes are known as informal learning. To provide support we usually use our camps for peace education workshops, in order to connect our projects to our identity as a peace organisation and make our volunteers aware of this.

PEACE EDUCATION

As there exist many definitions and ideas of peace education, SCI agreed on a common definition to ensure coherence and to enable us working together as a world wide network sharing one vision and mission. In the SCI document adopted by the International Committee Meeting (ICM) in 2005, Peace Education in SCI is defined as “... to learn about and to learn for peace”. You can find the whole document on SCI’s webpage for Peace Education www.spaceforpeace.net/pe.phtml

Quote from the document:

Learning about peace means obtaining knowledge and understanding of what goes on at these different levels, what contributes to peace, what damages it, what leads to war, what does 'peace' mean on each level anyway, what is my role in it, and how are the different levels connected?

Learning for peace means learning the skills, attitudes and values that one needs in order to contribute to peace and to help maintain it. This means for example learning to deal with conflicts without the recourse to violence, learning to think creatively, learning to apply the methods of active non-violence or learning to deal with cultural differences in a constructive way.
SCI workcamps are considered as the ideal setting for peace education as the camps themselves are a form of peace action and peace education. As the group consists out of people willing to contribute their time voluntarily and they already have been living and working together for a while a good basis for discussions on peace is established. The mixture of cultures, ages, economic and social backgrounds will ensure a variety of opinions. All our workcamps are organised at the grass root level, which help people to get in contact with the local population and deal with peace related topics of local, national or global importance.

SCI workcamps and Peace Education can be considered as ways of understanding what leads to peace and war on a macro level (global and national political, social and economic structures), but also on a micro level to reflect on our role in these processes and to find ways how we as individuals can contribute to transform a culture of war and violence into a culture of peace.

Peace Education can be used in any context, such as workcamps but also in more formal ones such as schools. However Peace Education is a form of non formal education with an inclusive approach (see chapter “How to set up a workshop” → Methodology). Similar to Global Education it has an interdisciplinary approach.

Global Education does not aim to prepare people to adapt to the globalisation and to compete on the world market. It rather helps to put topics (political, social, economic, ecological, etc.) in a global context and to realize the connections between all of them. Global Education aims to look at the issues discussed from a critical perspective and combines aspects from different disciplines (Human Rights Education, Education for Sustainability, Peace Education, Conflict Transformation/ Resolution, Intercultural Learning, etc.)

This toolkit will provide you with ideas for and also already prepared workshops on peace related issues, such as: peace and war, non-violence, conflict resolution and conflict transformation, human rights, structural violence (racism and all kinds of discrimination based on gender, economic/social/cultural background), the unequal distribution of wealth and resources, migration and refugees, etc.

As peace nowadays is more than the absence of war, it is difficult to provide one official definition. But this can be a topic for your workshop! What are the different levels of peace and non-violence (learning about) and how can I contribute (learning for) to peace? In this context Peace Education can also be defined as an empowerment strategy. Whatever you think is connected to this topic – create a workshop out of it!

CONFLICT RESOLUTION AND CONFLICT TRANSFORMATION

Conflicts can happen all the time and you should not be afraid of them! The aim is not to avoid conflicts, but to solve them in a non-violent way and even transform them into something positive and/or constructive! Conflicts should be seen as a learning opportunity. This tool kit will not go deeper into conflict transformation between big groups (such as national or religious groups), but rather on the individual level. You can find more on this in the article on non-violent communication. But also you’re active listening skills (see article), in order to identify the needs of others, will help you a lot!
FACILITATION

Someone who is leading a peace education workshop (camp co-ordinator, Peace Messenger, etc.) is NOT a trainer or a teacher, but a facilitator. S/he helps the group to establish an environment where participants feel comfortable to exchange ideas on a topic and therefore gaining more knowledge about it. It’s important to build a relationship with the group. The facilitator should take care that the rules for the discussion are established and respected within the group.

As the facilitator you should ensure that everyone is given the space to express him/herself. For creating this atmosphere it’s important to practice your active listening skills (see below) and pay attention to the non-verbal communication of the participants.

SCI is a peace organisation and we consider our workcamps as the ideal environment for discussions on peace, as participants are usually interested in issues related. Threw living and working together they have already established a good group atmosphere, where they feel comfortable expressing their thoughts and sharing ideas, also if they are rather controversial. In other settings, it might be useful to start the session with explaining the framework of the discussion and defining the rules together.

skills of a facilitator:
- be a good listener (see more below)
- ask the right questions when needed. You should have an idea where your workshop/ the discussion should be going to and always be aware of this in order to ensure that the participants stay focused on the topic.
- be flexible
- be able to give and receive feedback in a constructive (not destructive) way
- be content neutral

tasks of a facilitator:
- create an environment and space for discussions where people feel confident to express their opinions – everyone and also different opinions shall be respected
- set up (together with the group!) rules for the discussion and make sure that these rules (or already during the workcamp established rules) are being respected
- Try to involve and encourage every participant! There are always people among a group who feel very confident to express themselves, other are rather shy. Try to reach also the second group.

tips for the role as a facilitator:
- Work with the knowledge of the participants! Don’t try to teach, but to ask the right questions to channel their ideas. Try to bring the statements to a conclusion if possible, or to make sure that the different opinions are being respected (usually it’s not important, or sometimes impossible to come to a group conclusion). Whatever is possible, in the end it’s good to remind the participants of the main statements by a short summary. To conclude you could say a facilitator helps the group to build its own knowledge about the topic and encourages people to work and look for their own answers to questions.
- Try not to involve yourself too much in the discussion, but rather let the participants speak!
- Feel comfortable - this will help you to be recognised as self-confident (the first impression is important, take care of your body language!). Clarify already in the beginning what you want to do in your workshop (you should know where you want to go – see the chapter on “how to build a workshop”).
Maybe you want to **practice your facilitation skills** (as one of the most important skills for running a workshop)? Here is a little exercise for you that you can try in advance with a group of friends. This **little role game** is not only very useful, but makes fun too!

There are **3 roles**, but you can play it into a group of 4, 5, 6 or even 10 people!

**Roles:** 1 facilitator, 1 observer, 1 person who disturbs the discussion somehow

Imagine you are in your workcamp! Choose a topic that might come up during your camp and a little discussion, or even a small argument can result from this. Change roles, try to be a facilitator, the next round the “disturber”, or just a normal participant (other people) of the discussion. The observer should not involve him/herself in the discussion but can give feedback afterwards! Change roles after 5-10 minutes of the discussion.

**possible situations (eg.):**
- The group is discussion what to do on their free weekend.
- The group has some extra money and want to agree on how to spend it.
- The group has the feeling that the local partner of the workcamp is asking them to do more work than appropriate and wants to discuss how to deal with this.

**Facilitator:** Try to involve the whole group to find a common solution together! Afterwards discuss it in the group and receive feedback from the observer and the other participants. The more you practice the more confident you will feel in your workshop!

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**ACTIVE LISTENING**

It might sound obvious that a facilitator has to listen to the participants of his/ her workshop that you may wonder why this is mentioned. However your active listening skills are among the most important qualities that you have to be aware of! There even exist many methods to train these skills! Why? Did you know that people speak about 140 to 160 words per minute, but that your brain is technically able to decode over 400 spoken words per minute? That means that the thoughts are almost four times as fast as speech. Consequently it’s very easy that you let your mind start wandering.

Furthermore it is important to focus on what the participants are saying as you have to sum it up in the end. A facilitator may not give the answers, but compile the ideas of the participants to bring them all to a conclusion (if there is one) in the end. Usually we don’t even remember a third of what we are hearing, so try to focus on the relevant messages and take notes, if needed.

Active listening skills require a **high level of concentration**, to not become distracted by something else happening around you. Try not to pay attention to every single word spoken, but to the overall message send. In workcamps and similar international settings this may be a bit more challenging as most people communicate in English without being native speakers. In some cases you may have to assist a participant if s/he does not find the right words. The **non verbal communication** (the participants gestures, facial expressions, their posture) can give you important information on your participants (their level of interest, if they are feeling un/comfortable, etc.).

To conclude: the information mentioned above described why listening as a facilitator is an **active and not a passive process!**
Tips to stop mind wandering or remembering the relevant information:

- try not to be distracted by something else (maybe change your body position, or something else that helps you concentrating)
- focus on the relevant message, not on every word (if necessary take notes, or repeat the words mentally)

Note: It is important to let the participants understand that you are listening! This can be done by acknowledgement, just by smiling at the person, occasionally saying yes or nodding. This is rather to signal that you are listening, and does not necessarily imply that you agree! This technique will also help to concentrate.

GIVING FEEDBACK

Similar to your task of helping to bring all the individual and maybe contradictory ideas together, you might already give feedback during the discussion. This will be necessary in situations where people having problems to correctly understand the other peoples’ thoughts. This might not only happen due to problems of the senders to express themselves but also as the receiver might deform the message by personal assumptions.

Tips:
- Repeat the statements and filter the relevant information, by paraphrasing (using your own words): “To me it sounds like you want to say that...”.
- To avoid misunderstandings, it might be necessary to ask questions for clarifications: “What do you mean by...?”

Avoid getting personal by giving feedback, but also taking statements personally. If you feel that you or someone else is getting in such a situation, do not confront the sender of the message. Generally you should always focus on the issue, not on the person as this might lead you to blaming and judging.

A good technique is using the I-Message (method from non-violent communication – see page. 37). In order not to attack other people and work against misunderstandings and conflicts you should transform normal questions into I-messages, to show that you are referring to your personal opinion. This helps to avoid letting a subjective message sounds objective and that the person you are addressing feels confronted by you. If you want to respond to a statement that makes you feel uncomfortable, it’s good to not react emotionally, but rather try to let the other person understand when and how s/he made you feel like this.

Example: “After your statement on XY, I felt uncomfortable as...”

The I-Message is a way of giving constructive and not destructive feedback! This is not only important in order to not hurt the other person’s feelings, but also to give a meaning to the feedback. Feedback can be very important to make a progress, be aware of your own “mistakes”, to avoid them next time. A constructive way of giving feedback therefore includes information specifically on the topic (not the person) and ideally includes a proposal for making it better next time!
HOW TO SET UP A WORKSHOP

Be specific about where you want to go with your workshop and what you want to achieve. Your workshop aims should be SMART:

- Specific
- Measurable
- Achievable
- Realistic
- Timely

The first step is to come up with a topic for your workshop. Apart from your personal interest there are other external variables you need to consider. These factors are your target group (the participants) and their interests and needs. Additionally, the context of your workshop is relevant too.

- **The facilitator’s relation to the topic:** It is important to reflect on your motivations and interests, as well as on your possibilities. When you have the first idea for a workshop it can help to start with a brainstorming on the topic, in order to identify the knowledge you have already on the topic and to what extent further research is needed. Try to be as realistic as possible and also reflect on your strengths, weaknesses and opportunities.

- **Target group:** Who are the participants of your workshop? At a workcamp you could go through the application forms, or if you are just visiting the camp for a workshop (peace messenger), you could get in contact with the camp co-ordinator beforehand. Try to have information on the average age, experiences or academic/work background of the people as well as on the group size, etc. Tip: As the participants are (usually) interested in the theme of their workcamp, you could link your workshop to the workcamp’s topic. This connection might help you to make the participants more interested in your workshop!

- **Context:** Very often your workshop is embedded in a bigger project. Workcamp/school, etc. Find out the topic of the camp, or the current subject matter, etc. Related to the context, are also the resources for your workshop (see below).

When you design a workshop, it’s important to think of what and how you want to achieve. After clarifying what you want to do and already thinking of the target group and context, it is necessary to try to be realistic about your workshop. Will you manage to achieve your goals? Consider your resources to choose the right methodology for your session.

- **Time:** How much time do I have? Think of the schedule of the workcamp and if necessary talk to the project partner/camp co-ordinator before and agree on your timeframe. Be aware, that the activities usually take longer than you would plan them before! Try not to be over-ambitious and avoid using too many activities.

- **Place:** Where does your workshop take place? This is very important for the methodology and the specific activities you are choosing (How much space do I have? Indoor/Outdoor? etc.)

- **Materials/resources:** Do I have all the materials I need? Is additional research required? Are my materials up to date? When it comes to materials try to be as creative as you want to! ☺ Be aware, that you also have to consider your financial resources.
Methodology: Peace education workshops we working with the non-formal education methodology. The variety in possibilities to create workshops is huge! However you cannot choose your methodology independently from your workshop’s topic. Note: The non formal education has an inclusive approach – aiming to actively involve the participants, rather then using frontal teaching methods! Examples: simulation game, role play, silent discussion

A WORKSHOP STEP BY STEP – ONE POSSIBLE OUTLINE


After introducing yourself a good workshop does not only consist out of one activity, but many different elements. Usually you start with an energizer (ice-breaking and team building game). Afterwards you need to introduce the topic to the participants. Keep in mind that it is very important that you always know where you want to go with your workshop and also try to give an overview right at the beginning to the participants! You might want to start with assessing the participant’s knowledge on the topic (by a discussion/ brainstorming right in the beginning). The advantage is to make you and the participants aware of the learning outcome after the project, the disadvantage could be that it may be contradictory to your activities (simulation games usually aim that participants learn something by experiencing situations themselves).

After the eventual assessment or already connected with the introduction you can give background information of the topic. But try not to tell too much, as you are not going to teach and you might not want to influence the participants with your knowledge. You can still share your research at a later stage! (Remember: work with the participant’s knowledge! – see: chapter Facilitation).

For choosing a main activity, think of the methodology (see above) and the topic of the workshop. Prepare your activity and materials carefully. Maybe try to make a test round with friends, before running the workshop in reality!

In the end, it is important to close the workshop. In case of role/ simulation games it might be necessary that you help your participants to step out of their roles first (such as by destroying their role cards, or by playing another short game to get a distance from the activity etc.). Then you should repeat the main statements and sum them up (maybe make a conclusion). After the evaluation it is good to say a few words for closing the session (thanks, contact details for SCI/peace messengers, resources, etc.).

Tip - presentation of SCI: Clarify if this has already been done at an earlier stage. Otherwise it is important to explain the background of SCI (history, roots, identity as a peace organisation, main activities, etc.). This can take place before or after the introduction. If you don’t want to make a frontal presentation, consider a quiz as the participants will remember and enjoy it better if they are actively involved!

MODEL OF A WORKSHOP OUTLINE:
Title of the workshop
Topic
Time
Group Size
Materials (pen, scissors, posters, media, etc.).
Objectives
Methodology
Preparation (what to do, before the workshop starts)
Instructions (step-by-step description of the main activity)
METHODS OF EVALUATION

Evaluation is an important part, which has to be done at the end of your workshop. Evaluation is operating on different levels at the same time. First, it is important for the facilitator of the workshop (you), to get a feedback on your workshop, on your facilitation skills and the possibility for eventual improvements of your future workshops. Further it is important for you, as well as for the participants to evaluate the learning process, the content, the methods, the context and the outcome of the activity.

Apart from questionnaires, there exist non-formal and interactive evaluation methods. Group evaluations give the participants the possibility to share and discuss their feelings/ ideas and conclusions. Further not only the workshop (content/ methodology) and the learning outcome, but also the group atmosphere and the participants’ co-operations can be evaluated. Below you can find some simple but very effective ways for the evaluation. Usually the use of different methods for your evaluation helps to address the individual needs of your participants.

HIGH AND LOW
(source: compass for human rights education/ council of Europe p. 62)

This method is very quick and uses body language.
**Time:** approximately 5 minutes  
**Group size:** any  

**Preparation:** Think of 3 or 4 questions to ask, for example, “Did you enjoy the activity?” or “Did you learn anything new?”

**Instructions:**  
1. Read out the first question.  
2. Tell the group to consider their response and then to show with their whole bodies how they feel. If they strongly agree with the statement they should reach up as high as they can and may even stand on tiptoe! People who strongly disagree should crouch down low or even lie on the floor. People can also find their own in-between positions to indicate their level of response.  
3. Ask people to relax and read out the second question.

POINTS OF VIEW
(source: compass for human rights education/ council of Europe p. 63)

This activity combines movement with the option of discussion.  
**Time:** 10 minutes  
**Group size:** 10+

**Preparation:** 3 - 4 questions (suitable for yes/ no answers), for example: “Did you enjoy the activity?” “Did you learn anything new?”

**Instructions**  
1. Name the four walls of the hall ‘yes’, ‘no’, ‘I don’t know’ and ‘I want to say something’, to represent four different points of view.  
2. Ask the first question about the activity and tell people to go to the wall that represents their response.  
3. Let those who want to say something have their say. Only people at the fourth ‘I want to say something’ wall may speak.
END GAME
(source: compass for human rights education/ council of Europe p. 62)

This can be a very quick way of getting feedback. The more rounds you do the more feedback you get.
**Time:** 3 or 4 minutes per round
**Group size:** any

**Instructions**
1. Tell people to sit in a circle.
2. Remind them briefly about what they have been doing.
3. Choose one of the pairs of statements below.
4. Go round the circle, ask each person in turn to complete their statement.
   - No comments or discussion are allowed.
5. Do further rounds if you have time or if you want to get further feedback.

Examples of statements:
- The best thing about the activity was.... And the worst was....
- The most interesting thing was..... The most boring thing was...
- What I resented most is ... What I appreciated most is...
- The funniest thing.... The most serious thing ...
- I would have liked more of ... and less of...
- The thing I enjoyed doing most ... the thing that I least liked doing ...
- I felt most confident doing.... I felt least confident doing ...

SUITCASE, RUBBISH BIN & WASHING MACHINE

This activity gives the participants the possibility to come up with ideas/ feelings/ input you might not cover with your questions. It can be used as an additional way of giving feedback.

**Time:** 15-20 minutes
**Group size:** any
**Materials:** 3 posters, post-its, pens

**Preparation:** draw a washing machine, a rubbish bin and a suitcase on the 3 posters/ flip chart paper (one drawing per poster) and put them on the floor, or on the wall.

**Instructions:**
1. Show the posters to the participants. Every participant will need a pen and a couple of post-its.
2. Explain to the participants that each poster has a meaning and they can assign their impressions of the workshop to the particular poster.
   - **Suite case:** Something I liked about the activity/ Something I want to take home with me from this workshop (new perspectives, strengths I have gained, overcoming of difficulties, things I have learned, but also methodology of the activity, content of the workshop,...)
   - **Rubbish bin:** Something I didn’t like about the activity, or the activity motivated me to leave behind/ throw away. (methodology and/ or content of the workshop, but also bad habits, old ideas, difficult moments, ...)
   - **Washing machine:** Things I would have liked to be in a different form (suggestions for future workshops on methodology and content).
This evaluation method can be used after a single workshop, but also at the end of your workcamp. If you want to evaluate the whole study part it can still be used at the end of the project, especially if the workshops had a similar topic (for instance about peace and non-violence). Contrary to the other evaluation methods the participant is sharing his/her thoughts and feeling only with him/herself and not in plenary and will even be reminded of them a few months later.

Goals:
- Evaluation
- Give people chance to think what happened, what they learned etc.
- Intensive the long term influence of a workcamp/ workshop/ training

Group: any size

Time: as long as each participant need (around 20 minutes), used at the end of the workcamp/ workshop/ training

Resources/ preparation: Postcards, envelopes

Tips/ remarks: you can use postcards from the town where you met/ everybody creates a postcard for another participant.

- Give all participants a postcard with envelope.
- Ask them to think for a while about what experiences have been important for them in the workcamp/ workshop(s) and what they have learned during the time together in the group. Ask them to write a message to themselves on their postcards, something they hope they will still remember by then, a good intention, a spirit to keep etc.
  Make clear that it’s a personal exercise and that they don’t have to talk about it later on.
- Ask them to write their own address on envelopes and put their postcard with message inside. Tell them you will send this postcard to them in three months time.
- Then collect all the cards
- Post them after three months

Note: The slight difference in the style of the workshop outline results from the fact that this workshop has been taken from other study part materials (see: source) already existing in SCI.
Title: self portraits
Aims: getting well acquainted, first contacts
Numbers: at least 8 participants
Length: interview 10 minutes per pair; introduction about 2 to 3 minutes per person
Materials: paper and pencils
Instructions: All participants produce – anonymously if possible - a self-portrait. The portraits are laid in the middle and then distributed. Group members then look for their respective pictures/sketches. After forming groups of two, three or four persons, everyone interviews their opposite numbers and writes a short profile next to the portrait. Finally, a round of introductions.

Title: sorting out names
Aims: getting to know names, getting into contact, warming up
Numbers: from 10 participants
Length: 5 minutes per round
Instructions: The participants stand on chairs arranged in a circle and 'sort themselves out' according to the first letter of their first name. Everyone changes places without touching the floor, so that finally they are in alphabetical order.
Variety: Participants arrange themselves according to particular criteria so that they finally form a line. Examples of criteria: shoe size, first letter of first name, age, kilometres covered on the journey, hair colour, number of camps visited, star sign, etc

Title: trading places
Aims: warming up, discovering shared characteristics
Numbers: 10 - 30 participants
Length: 15 - 25 minutes
Instructions: The players are seated in a circle, except the game leader, who stands in the middle and calls out a characteristic or feature e.g. "everybody who likes beer", "everybody wearing jeans", "everybody who's a Scorpio", etc. The players who have the named characteristic swap places with another. The player in the middle tries to free up a space for her/himself by leaving an odd person out, who then calls out the next characteristic.
Remarks: The characteristics can become confused because of language problems. Agree upon a start signal (e.g. a hand clap).

Title: Irish duel
Aims: movement, letting off steam, dexterity
Numbers: 10 - 20 participants
Length: 10 - 15 minutes
Instructions: Players form pairs. The Irish dual goes as follows in three phases:
- Put your left hand on your knee and try to touch the free knee of your opponent with your free hand.
- Put one hand behind your back and try with your free hand, to touch the hand your opponent has behind her/his back.
- Stand on one leg and, by hopping about, try to touch the foot of your opponent (the one s/he's hopping with).
Remarks: In small groups, the game doesn't have to be played in pairs.
FURTHER TEAM BUILDING ACTIVITIES
(by Eva & Francesca, volunteers of the “refugees worldwide” youth exchange p. 9)

The blind and the lame (collaboration game)
Intro: A blind man and a lame man were living together. One day, a group of robbers unexpectedly appeared. The lame man warned the blind man, who put his friend on his back and ran away. If they had managed to save each other’s life, it was thanks to their perfect collaboration: each man’s skills had been used to the full. *Huai Nanzi (II century BC)*

Game: 4 types of papers are distributed among participants entitled: ‘mute’, ‘blind’, ‘no hands’ and ‘without disability’. Randomly (so not sure how many of each will be in one group), they are selected into groups. 4 groups (20 participants) - the task of each group is to build a card castle as fast as possible.

Evaluation: Everyone returns to his/her personality and the groups present their castles explaining how they had built them. Were they able to cooperate? Why?

“Learn to fall” (trust game)
Participants form a tight circle that they are stick together by their shoulders and stretch their hands in front of them. One person is standing in the middle of the circle, closes his/her eyes and starts to fall to one side. The people in the circle smoothly push him/her to the other way, while the person leaves him/herself moved only by the others in the circle. When he/she stops, he/she can choose the next person to be in the middle of the circle. As an evaluation, we can talk about how did they feel being in the middle and what do they think the games was aimed at?
PART III
PEACE EDUCATION WORKSHOPS...

Background information (theory and thematic context) and workshop outlines – ready to use for workshops on

- peace & no-more-war & further resources p.31-32
- peace & war p.33 – p. 42
- non violent conflict transformation p.43 – p. 45
- non violent communication p. 46 – p. 48
- Galtung theory of transcend – conflict transformation p.49 – p.51
- structural violence (eg.: migration, refugees)p.52 – p.63

... AND STREET ACTIONS

The volunteers of the PEACE CARAVAN will further use non-violent street actions as a method to promote peace. Therefore this year the tool kit includes also an introduction paper on street actions p.64 – p. 67
During a **meeting of the No More War Team**, we developed some questions, we thought you would like to discuss with the volunteers at the **“No More” War Camps**. You will get more information on this on the Camp Co-ordinator Training in Germany. The idea was to have a common threat and a coherent study part (at least partly) on all the “No More War” Camps, as this is a common action!

**ACTIVITIES ON PEACE & NO MORE WAR**

Every person has ideas towards Peace. However there exists not just one definition but many different, partly overlapping and partly even contradictory understandings. Peace is more than the simple absence of war! Use the variety of people and opinions in your group and ask them to come up with their own ideas and thoughts towards Peace!

**Title:** Peace Exhibition  
**Topic:** Introduction into Peace  
**Time:** 1 hour  
**Group Size:** any  
**Materials:** flip chart paper, pens, glue, scissors, coloured paper, tape,...  
**Objective:** give the space to people to express their thoughts on peace in a creative way  
**Methodology:** exhibition (brainstorming, discussion on peace, drawings, picture collage – no limits to creativity!)  
**Preparation:** none, only provide the people with materials

**Instruction:** Step by Step  
- tell the participants to form groups (4-5 people, depending on the overall number)  
- give them 20 minutes to prepare their peace exhibition – tell them to be as creative as possible  
- give them questions to think of (What does Peace mean to me? How is peace connected to my every-day life? How does Peace look like in my country? ...)
- afterwards ask the people to get back into plenary  
- every group can put their poster up on the wall in the room  
- now have a “guided tour” throw your peace exhibition – have a look at it, listen to your “guides”, exchange ideas and enjoy!

**Peace on an Individual Level:**
Questions you could discuss to make people think of Peace on an Individual Level.  
- Make people aware of their own contributions to war!  
- Make people aware of invisible wars going on in their vicinity.  
- Use specific people/victims as examples for connecting to problem of war.  
- Find small everyday solutions to disconnect from the war machine!  
- Whom did you discriminate against today and whom did you empower?

**Peace Fighters & Non-Violence**  
- How much do you know about these famous “peace fighters”?  
  Suggestions: Mahatma Ghandi, Martin Luther King jr., Pierre Ceresole, Naomi Klein, Mother Theresa, Nelson Mandela,…  
  → non violence, what can the peace movement/you as a peace activist learn from their actions  
  Wangari Maathai (rather connected to structural violence than to non-violence, structural violence: possible to connect ecological topic to a gender issue)  
- Think of a person from your own country whom you would like to nominate for the SCI peace price and be prepared to argue for your nomination!
Antimilitarism
You find more information and more questions on this in the Article “Antimilitarism and SCI” in this tool kit.
- What alternatives are there for military interventions?
- What is the status in your country regarding conscientious connections.

Construction of images, information/ influence
- Where do you get the information about war? How do the media report, how is News divided between war parties.
- What are the enemy images you try to defeat? What enemy images need to be break down in your society? Who profits from these enemy images?
→ media creates images (individual level, society level,...)

FURTHER PEACE EDUCATION WORKSHOPS & ACTIVITIES:
On the following pages you will find proposals for creating your own study part at your workcamp! This is just a selection of workshops we consider as interesting for NO MORE WAR projects. However there exist many other peace education workshops within and outside of SCI.

Further sources for Peace Education workshops in Service Civil International:
SCI is working with peace education for many years. All the SCI branches in each country have their own methods and workshops, which they are willing to share with others (online, etc). You can find more resources on the space for peace website (www.spaceforpeace.net) – Service Civil International’s website for Peace Education.

Another good resource in SCI is the Peace Messenger Network. Peace Messengers are SCI activists who are visiting our workcamps to run peace education workshops. Mission statement: Our mission is to promote peace and intercultural understanding to empower people to implement and promote pacifist values in their lives. Peace Messengers are using the non formal education methodology for sessions on workcamps to connect the camps with SCI’s identity as a peace organisation.
You can contact the Peace Messengers via e-mail: peacemessengers@gmail.com

There also exist the “peace list”, a mailing list on which peace messengers and others interested into peace education and activism exchange ideas, actions and workshops. Peace List: peacemessengers@googlegroups.com

Furthermore the peace messengers do have their own section on space for peace www.spaceforpeace.net/pm.pht and meanwhile also their own website: peacemessengers.info

An important source is also the section of the Peace Messengers on the SCI Wiki: www.workcamps.info/wikiawg/
WORKSHOPS ON PEACE AND WAR

On your “NO MORE WAR” camps you should have an intensive study part with your participants. The following workshops are mainly rather short activities, to either have discussions after the work when your time (and energy) may be limited or to combine the methods for a longer workshop. Consider that some of these workshops are having a similar aim (introduction into peace and war). In order to avoid repetitions you should always remind yourself on the outcome of your previous workshops to decide if another activity will really bring up new ideas or if the participants will rather be bored by it.

Further there are different methods introduced – feel free to use these methods to develop your own workshop. Do not be afraid to try your own ideas and be creative!

INTRODUCTION INTO PEACE: “PEACE IN MY LIFE”

For many volunteers, even though they might have heard that SCI is a peace organisation, the word peace is a very strong and even intimidating word. It is true that peace is a very big concept; however it is less abstract as many people feel. This is a very short introduction exercise, to help the participants to overcome the first gap and the feeling that the term “peace” is not related to their life.

Title: peace in my life
Topic: introduction into peace
Time: 20 minutes
Group Size: any, but pairs of 2 people
Materials: a flip chart paper, post-its, pens
Objective: to make people aware how peace is connected to their every-day life
Methodology: partner and plenary discussions
Preparation: none, only the materials

Instruction:
- Tell the participants to get together in groups of 2 people
- In pairs each participant should tell his/her partner how his/her life is connected to peace: Where is peace present in his/ her working life, studies, family or other relations to other people, etc
- Each participant is taking notes of what his/ her partner said (10 minutes)
- Get back into plenary and share what you just heard from your partner and stick the post-it to the flip chart paper
- In the end the group realises that everyone is somehow connected to peace!
PEACE QUOTES

Several methods exist to work with peace quotes. This activity (or activities) is a very effective and good introduction into the different concepts of peace. It helps the participants to express their own thoughts on peace and in addition gives them the opportunity to listen to and react on other people’s statements.

Title: peace quotes
Topic: introduction into peace, talking about peace concepts
Time: 30 minutes
Group Size: any
Materials: flip chart paper, pens, tape
Objective: discussion of peace concepts, sharing different opinions and reactions
Methodology: depends on the version
Preparation: writing/ printing of the peace quotes (optional: research on alternatives)

Method 1: Silent Discussion

Instructions:
• write several quotes on flip chart papers (one quote each) and display them in different places (hang them on the wall/ put them on the floor) in the room
• ask the people to walk through the room and read the quotes (silently), without talking to each other
• while reading the quotes they can make comments on the quotes to express their thoughts, however they should still not talk to each other

Explanation of the method “silent discussion”: Write your own comment next to the quote. Even though you are not allowed to speak with each other, you can still comment on the other people’s comment, but again only by writing. Be creative, but DO NOT cross out other people’s writings (violent method). Very effective and popular method!

Tips/ Remarks: Give the people some time, to make several rounds (in order to also react on comments). As this method is totally silent you can also play some relaxing music meanwhile! This method gives shy people a safer space to express themselves.

Method 2: Taken from “Study Part in Workcamps” (OWA – Polish Branch of SCI)

Instruction: Version A

• one quote as a “starter” (work in the big group)
• Write down a quote from the list below on a big piece of paper. Hang / put it in front of the group.
• Read it out once loudly and ask if everybody understands it. After that you ask if people find it interesting, agree/disagree and if this quote has any relation/connection to the workcamp we are doing.
• A short discussion should develop.
Instruction: Version B:

- several quotes (work in small groups)
- Choose 2-4 quotes (depending on group-size) from the list. Write them on a big piece of paper and put them in different places of your room.
- Participants should walk around, choose the quote that is interesting for them or attracts them somehow. Make clear that it’s not necessary that they agree with the opinion.
- People meet in groups in front of their quote and exchange their opinions about the quote.
- Some questions could help to start a discussion in the groups:
  - Why did you choose the quote?
  - Do you agree/disagree with this quote? Why?
  - How does this quote look like in practice?
  - What could this mean for your life?
  - Has this quote any connection to the workcamp we are doing?

Stop the discussion after a certain time.
Present the outcome of each group discussion to the others in the plenary.

Examples for peace quotes
(can partly also be used for peace statements):

One is left with the horrible feeling now that war settles nothing; that to win a war is as disastrous as to lose one. – Agatha Christie

The pioneers of a warless world are the young men (and women) who refuse military service. – Albert Einstein

We must be prepared to make heroic sacrifices for the cause of peace that we make ungrudgingly for the cause of war. There is no task that is more important or closer to my heart. – Albert Einstein

The point is not to humanize war but to abolish it. – Albert Einstein

There never was a good war or a bad peace. – Benjamin Franklin

Peace begins in your mind. Only a peaceful mind can lead to peaceful speech, peaceful action and hence a peaceful world. The outer world is a mere reflection of our inner world. - following Buddhist teachings

Peace is a human right, as well as a science, a technique and an art. To build it efficiently it shall be studied and practiced. - Christoph Barbey

You know, if people are not pacifists, it's not their fault. It's because society puts them in that spot. You've got to change it. You don't just change a man - you've got to change his environment as you do it. - Cesar Chavez

Peace, if it is not to fail, must be founded on the intellectual and moral solidarity of mankind. - Constitution of UNESCO

... tolerance is not only a cherished principle, but also a necessity for peace and for the economic and social advancement of all peoples. – Constitution of UNESCO
True peace with oneself and with the world around us can only be achieved through the development of mental peace. - Dalai Lama

Peace, for example, starts within each one of us. When we have inner peace, we can be at peace with those around us.- Dalai Lama

It is only through reconciliation and forgiveness that true peace can be found. Starting with ourselves, our homes, and our neighbourhoods, peace will spread. Each person can make a difference in this world. But peacemakers have to take action individually and gain strength of vision collectively. - Desmond Tutu

Peace is not the absence of conflict but the presence of creative alternatives for responding to conflict -- alternatives to passive or aggressive responses, alternatives to violence. - Dorothy Thompson

Peace is not something you wish for; it’s something you make, something you do, something you are, and something you give away. - Robert Fulghum

There is nothing that war has ever achieved that we could not better achieve without it. - Havelock Ellis

I am only one; but still I am one. I cannot do everything, but still I can do something. I will not refuse to do the something I can do. - Hellen Keller

Peace is the absence and opposition of physical, cultural and structural violence. - Adapted from Johan Galtung

One day we must come to see that peace is not merely a distant goal we seek, but that it is a means by which we arrive at that goal. We must pursue peaceful ends through peaceful means. - Martin Luther King Jr

Peace is not the product of a victory or a command. It has no finishing line, no final deadline, no fixed definition of achievement. Peace is a never-ending process, the work of many decisions. - Oscar Arias

Peace is not the product of terror or fear. Peace is not the silence of cemeteries. Peace is not the silent result of violent repression. Peace is the generous, tranquil contribution of all to the good of all. Peace is dynamism. Peace is generosity. It is right and it is duty. - Oscar Romeno

The real and lasting victories are those of peace, and not of war. - Ralph Waldo Emerson

Either war is obsolete or men are. - R Buckmister Fuller

The opposite of peace isn’t war, but indifference. - Yuri Haasz, paraphrasing Elie Wiesel
Peace Statements

Think of the evaluation methods “high and low” and “points of view”. For the next activity you can either follow the instructions below or, if you prefer, use the instructions from these evaluation methods for answering the questions.

Title: peace barometer
Topic: expressing opinions on peace
Time: 15 – 20 minutes
Group Size: any
Materials: a paper with the statements
Objective: make people think of their own opinion on peace and share them with and listen to the opinions of the others – get a picture of the different opinions of the group
Methodology: demonstrating the level of agreement or disagreement by positioning
Preparation: writing/ printing the peace statements (optional: research on alternatives)

Instructions:
- ask the participants to get into a horizontal line
- choose two fixed points (such as trees, etc.) as a start and an end for your line
- inform the participants that the point on the right end demonstrates agreement (positive – I agree/ yes/ etc.) and the point on the left end demonstrates disagreement (negative – I disagree/ no/ etc.)
- read out the Statement
- ask the participants to express their opinion by moving on the line – the more right they go, the more they agree and the more left they go the more they disagree, the more they stay in the centre they are having no/ a neutral opinion
- ask the participants to share their opinion with the others – if they want to (not all of them at every round)

Remarks/ tips: This method shows the feelings of the whole group within one moment. If you want to know more about their intentions and thoughts ask them to speak.

Possible statements on peace:
You can choose from the peace quotes above. It is important that the peace statements are not too long and also presenting a clear (and preferably controversial) statement.
- Peace is the absence of war.
- In our workcamp we are working for peace.
- Sometimes it is appropriate to use violent methods to maintain peace.

You can also focus on a specific aspect of peace, or use this method as an introduction activity into your topic. Here you can find some statements on immigration. (Source: by Eva & Francesca, volunteers of the "refugees worldwide" youth exchange, p.9)
- A world without migration restriction would be a possible.
- Irregular migration is caused by developed countries.
- I’s impossible to reach similar/same living standards in every region of the world.
- Irregular immigrants should first be put in closed accommodation and be screened.
- Asylum seekers should choose freely the country they want to apply to.
- The national policies are responsible for the big amount of unlawful returns.
- A person fleeing extreme poverty and hunger should be given protection.
- People with int. prot. status should have the chance to be relocated in another country, where they have family members.
- People, who arrived to Europe with irregular ways and got international protection, should be eligible to legally bring their family to live with them.
- A person with refugee status must be immediately deprived from his status if it turns out that she/she lied about the reason of his claim.
- Asylum-seekers should receive personal psychological assistance immediately.
IMPRESSIONS OF WAR

Another activity that is easy to prepare but might have a big impact on the participants.

Title: impressions of war
Topic: How do people react to pictures of war scenes, what do they see/ feel/ associate
Time: 40 minutes
Group Size: any
Materials: pictures of war scenes
Objective: sharing thoughts about war, working with feelings and associations
Methodology: associations and visual inputs (= pictures)
Preparation: research on pictures of war scenes and printing/ copying them

Instructions:
- ask the participants sit in a circle and provide them with pens and papers
- let them each choose one of the pictures that you prepared (the pictures should be covered, so that they can not select a specific one, but choose randomly)
- ask them to look at their picture and give them one minute to write down their first associations and feelings they have while looking at this picture
- afterwards they have another 5 minutes to structure their thoughts and prepare a one minute presentation on the picture and the impact it had on them
- go round the circle and ask the people to present their pictures and their associations in one minute
- give (according to your group size) short time for feedback and questions from the other participants and take notes
- after the round go back to the controversial ones where you had the feeling the people wanted to say more about
- collect ideas in order to give a good summery of what has been said in the end
tip: you can collect the ideas during the discussion on a flipchart paper, so that the participants can always see and remember the most important issues that have been raised

Remarks/ tips: Pictures can have a very strong impact on people! Even though you might want to choose rather extreme ones to provoke a lively discussion, consider that some people may react more emotional to images than to pure discussions. If possible try to inform yourself if any of your participants might experience a similar scene him/herself.
PEACE ISLAND
source: Service Civil International

Goals:
• to think creatively on rights and rules
• to start the topic of peace
• to show that we create the way we are getting along with each other

Group: any size
Time: 30-40 min.
Resources/ preparation: paper, markers, maybe scissors, glue, coloured paper
Tips/ remarks:
• You can open the phase of creation of the island so that the participants not only write down their rules but also draw, stick houses...
• The same method can be used to start discussion on human rights.

Instructions:
• Divide participants into small groups.

• Ask participants to close their eyes and read the following text:

‘Imagine you have discovered an unknown peaceful island on which nobody lives and, as a consequence, on which there are neither rules nor regulations. Together with friends from your group, you are going to settle down there and form your own country. You don’t know what social position you will have.

The task of your group is first to give a name to your island and then to agree in the group on three most important rules in your country to keep the peace on the island.’

• Inform that the results should be fixed on a sheet of paper. The results will be presented in front of the other groups and will be discussed jointly. The way of presentation is open. (See tips)

• After discussion one person from each group presents and explains the results of their work. Compare the work of different groups and then sum up the discussion:
  ▪ Where are similarities between the groups, where are differences?
  ▪ Was it easy to develop the idea of the island and still keeping the peaceful atmosphere?
  ▪ What people should do to avoid wars and solve conflicts peacefully?
  ▪ What can we do?
  ▪ Can we use the rules at our workcamp?

Note: The slight difference in the style of the workshop outline results from the fact that this workshop has been taken from other study part materials (see: source) already existing in SCI.
NO MORE WAR campaign 2012
peace education tool kit

PEACE POSTERS
(source: peace resource pack – SCI summer university 4
– download: http://spaceforpeace.net)

Resources/ preparation: printed posters
Time: 45 min
Group: up to 9 people to ensure participation In case of a group bigger than 9 it is
recommended to split into 2 groups

Tips/remarks: As facilitator remember that the discussion is the most important but
your input might be needed from time to time. If the group wants you can discuss about
the 2 posters

Goals: To make people discuss what can lead to war and what is their role in this
process. To make participants discuss on what contributes to peace.

Step by step description:

Step 1: Choose one poster or let the group choose one 5 min
Step 2: Discussion 40 min
Ask participants what they see on the picture and what kind of associations they have
while looking at it.
Step 3 (optional if needed): You can ask additional questions to keep
the discussion running. Below you can find some suggestions for maintaining discussion.

Poster: Is war your business?
• Do your friends care about what is happening around?
• In what way people contribute to war?
• How do you consume? How do you choose products?
• Would you travel to a country where there is a conflict?
• Do you know how much money your country spends and/or receives from
weapons?
• Is there any connection between natural resources and war?

Poster: If animals can…?
This poster might not need any further questions to keep the discussion running. Still you
can ask questions or what associations people have while looking at it.
• What is so special about this poster?
• Does it look natural to you? Why should they be drinking at the same time without
killing each other?
• Why can’t humans maintain peace?
• Is there a difference between us and animals, as people nowadays are not only
struggling for basic needs but also in order to achieve power and more money as
necessarily needed?

possible associations:

international level: imagine the animals represent different countries. In what kind of
situation would countries cooperate with each other in a peaceful way?
society level: imagine the different animals would represent different groups of society
(concerning origin, religious background, economical status, education...).
workcamp level: imagine the animals represent the different participants of your
workcamp. Do you have a feeling that this picture represents the way you interact with
each other at the workcamp?
IS WAR YOUR BUSINESS?

Author: Mauro Carta
WORKSHOPS ON CONFLICTS AND CONFLICT TRANSFORMATION

There exist many different activities for conflict transformation. This tool kit mainly contains some activities/methods for working on the individual level (non violent communication, active listening, etc.). Below you find more related activities.

You can also start with conflicts on the micro level and in the next session/day you can discuss conflicts on the macro level (war between nations, etc. – for instance use the peace posters “if animals can” or adapt other methods for this). In the evaluation you could remind the participants on the outcome of the workshops on the individual level as sometimes the reasons for conflicts can be similar on both levels.

CONFLICT DRAMA

This activity is a theatre activity, inspired by the methods of theatre of the oppressed (by Augusto Boal) and forum theatre. Participants get the possibility to demonstrate their creativity and acting talent and being highly involved in the activity. Some people may be a bit shy in the beginning, but generally participants find humoristic and innovative ways to express their thoughts and it can make a lot of fun, but also be very intense and interesting.

Variation A

**Title:** conflict statues  
**Topic:** conflict situations from the daily life of the participants  
**Time:** 1 hour  
**Group Size:** 6 to 12 participants  
**Materials:** flipchart paper and flip chart makers  
**Objective:** share and discuss conflicts from daily life, find a non-violent way to solve them together in the group  
**Methodology:** forum theatre, non-violent communication  
**Preparation:** background information on non-violent communication and the Rosenberg Model (see Article on Non-Violent Communication)

**Instructions:**
- divide the participants in groups of 3 to 4 people
- give them the task to think of a conflict situation they had recently
- give them the time to discuss these situations and agree on one situation they want to act out
- afterwards they should prepare this scene to present it to the group
- the performance will be different from a normal theatre performance, as the participants are not allowed to speak and will only present singular images (= statues)
- during the performance the facilitator will also act as an moderator
- the group should try to guess what the conflict was about
- to find more out on the situation the moderator has a remote control
- if the group wishes you can press rewind or forward and even stop the performance. When you stop the performance the actors freeze and the other participants have the chance to touch one of the statues in order to hear the thoughts of the person (= now the statue is allowed to speak, to hold an inner monologue) to find out more on the conflict
• afterwards the group can discuss the situation and try to find a solution together
• as a follow up present the Rosenberg Model and together with the group try to come up with a non-violent solution to solve the problem (4 steps)
• try to classify the different actors according to the giraffe – jackal model

Variation B

Title: conflict theatre
Instructions:
Similar to the description above. Here you can use “normal theatre”, the participants are allowed to speak and the others will just watch. The advantage is that in this case it also makes sense to present the solution of the problem, as you can refer to the communication style. The advantage of the other version is that the audience can also participate!

Remark/ tip: Do not force anyone to act their prepared play out in case they do not want to! The longer the group is already together the higher is the chance that the participants will feel comfortable to do this activity.

CONFLICT TRANSFORMATION

Title: the chair game
Topic: How does a conflict develop?
Time: 30 minutes
Group Size: 15 to 25 participants
Materials: chairs for all the participants, flip chart paper and marker for the evaluation
Objective: give the participants the possibility to experience the dynamic of conflict situations and to connect it to your communication skills and reflection of your own needs
Methodology: simulation game
Preparation: prepare the role cards; background information on non-violent communication and the Rosenberg Model (see Article on Non-Violent Communication)
Role cards: eg. Group of 20 people
• 8 times “Take ALL the chairs to build a circle”
• 8 times: “Bring ALL the chairs to XY” (= the tree, the street light, ... a fixed point that is minimum 1 1/2 minutes of walk away from where you placed the chairs originally)
• 4 times: “Make 5 people sit down”

Instructions:
• for this game you will need a lot of space! (preferably out-door)
• put all the chairs together (outside) and place them in the middle of your setting (the participants should not watch you doing this)
• afterwards gather the participants around the chairs (the chairs can be put together randomly, also standing on each other)
• hand out the role cards and tell the participants that from now on they are neither aloud to speak nor to show their card to the other person
• when you are sure that everyone understood his/ her task tell them that they are now having 10 minutes to accomplish it (they might come up with the solution
earlier, however it is important to give them the feeling that they only have a limited period of time)

- now the participants will try to fulfil their task and a little “war” for the chairs will occur
- when they have managed to solve the task (to bring all the chairs to the fixed point and build a circle their and all set down) close the game and go back into plenary – if they do not manage end the game after 10 minutes

Remark/ tip: Like in every role- and simulation game you should first give the participants the possibility to express their feelings on what they just experienced without already trying to make them think of your planned outcome. Give the participants the time to reflect on the situation together and slowly – together with your input – come to a conclusion.

The aim of the game was that they managed to come to a solution together and to realise that the aims (= their needs) where not contradictory! But to realise this they had to find a way to communicate with each other. This is a very important conclusion which you can try to connect to other, real conflicts (on micro but also on macro level).

As the game is also referring to the theory that conflicts are based on needs, here are some additional questions for the evaluation to get to this aspect:

- Have you ever been in a conflict and tried to imagine being in the position of the other people involved? (= being empathetic). Was it easy/ difficult/ helpful?
- How was it to see the perspective of the other person? (easy/ difficult/ helpful)
- What makes it easy/ difficult for you?
- Do you think considering the position of the other person changed your perception of the conflict?
- Would the understanding of the needs of other people help to avoid conflicts?
NON-VIOLENT COMMUNICATION

The I-Message is one of the most useful tools from the “non-violent communication” methodology. The non violent communication is a method based on your own feelings and needs and not on judgements and blame. On an individual level non-violent communication is the basis for a successful conflict transformation. Non-Violent Communication requires that you reflect on your own needs, as according to this theory every conflict is based on needs.

The first step is observation which also helps you to identify the needs of others in order to understand their intentions and reactions. Be aware: what people say is only a very small percentage of what they are actually transporting to you. You should also take into consideration what you see (body language, etc.). Further there are even processes going on that you are not able to see (feelings, needs, and interpretations). The process of observation should be free of judgement and therefore is an important basis for developing respect and empathy towards other people. Being aware of your own needs behind a conflict helps you to solve the conflict.

THEORETICAL INPUT – THE ROSENBERG MODEL

The most important model of “non-violent” communication is the model of Marshall B. Rosenberg (PhD in Psychology). Rosenberg identified two types of people, how they interact with other people in a discussion and the influence on potential conflicts (different ways of communicating): The Giraffe and Jackal Model.

a Giraffe Person:
- observes without judging and interpreting and blaming
  (long neck → can see things from a more general perspective)
- hears feelings and needs
- listens with empathy
- creates community with others
- tries to meets everybody’s internal needs
- speaks ‘giraffe language’

a Jackal person:
- wants to be right
- judges, criticize, blames, looks for the guilty ones
- uses punishments and rewards
- agrees and disagrees, gives advice, argues, shows sympathy

according to Rosenberg there are four steps of non-violent communication:

1.) Observation – The first step is the observation of the situation, which creates or has created the conflict situation. While you observe what is happening (what you see, hear, smell, things that people do or say) you try not to interpret the situation, not to make any judgments, but focus on collecting facts. At this stage it is not important if you like the situation or not, or if you approve it or not.

2.) Feeling – describe, how you feel when you observe this specific situation (you are happy, satisfied, scarred, angry etc.).

3.) Need – you say what needs of yours is connected to the feelings you have described in point

4.) Request – you formulate a request to inform the other person what you want from him / her that would fulfil your need or enrich your life
example:
When I came home and saw that no one has washed the dishes, I felt disappointed as I need that other people support my wish for a clean kitchen.

be aware:
A request or a wish is not an order, so you cannot expect others to follow it! But what you can do, is to propose a solution: Maybe we can set up a cleaning plan together?

**a model for the four steps of non-violent communication:**
1. When I see / hear / think of (Observation)...
2. I feel (feeling)...
3. Because I (need)...
4. And I would like you to (requested action)...

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**PRACTICAL INPUT**

**practices that incorporate observation, feeling, need, request**

**ACTIVITY - NVC mindfulness practice**

The objectives of this practice are
- to observe your surroundings and thoughts,
- feel the sensations, emotions and aliveness in your body,
- connect to some needs and
- feel them in your body, and then,
- see what if any images for action (i.e. requests) arise from this connection.

One of these practices is named “pivoting” (from an Abraham-Hicks”/Teachings of Abraham book).

What do you have to do?
- Lying down or sitting comfortable.
- Noticing if I am feeling good or not, or if I would like to feel better.
- Then, simply “pivoting” and asking myself **what do I want**.

Note: rather than what I don’t want, which is what I am probably focusing on if I’m not feeling good.
In this process I’m not worrying about distinguishing needs from strategies. It’s just pivoting and redirecting my attention from what I’m fearing and what I am lacking which I’m feeling bad about, to what I do want.
ACTIVITY - gratitude practice

The objective is to think back over the past 24 hours and asking yourself what you are grateful for (that you or someone else did) and see what arises in your mind.

What do you have to do?
- Lying down or sitting comfortable.
- Ask yourself what you are grateful for over the past 24 hours.
- Once you have something, see if you can specifically describe it to yourself in observation language, what you or another said or did.

Note: an observation in NVC is to describe the facts, as you were a camera and you were filming the situation, without interpretation or judgement.
- Then connect with how you feel now when you are thinking about that past event.
- Now what needs were met by this action?

Note: see the list of needs attached (non exhaustive list, only for support).

- Once you find the needs, deepen further into those needs by imagining them fully met in your life.
- How do you feel as you do this?
- Lastly, see if you have a request to yourself, such as (for example), if your gratitude is about what someone else did, to go and express your gratitude to them.

List of needs (non exhaustive) - source: www.cnvc.org

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Galtung theory of transcend – conflict transformation

(source: toolkit of online lessons on Galtung theory of transcend, peace messenger online training – developed by Ilaria Zomer)

Note: For leading this workshop it is recommended to have a look at the background information “Conflict transformation by peaceful means (the transcend method http://www.transcend.org/pctrcluj2004/TRANSCEND_manual.pdf)”.

Aim of this workshop: getting to know more information on the Galtung theory, working with understandings of conflicts and conflict transformation

MODULE 1 – existing out of 3 activities
(out of 3 modules → for receiving the full Galtung resource pack, please contact the peace messenger network: peacemessengers@gmail.com)

FIRST ACTIVITY

Brainstorming on the word CONFLICT. – Instructions:
• Everybody says freely the first word/ association which comes to their mind thinking of the word “conflict”.
• All the participants react on these suggestions by evaluating them from 0 to 10 – demonstrating how much they agree with the connection and then comment of it.
• After all the comments on every definition, persons are asked if they want to change their mind on the evaluation points according to the comments of the other participants.

Remarks and questions: Some samples of definitions of conflicts given by participants during the discussion may fall under the category of “clashing interests”, “node”, “oppression” and facilitator’s comments on them. According to Galtung, a conflict has a beginning in contradiction. Question if all interests are legitimate within a conflict? How can we question their legitimacy? Can human rights be useful in evaluating the legitimacy among clashing interests within a conflict?”

SECOND ACTIVITY

Participants comment with “agree/disagree” to the following definitions (if not considered during the previous discussion):
“conflict is war”
“conflict is violence”
“mediation is a solution of the conflict”
“You and me are one: I can not hurt you without hurting me”.

Objectives of the activities: Individuate the knowledge of the participants regarding the concept of conflict and point out some problematic definitions.
THIRD ACTIVITY

Participants are requested to read the following paper: M.J. Stephan e E. Chenoweth: “Why Civil Resistance Works”, International Security, 33, 1/2008, 7-44
http://belfercenter.ksg.harvard.edu/files/IS3301_pp007-044_Stephan_Chenoweth.pdf. It is an academic paper which may appear long or difficult to approach. I suggest the tutor to sum it up. The facilitator may introduce the argument through an introductory overview, for instance: "we are approaching the Galtung’s theory which is about nonviolent transformation of conflicts, but at first we need to wonder: why choosing nonviolence for conflict settlement? Why should we prefer it to violent struggle?

I report a brief definition: nonviolent resistance is a civil way to fight through social, political, psychological and economic means without the threat or use of force."

Instructions: Participants start debating. According to former activities the participants have reflected on their previous knowledge, some samples: "Some violent struggles have occurred for just causes, you may think of actions taken by Che Guevara, the First Intifada, the resistance to the Nazis during the II World War", and the new acquirements after reading the paper which proves that, though statistical analysis, nonviolent struggle is strategically more effective than violent struggle in reaching goals and avoiding lives losses.

Nonviolent methods have resulted winning in 53% of analyzed cases, whereas violent methods in only 26% of analyzed cases.

We can find three reasons explaining why nonviolent resistance is more effective:

1. When a regime uses violence, nonviolent methods create an unbalance in favour of resistance.
2. Defections within armed forces and the police occur when nonviolent resistance takes place.
3. In most cases is supported by the international community which may obstacle the regime through the use of sanctions.

Question: Do you remember situations or conflicts where these three cases have actually occurred? Debate.

Some statements which are likely to come up during the discussions are: "we need to stand for nonviolence since through violence nothing good has ever come up", and also "because nonviolence allows us to live peacefully with one another". Even though one may agree with such answers, the discussion among the participants must be focused on pointing out that nonviolence is the most effective way to fight within a conflict and not just a naive idea.

Activity goals:
Participants are requested to reflect on rationality of nonviolence, it has to be planned, studied and applied because more effective than violence itself.
FOURTH ACTIVITY:

"Conflict as destroyer, conflict as creator"
Do you agree with this definition? What does it mean that a conflict is a destroyer or a creator from your point of view? Could you find samples of conflicts showing these features? The facilitator leads the debate.

Goal of the activity:
In order to understand the Galtung's theory we need to be aware of the nature of the conflict, whereas the constructive nature of conflict is not observed then talking of transformation of conflict is nonsense!

MODULE CONCLUSION
The target of the module is to comprehend the complexity of the term conflict and to adopt the choice of the rationality of nonviolence.

OTHER ACTIVITIES: CREATIVE SOLUTION IN CONFLICTS
Each person should cut a strip of paper about 20 centimetres long. On the upper part of it you should write A and, on the lower part of the strip, but on the other side of it, write B. Now you are asked to: draw a line from A to B, not necessarily a straight line. The line should not get over the edge of the strip. Which are the possible solutions?

Goal of the activity:
By the use of a game we try to make participants more familiar to the notion of creativity as means of transformation. When you think there is no solution, that is the moment when you have to start thinking in a creative way and go beyond the situation.

Questionnaire:
You are about to enter a conflict. Ask yourself some personal questions before you enter.

1. **Motivation**: Why do I do this, for their sake, or mainly for my own, my promotion, my possible fame, reputation, experience?
2. **General knowledge**: Do I really possess general insight into conflicts, or mainly unreflected folklore, “common sense”?
3. **Specific, local knowledge**: Do I have enough knowledge to ask good questions or am I unwilling to understand unique aspects?
4. **Skills**: Do I have sufficient mental, speaking, listening skills (including silence), or do I intend to impose own views?
5. **Empathy**: Do I have sufficient personal maturity to feel the inner working of others, or do I tend to pre-judge and project?
6. **Nonviolence**: Am I nonviolent in action, speech and thought, or do I easily lose my temper becoming verbally violent?
7. **Creativity**: Am I challenged by Conflict the Creator to come up with ideas, or do I only see Conflict the Destroyer?
8. **Compassion**: Do I feel the potential or actual suffering of the victims of the Conflict the Destroyer, or are they mere objects to me?
9. **Perseverance**: Do I have the capacity to go on and on and on against the odds, or do I get hurt when they do not follow my advice?
10. **Process**: Do I have the will and wish to improve or rather a tendency to consider myself ready, complete, fully prepared
WORKSHOPS ON STRUCTURAL VIOLENCE

Over the time more and more workcamps took place in countries which were neither conflict nor post-conflict areas. Still SCI remains a peace organisation and adapted to the current forms of conflicts in the workcamp countries. This is why many of our workcamps nowadays are dealing with structural violence and we are putting more and more emphasis on the study part to understand the nature of this violence (deeds and words!).

**topics for workshops on structural violence could be:**
- refugees, ethnic minorities
- gender, empowerment, discrimination of women
- any kind of discrimination (based on religion, origin, gender, ...)
- fight for resources (ecology)
- sustainable development
- etc.

The following workshop is an example for a simulation game. This game requires a longer preparation, but can be very effective! In general workshops on structural violence should be prepared well. Even though a facilitator is not a teacher and should work with the knowledge of the participants it would be good to have some background information on this topic.

The following workshop was designed for the **Peace Messenger Training for Beginners in Budapest hosted by Utilapu/ SCI Hungary (16.05 – 22.05 2010)**. The Training had a focus on refugees and European borders. The outline is a good example for a deeper prepared workshop, how to measure the time, etc.

**Title:** outside of the borders of the fortress of Europe  
**Topic:** refugees and European borders  
**Time:** 2 hours  
**Group Size:** 15 to 25 participants  
**Materials:** paper (3 different colours), tape, flipchart paper for the evaluation, whistles or other tools to make noise, optional megaphone  
**Objective:** to get an insight in and a better understanding of the feelings of people who have to leave their houses and what happens to them on their way to Europe.  
**Methodology:** simulation game  
**Preparation:** preparation of the background story (research), preparation of the thought cards for Station 4 + 6 (Annex I), preparation of the route and of the single stations (the cars, the fence, the boat, the refugee centre, etc.)
OUTSIDE OF THE BORDERS OF THE FORTRESS OF EUROPE
A story of a refugee’s journey through Africa to Europe
(based on a role game “Stationen der Flucht” by the UNHCR, adapted for the PM training 2010 by Jenny Kuhn)

Background information on George N.

George is 30 years old, finished his degree in business at the university of Douala (Cameroon) and is now unemployed. He travelled one year through Africa to get to Europe – now he’s back in Cameroon, without ever getting there. He only managed to get home with the help of his family; otherwise he would have not managed to survive. “The travel to Europe, crossing the sea and the desert is tough and dangerous – there is no guarantee to survive!”

Background information on the 2008 Cameroon anti-government protests

A series of violent demonstrations took place in Cameroon biggest cities (such as Douala, Yaoundé, Bamenda) from 25th till 29th February. The protests were a consequence on the heels of a strike by transport workers, who were opposing high fuel prices and poor working conditions. Furthermore president Paul Biya announced that he wanted the constitution to be amended to remove term limits (otherwise his term would have ended in 2011).

Large groups of youths and the opposition organised the demonstrations, but also looting and vandalising property.

The government sent in troops to crack down on the protesters. Officially 40 people were killed – human rights groups claimed around 100

Later President Biya introduced some improvements for the civilians (such as raised salaries of civil servants but also of military personnel, reduced the cost of fuel, etc.). Still, many people were arrested – more than 1.600 (including government officials) – Human Right groups: more than 2.000 in Douala alone, trials were not transparent. The government also accused artists, academics and journalists of threatening national stability.

1) Introduction:

Start with an energizer.
Give background information.
Setting: Gather outside with the people, you will need a lot of space.

Introduction Text: Now we are going to play a simulation game. In this game we are simulating a situation which motivated George to leave Cameroon for going to Europe – Hoping for a better and more secure future. We will now try to reconstruct his journey. You can step out of the game at any time you like, but don’t worry – nothing can happen to you. The Game is based on a role game of the UNHCR. The aim of the game is trying to get an insight in situations that can happen to people who have to leave their home country on their way to Europe. This activity wants to raise awareness on possible situation but does not claim to give an impression on feelings of the people – we can’t simulate how people must feel in these situations, we don’t “play” to be a refugee but want to raise the level of understanding.
STATION 1
For this activity I will divide you in group of 3 people. Actually you’re all George, but we will play in a crowd, so it might be good for you to have someone to hold on to, as also many refugees are on their way together with friends/ family/ someone they know. So, first choose 2 partners.

Please cover your eyes (use a scarf, t-shirt, etc.) and keep your eyes covered until I tell you to remove it again. Don’t worry – nothing will happen to you ☺

Now we will come and distribute you randomly in the area – don’t worry, you’re still on the same square. We will touch you, but nothing will happen to you, just let us do it.

Ok. Now we start with the Game:

Think of the information you just got on George and the situation in Cameroon. Try to imagine you just came home from the violent protests:
• you still feel the energy, the fear, the adrenaline
• You can still hear the voices of the people, the shouting, the sound of the police siren
• You can see the faces of the people from the army in front of you, the stones which were thrown by the man behind you, of the students you know from university and you recognised among the people in the crowd...

But now you’re at home. You’re safe. You feel that today’s tensions are going away. You calm down. You’re making yourself ready for going to bed, you shut down the light, and you go to sleep...

SUDDENLY you can hear loud sounds from the streets...

- we are making sounds (using objects such as pots, whistle, …) speaking threw the megaphone if possible -

... you are awake, but you still can’t see anything. Maybe there is something wrong with the electricity? You wonder where the noises are coming from and what is happening outside. You wait in your room hoping you’re safe...

STATION 2 – finding your partner

- the noises stop -

Ok, you wonder what was happening. You still cannot see anything, so please keep your eyes covered and start looking for your 2 partners. You can call them and start walking but please do not bump into each other ☺

Okay, now everyone can open the eyes again.

After this experience George decided to leave Cameroon and going to Europe. Your first destination is a car, which is waiting for you and wants to bring you to the Niger. You don’t really know the person who has organised the car for you and you don’t know if you’re in danger or not – so RUN!!!!!
- now keep a constant level of stress, the people from the team playing the refugees and the moderator will make them run → a longer run to the first destination: the place with the cards -

**STATION 3 – the cards**

People pick up one card/ sheet (put the cards on a poster on a wall that you will pass). But as the people to NOT open the envelope yet!

- after everyone picked a paper keep on running to the next destination -

**STATION 4 – the car** (put 3 to 4 tables together so that the group can fit under the tables, but really have to be very close to each other)

**Activity:** This station is to simulate the way of public transport, which is often used by refugees. It might be a bus, a train or sth similar. You will now all have to try to fit the WHOLE group under this table.

Ok, now you get an insight into how people might feel if they have to use crowded transport system. Calm down from your run, you’re now in the car, and you’re safe. But still there is the uncertainty – you don’t really know how long you will have to stay here. You don’t know anything about the people next to you, but you feel very tired and under pressure – so you just stay silent among the other people ...

- **Variation:** make the room dark, let them stay there for a while without telling them when the journey will end –

**SUDDENLY** – a police man is stopping the car (whistle)

*Police Man of Niger:* Hey, where are you going to? Show me you’re ID! Do you have an emigration visa (blue cards)

(Police Man is looking at the ID – meanwhile the moderator tells them that people from Cameroon are not very welcomed in Niger, so you’re afraid and you don’t know if you will manage to go ahead. Further you know that the Niger is a dangerous country at the moment as a rebellion army is fighting with the national army. )

*Police Man:* I don’t know if I can let you pass. But you can buy a Visa right here. (waiting for money = blue card of the participants). You know that this is a very dangerous area! You’re car will need a convoy for security reasons. → to make them bribe the police man. The aim of this activity was to give you an insight into the feeling of the travel, the tensions, the lack of comfort and the feeling of the uncertainty

- **We get out again, now we run (the focus is not on fast, but silent) to our next car –**

Blue Papers:
- “Passport of George N. Citizen of Cameroon”
- Emigration Visa for Citizens of Cameroon
- Money 230.000 CFA-Franc (€ 350,-)
STATION 5 – the drive through the desert (another “car” is needed, again tables but preferably at another place)

We started in Cameroon, we just travelled through Chad, Nigeria and now we’re in Arilit in Niger. Here you meet other people from Cameroon, who have been working in Arilit for 6 months, just for earning about 50 Euros. They need the money for living, for sending it to their families and especially for bribing the police to get on with their travel. The Niger is a very poor country and so is the city of Arilit. However it’s a very busy place as the whole trade of the Maghreb countries is crossing here. In Arilit there is a big bus station where you try to get a car. As the Landrovers are too expensive you get a small Toyota-pick-up. The drive through the dessert costs about 38,-€ (25.000 FCFA) and about 35 -40 People are sitting or standing in this car.

Activity: now you will all have to try to all fit ON these tables (= the car)

The journey through the desert is one of the most dangerous routes you can take. The yellow paper contain thoughts of George, of what you are seeing – please read them out loud.

“The desert is a very dangerous place and like a completely different world. A world made of sand and nothing else. There is nothing to see, nothing to hear – apart from the noise of the car and the breathing of the other people on the car.”

“It is extremely hot under the sun. Actually we all should have about 10 Litres of water with us, but it seems some people are not as good prepared as I am. I hope we can survive on our water and the food. I hope that the drivers will stop soon again, as this is the only time when we can eat, or go to the toilet. I cannot remember when they stopped the last time.”

“I don’t know for how long we are already sitting on this car. I can’t remember when we stopped the last time. It feels as if I lost my sense for the time. I wonder since when we are sitting on this car or when we will finally arrive.”

“It feels like I totally lost track on where we are. I just really hope we can trust these people, as I have already heard many terrible stories...”

“Today a person was very weak, so he fell of the car. The drivers didn’t even stop the truck! Being left alone in the desert without water in this condition – I’m sure he is dead by now.”

STATION 6 – Algeria & Morocco

Welcome to Algeria, or more precisely in the city Tamanrasset. Tamanrasset is the first big city of Algeria, where many “illegal Immigrants” are living and trying to earn more money for their travel. It is a very dangerous place. The refugees are sleeping between the stones and have to fear scorpions and the police. The Police is almost everywhere!

From Algeria you could take two routes. George decided to go to Morocco, to enter the Spanish Exclaves Melilla (there is also Ceuta). You might know these places from TV. It is European territory on the African continent and is the first association when people are thinking of the “Fortress of Europe” – as the places are surrounded by a huge fence.

Many “Clandestine” (= illegal immigrants) are living in the woods around Melilla. Europe seems to be just around the corner. But crossing the fence is almost impossible! Many people are living in the forest for months or even years! They established illegal villages, always fearing the police which is constantly patrolling in the forest. Morocco, as well as Libya, as treaties with the EU to catch the immigrants and deport them back to the desert – but no one really knows where to...
Activity: Here you can try to if you manage to cross the fence... (= build a fence between two trees/ etc. out of strings and leave enough space so that the people can try to pass the fence threw the holes). Help each other. In reality you would have to fear that the guards will see or hear you and that you will be shot. Here you just have to try to cross.

STATION 7 – on the way to Libya

You (George) were too scarred by the thought of living there for years and didn’t dare to cross the fence (many people are dying and when they caught you, you will be imprisoned and deported). You have to hire a people smuggler and go back through the desert of Algeria. This time you will walk on foot (go back to the starting point)

But, now the people with the green paper can read impressions of George from this travel.

"I am now in Djanet, a city in the south east of Algeria at the border to Libya. I don't know anyone in this city and I am very afraid of the police."

"I have to wait for my guide to come and pick me up. I’ve already been sleeping two nights alone in the desert – I hope he is coming soon. I didn’t know that I will have to cross the desert again to go to Libya. Last time this journey was horrible – I hope it will not be like this again!"

"After a very light breakfast we've now been marching through the desert already for hours. We have to carry our food and water ourselves. I feel a bit like a soldier on a mission. It's already 2 pm!"

"Some of us lack water, but even though we are all in the same situation you do not share the water with others, you safe it for yourself. The people of our group who don't manage to keep up are being left behind. They are dying in the desert – alone."

"3rd Day: Today Bandits attacked us! They had guns and knifes and were asking for our money. But they did not attack our guides. I guess they belong together."

"The Bandits took the women with them somewhere in the desert. The women were raped and had to stay with men for 4-5 days. Some of them never returned as they were beaten up so brutally that they died."

"I was lucky – I was 'just' beaten up by the bandits. When our group continued our journey half of us were gone."

STATION 8 – Libya

Welcome to Libya. Libya and Morocco are the number one transit countries for people from Sub-Sahara Africa to go to Europe. First, as always, you are trying to get in touch with the other Clandestines. To stay with them you have to work (illegally) to pay your rent and cover your other expenses. (By that time Lybia was still a military dictatorship and probably one of the most dangerous countries on the route as many people just "sold" you to the police).

However the clandestines are very well integrated into the labour market and have many possibilities for jobs. After working in Libya in different cities until you finally reach Tripolis = the capital and the access to the Mediterranean sea.
Here you are trying to get a boat to go to **Lampedusa**. Lampedusa is a little Italian Island that is also a very famous tourist destination for Europeans. However you will all know Lampedusa from the news, as every month hundreds of illegal Immigrants arrive there with boats – unless they managed and are not being caught by FRONTEX (European border patroulles), or already dying on the sea (no water, waves, etc.).

There are small boats ("Lampa-Lampa") for about 25-30 people – the small boats are cheaper. The amount of the people up there is almost double. The Refugees themselves have to drive the boats. Two of them are being trained for this for a week. The people are not allowed to take any luggage, not even food with them to safe space (to sell more space). The refugees are being checked before they leave.

**Activity:** Get on your boat. *(again tables or sth similar, but located somewhere else)*. You are now over a hundred people on this boat (from Cameroon, Nigeria, Burkina Faso and Mali). The weather is good, but you’re too heavy, so you can only go very slowly. Suddenly the Libyan Coastguard stops you’re boat.

Libyan Coastguard: Hey you – you cannot pass! We need a fee from every participant – 50 Dollars.

Of course you don’t have this money. So the coastguard starts to attack you’re boat with their boat and the people are falling into the sea.

→ take the hands of the people and pull them down of the table

Luckily an Italian Marine Boat is passing you, so the Libyan Coast Guard leaves. A couple of the people drowned, the others were saved by the Italians. As you are still not in the "European Sea", the Italian Boat takes you back to Libya. In Libya you were arrested and sent to a prison.

**POLICE arrests people and take them to prison**

= END OF THE GAME

**BREAK** – short coffee break or sth similar, but the participants are not allowed to talk about the game with each other!

**EVALUATION:**

Let me tell you what happened to George afterwards. George and others from his group were arrested and without a trial imprisoned in "Zanzu". On this prison many stories exists on torture on people from Sub Sahara Africa. There is barley no water, food or possibilities for washing yourself. The cells are crowded.

In General the stories of the prisons and the refugee camps in the deserts are horrible. No European Official could ever go there! Everything is a secret and not transparent at all. Therefore we can only rely on single reports from individuals, such as George.

The guards almost do not care at all of the people. Whoever dies has to be buried by the other prisoners. George was lucky. He was in such a bad condition that he was brought to hospital where he met a friendly police man who helped him. In the Hospital he met other prisoners/ refugees who were less lucky. I found reports on torture and experiments, such as trade with organs in which I do not want to go into detail.

As George survived, he just got a notification that he need to pay about € 1.500,- for the hospital stay and the deportation. He was lucky as his family transferred the money to him. After over a year of travel George came back to Cameroon – without ever getting to Europe.
Remark/Tip:
First, do NOT play the game when you do not feel comfortable doing it!

As for every simulation game a good evaluation is VERY important. After such a game usually a long discussion follows. Be prepared that some people will find the game really impressive others will not like it at all! You should consider how “realistic” you want to make the game and what may be too much! Also, make clear that this was NOT meant to make fun of the situation of the refugees, or meant that you now will understand their situation better – which is impossible! The aim is rather to reflect on what actually can happen to refugees on their way to Europe. (Most people know about the “Fortress of Europe”, how hard it is to enter and how the situation for illegal immigrants can be afterwards – but before...).

For the Evaluation it will be good to be good prepared. Again, let the people speak, but also be prepared to give input.

Possible input could be: Exteritorialsation of refugee camps, Information on the detention centres in Libya, the theory of the “Autonomy of Migration” (= can we actually stop people from entering countries? Do Borders make any sense?), European Borders/ Fortress of Europe, EU Asylum Law (Dublin II Convention, etc.), Frontex, other reasons (economic co-operations between EU and Libya, etc.),...

→ If you want to get the materials I used for the evaluation or other help please contact me via peacemessengers@gmail.com

The preparation does not only require theoretical input. You could also prepare posters with background information and pictures, or showing a movie – now people will react very differently to these inputs! Tip: prepare a map of West Africa and mark the route so that the people realize how far they went! (see next page!)

The route – mark this way on a map of West Africa to show the participants which countries they crossed, etc.

1) Douala (Cameroon) – 3 Million Inhabitants, the City were George used to live and study in. Very important city during the 2008 Cameroon anti-government protests. Traditionally critical towards the government of Cameroon.

2) Ngaoundere (Cameroon): First destination after George took the bus and later train (15 hours) from his home city.

3) Kousséri (Chad): George spent 2 days there and easily got an emigration visa Chad and the transit visa for Nigeria for people from Cameroon.

4) Maiduguri (Nigeria): 2 millions inhabitants

5) Kano (Nigeria): 4 millions inhabitants, most important metropolis of the Islamic North of Nigeria.

6) Arlit: very important city for the trade of the Maghreb States! That’s where George took the car for travelling through the desert. It’s a dangerous place, due to the conflicts between the rebellion army and the national army.

7) Tamanrasset (Algeria): Biggest city of South of Algeria and directly in the desert (Sahara). An important military basis for controlling the desert/ the border is situated there.

8 + 10) Algiers(Capital of Algeria): Social tensions due to the high rate of youth unemployment and illegal workers.

9) Melilla (Morocco): one of the 2 Spanish enclaves (the other one is Ceuta) in North Africa. A perfect example for the “Fortress of Europe” highly!! protected, by fences and guards...

11) Djanet (Algeria): biggest city of the south east of Algeria. Starting point for tourist tours through the desert.

12) Ghat (Libya): One of the cities George was working in for a while. Used to be a very important trade city. Mainly Tuareg People are living there.

13) Sabbha (Libya): Biggest city of the Libyan Desert. A military basis and an important point of the Trans-Sahara trade.

14 + 16) Tripoli (capital of Libya): Many illegal immigrants are living and working there under very difficult conditions. Important transit city for migrants who want to enter Europe – ten-thousands of emigrants are trying to go to Italy every year.

15) Lampedusa (Italy): Small Italian Island (about 4.000 inhabitants) that is mainly living from tourism. Lampedusa is actually closer to Africa than to Europe. Thousands of people are arriving there each year illegally by boat. (But George actually never made it there).
RSD GAME (INTERPRETATION DISCREPANCIES)
(by Eva, participant of the “refugees worldwide” youth exchange, p.9)

Time: 75 min
Group size: 3-persons groups: 1 interviewer (official – state – strict / UN – care, given Qs), 1 asylum-seeker (given life story), 1 interpreter (given skills, de-skills)

The game:
1. Each participant is given a role written and time to read it through and think it over.
2. The groups are set up (numbers to each) in different places and forms (interpreter in different sides)
3. The interview starts with asking Qs from the a-s, while the interpreter is working, too.
4. After the interviews have finished, and the interviewers gather, a-s-s also, interpreters go out.
5. Interviewers decide together on the RSD and announce it to the a-s group.
6. Those, who are announced to be refugees, they stay, all others go out from the room.

After the game everyone get into a circle and discuss group by group, how did they feel in-three and after as refugees or refouled, or interviewers, who decided over their fate. Interpreters also say, how was it to influence the procedure.

Background (UNHCR, National Practices)
UNHCR: How does the determination process work?
The refugee definition as contained in the 1951 Convention, and in UNHCR’s Statute provides that an applicant for refugee status must meet four main criteria:
1. outside the country of origin;
2. well-founded fear;
3. persecution;
4. reasons (race, religion, nationality, member of a particular social group, or political opinion).
The interview should establish whether the applicant meets these criteria. UNHCR’s involvement in the determination of refugee status varies from country to country:
- it can confer refugee status in accordance with its Statute. This is what happens when the country is not a party to the 1951 Convention or other international treaties. It can also happen in a country which has signed and/or ratified the Convention, but has not introduced national legislation to implement it;
- it can conduct the determination process on behalf of the national authorities, which prefer to leave this responsibility to UNHCR;
- it can participate in the determination process, as an observer/adviser. This usually occurs at the appeal stage.
- outside the procedure itself, UNHCR may review rejected applicants who are due to be expelled.
The need for interpretation services may occur in any one of these scenarios. It is the responsibility of the interviewer to explain which process applies, and the sequence of events. It is also the responsibility of the interviewer to listen carefully to the applicant’s case, to ask questions and assess whether or not he/she meets the legal criteria.
As interpreter, the role is to assist in this process by providing a channel for communication. Each party speaks through your voice.

Questionnaire for interviewers: (2 types: given/not time limit)
Personal Info
Name:
Time and place of birth:
Nationality, ethnicity, tribe:
Marital status:
Family members (alive & dead, where?):
Education, qualification:
The flight
When and what happened that made you leave your home?
Where did you go?
Did you try to return?
Where was your family?
How did you travel, did you pay to someone to take you?
What was your route?
Did you have any injury during your flight?
How did you hear about the possibility to go to Europe?
When and how and with whom did you arrive?
Where you a member of any political group?
What is your religion, do you practice it?

Interpreters’ profiles:
1. Professional & outsider: as a communication channel, literally translates what was said, he is only a voice.
2. Compatriot & hired translator: you slightly know the asylum-seeker, because you are from the same county/tribe, but you are not a professional interpreter (you think that you can help the a-s. with additional info that the interviewer does not understand)
3. Compatriot but from a different, opposition ethnicity/tribe that the a-s. & hired translator: you do not want to help this person to get the status because (s)he is from the opposition, but you need the money. You try to give misinfo to the interviewer.
4. Amateur & outsider: you are a person who studied the language of the asylum-seeker, but never with native speakers, so you do not know a lot of words the a-s. is saying. You never learnt how to interpret, but you were offered the money and you need it. You do not want to help the a-s.

Life stories:
1. You are Tigisti Warsame, an Ethiopian woman, born in Hawassa. You completed high school, where you got to know your husband, who is Eritrean and because of this fact your family gave you the way out from home. You had no earnings with your husband, and you had no chance to settle down together, because of the ongoing conflict between the two countries. Once soldiers came to your home and while they ordered you outside, they made chaos in your place and took every official document from you. You decided with your husband to leave and go to Europe. You heard that people, who are returned from Europe, are facing persecution and often sentenced to death. You crossed the Sahara and from Libya, you arrived to Italy by boat. You were taken to detention.

2. You are Fatima Hindi, a Muslim woman from Baghdad. You were a university professor in literature, but one day, unknown men came to your home and took you with them to an unknown place, where you were beaten and sexually assaulted. After you paid them, you were released. Your husband and others from your family were killed. You were pregnant and decided to leave Iraq. Through Syria and Turkey, you arrived to Greece and gave birth to your daughter. You live in a house of an Iraqi couple, but you cannot stay for long. You need to find work, but you have to take care of your baby, too. You heard that you can apply for help in an international office.

3. You are Abdirizak Mohammed from Al-Fasher, Sudan. You belong to the Zagawa tribe. You are married and have 2 kids, who are living in Al-Fasher. You decided to leave Sudan because you were not able to find work & feed your family. You heard about the possibility to go to Libya to work & paid for the transport. You arrived, but had to work illegally. Once you were caught by the police on the street as you had no documents, you were sent to jail where you were beaten for a month. After your release you heard from your fellows that if you pay, you can go to Europe, where you have rights & work. You arrived to an island and were taken into detention.
4. You are **Fathiya Mohammed** from Rabat, Morocco. When you became 18 years old, your parents decided on your marriage, although you wanted to continue studying at a university. Your husband obliged you to wear chador, did not support you in further education, many times bit and threatened you with cutting your body if you are not obeying his rules. You decided to divorce, but the police needed your husband’s agreement, too, that he did not give, so you escaped and flew to Europe to study. You chose Spain, found a small flat, but you have change work frequently, because you wok illegally & many places discriminate you, as being Moroccan.

5. You are **Youssef Ashadi** from Shiraz, Iran. You are from a middle class family, who supports you in your carrier. In Iran you have obligatory military service, but to avoid it, you decided to go to Europe to study medicine at university in English. You oppose the current regime in Iran and joined student protests against it. After you studies, you are obliged to go back to Iran for the service, and you know that you will not get a job because of your opposition to the regime. You arrived to Austria, where you engaged an Austrian girl (you speak English among each other), but your family does not want to hear about it.

6. You are **Dukajin Leka** from Pristina, with Roma ethnicity. You are the father of 3 children. You had a small car mechanic business, but after the war you did not manage to sustain it. You did not have a job (big unemployment), and you were discriminated, when you tried to apply on the basis of you ethnicity. All your family was a victim of regular assaults from people, where you lived. You had only money to poorly feed your family and decided to go to Germany. You don't speak German and you live in a reception centre, because you cannot find and afford a flat. You would like to work as a car mechanic.

7. You are **Bidami Bello** a 20 year-old woman from Okigwe, Nigeria. You are from Igbo, majority tribe. You lived with your family, but you parents could barely feed you and 4 of your siblings. In the community, your father met a man from another city, who had said that he wanted to marry you and take you to Europe for a better living. You liked the idea, too and the man appealed to you. The spiritual leader in your community put a spell on you before you left, that if you leave you husband, you will be cursed and die. You travelled through Chad and Libya but the truck that you travelled on were stopped three times by soldiers and they asked for time with the women to let the truck pass through. Three times you were raped. You got on a boat in Libya and arrived to Italy, were you were taken into detention, but you managed to escape during a riot with your husband. You arrived to a city and your husband made you work as a prostitute. You wanted to quit the work but your husband bit you and raped you. You escaped one he was not at home.

8. You are **Katerina Varlamovna** from Lviv, Ukraine. You were a chemist in a laboratory, married, but your husband regularly insulted you physically, under the effect of alcohol. You had less and less friends, your parents died and other family members were far from you and the relationship was never close with them. One night after you were severely beaten buy your husband, you packed, while he was sleeping and arrived to Hungary. You do not speak the language, but you got to know one person from the church, who speak Ukrainian and she tries to help you in some minor issues. You are a good piano player and you would like to teach it.
STREET ACTIONS

Introduction: In November 2011 the NO MORE WAR team organized a training, hosted by SCI Germany, on non-violent actions (such as theatre of the oppressed, street actions etc.) as a promotion of peace (“forget fists, forge voices!”). This technique will be an additional method, beside the peace education workshops, used by the volunteers of the PEACE CARAVAN in summer 2012. We asked Lulzim Bucolli, one of the trainers, to write this guideline on street actions in order to facilitate the implementation of this method.

A Street Action is not science fiction. It’s just Action on the street.

One participant once asked me, what is the definition of a Street Action? I the trainer that “knows everything” had to respond; “Well, Street Action is…Street Action.” He said “Oh come on I know that, but I need more”, I said “Don’t we all”. I mean of course I came up with some general definition such as; Street Action is a tool used by activists and non-activists to raise a concern in the society. Street Action is used for many reasons; to raise a concern, to entertain, to reach a certain goal, to promote, etc. Though don’t like defining street action I can still say that from experience I learned things that are worth mentioning here. But in no way can this be seen as the only way.

Some of the important things to think about!

- Why street action?
- Research
- Planning
- Area/location-adaptation
- Safety
- Practice
- Preparation/logistics
- Being shy
- Do it
- Some examples
- In the end...

WHY STREET ACTION

There are times when you feel frustrated about something that is going on in the world, and you just want to go out in the street in front of a crowd and shout out your thoughts. Well that’s one way to do it, or you if you like, you could make a plan that would help you do a meaningful Street Action. It should derive from an energy that wants a positive change in the world. A group of people want to share thoughts in a creative way on the street because they think something in the world is at fault and they want people to questions themselves about it.

RESEARCH

First I guess you have to have the knowledge about the topic you are going to address in your Street Action. Usually Street Action are done by a group of people that want to get together and “have a say” on a specific matter. It’s important that the matter at hand is identified, what are the causes, the affects, the end results, options, solutions, proposals, the history, the believe etc… Say you want to do a Street Action on the topic “Peace”. Well..., study it first, and then think of Street Action. 😊
PLANING

After you have chosen the topic, and researched it the best thing to do is to start a plan of action. Who does what-sharing responsibilities, and most important getting practical! Share concrete ideas on what to do and who will do and most important, where to do!

ADOPT TO THE LOCATION

Every location has a feeling in itself. You got to an open market; people are behaving different, maybe the shopping feeling made them ecstatic. You go on a main road on Wednesday afternoon; people are running to go to lunch. You go on Sunday mid-day at the park people are relaxed walking with their loved ones or the ones they pretend to love. Say, you go on Monday morning at the train station people are grumpy and hate that day, except an occasional happy face that won the lottery that morning and is going to work and tell his/ her boss, I quit. So, for each area you need a specific attitude, and you need to adopt. Make the grumpy ones laugh, talk about their life, scream at the station I Hateee Mondayys, go at the Park and scream I love my Ladyyyyy this Sunday should last forever, I don’t mean literally, what I mean is adapt.

In the last Street Action we did, we prepared a Street Action/kind of a theatre type of performance on stereotypes, and we practiced it in our big training room without any distractions, and everything seemed to be fine. Then we went to the place that we planned to do it. But we have never seen or visited the place before and it didn’t quite fit as planned …People we’re not paying attention, they couldn’t hear what we had to say, people we’re just going to work and passing by but, not much attention was on us, (except for a cute old couple that sat on the bench and was watching us all the time). What we did is we adapted to the situation and instead of doing the Street Action that was prepared we gathered, and adopted. We split up and each of us started talking to people, we chased people around, we got quite some signatures from them, we got them involved.

So it is very important one, when something is not working, your Street Action is not having the desired effects, ADOPT! See the situation, regroup and own it. Start fitting in, reach out to the mood of the people at the particular place. Find a better way to share your thoughts, get goofy and talk to people. You don’t always have to play it out as planned.

SAFETY

This should get covered during the planning period. Think and imagine your group gets into uncomfortable situations: Say people that have totally opposite opinions then you do, police, traffic, crazy giant dinosaurs in the area, etc.

Most important is that you inform the people from municipality or police or whoever to let them know what you’re doing; This is not always necessary depending on the place you chose to do your Street Action.
PRACTICE

Usually people waste a lot of time on preparation, the message, agreeing etc. Sometimes things will not click and come to place until you get a move on. You have to stand up and do an action, try something and people will follow. Things will starting moving around and you will have a street action by the afternoon. So while you practice and decide what is you action going to look like, then you should coordinate your actions. Say, for example Johnny wants to run around waving a colorful flag that says peace on it, and he gets all the attention meanwhile Greg and Miranda are on the other side doing their practiced “Indian Navaho Dance” and none is watching them, because John is so enthusiastic...etc Anyway, I’m not saying that two actions shouldn’t be done at the same time, of course they can, but just think exactly where do you want the attention to go.

PREPERATION/LOGISTICS

Does Johnny got the flag? Miranda and Greg got the peace pipe? Who is taking the big signs? Did Bekim take his pills, this morning? What about the Bus, did the driver drink too much last night? Who will carry the big peace sign? Did Nathaniel finish the painting of the heart and the crazy beast? ...etc etc, the best is to make a to a Check List, and someone is responsible for it and will ask and make sure everyone has done their part.

BEING SHY

This should be the day where you will challenge that, there’s nothing to be shy. If you justify to yourself that what you’re doing is important then you have nothing to be shy off. If your actions are about peace, then how can you be shy when all you’re saying is that you want war to stop. And that is nothing to be shy off, actually its quite the opposite.

DO IT

When you get to the area, (hopefully you were there before) things are not going to run exactly as planned, so be prepared and open to change and help out others. Do your best and stay focused, it’s not a day off. Though at the same time, you shouldn’t look stressed and fidgety and scare people away, look like you do this for a living and induce that feeling that, what you are doing is very normal and everyone should be doing it. Go there, and get people on your side with your charms.
EXAMPLES

*Street Action* is about getting attention and sharing a message/opinion, provoke a thought to the ones passing by, the planned target audience etc. So you start with something that gets their attention.

Art is usually a good way;

Music, Signs, Paintings, Dance, Movements, Juggling, Drumming, Acting/theatre, Singing, etc, and also combinations of these together.

*Street Action* examples are many; please check google for it or Youtube also, though I prefer the originality that comes from a group.

IN THE END

Maybe in the end you ignore all of the above and do what you think would work best, experiment a little bit, get creative, go beyond the guideline...