

► Promoting Social Cohesion and Peaceful Coexistence in Fragile Contexts through TVET

Guide for TVET practitioners



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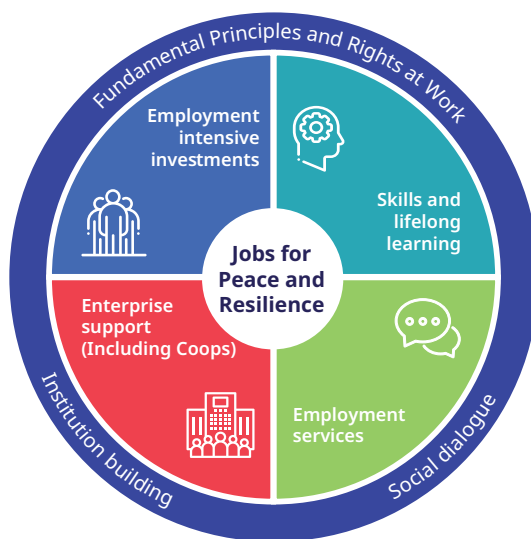
► Foreword

More than a century ago, in 1919, the International Labour Organization (ILO) was born from the ashes of war with a vision that workers, employers and governments together could build a world of universal peace, based on social justice. In 1969, the ILO received the Nobel Peace Prize on its 50th anniversary. The Declaration of Philadelphia, and the subsequent declarations, including the ILO Declaration on Fundamental Principles and Rights at Work (1998) and the ILO Declaration on Social Justice for a Fair Globalization (2008), all embody this approach and recall the ILO's role for peacebuilding through social justice.

In 2017, the ILO International Labour Conference adopted [Recommendation No. 205 \(R205\) on Employment and Decent Work for Peace and Resilience](#), which represents a unique normative framework for the world of work in conflict and disaster settings. It calls for safeguarding the wellbeing of all – particularly those most vulnerable in fragile and conflict situations such as children, young people, women and the forcibly displaced – and to deploying effective measures related to the world of work to prevent and reduce the devastating effects of conflicts and disasters. The section on education, vocational training and guidance recommends the adaptation of curricula and the training of teachers and instructors to promote “peaceful coexistence and reconciliation for peacebuilding and resilience” (para 19).

At the ILO's Centenary International Labour Conference in 2019, the relevance of the ILO in the humanitarian, development and peace building nexus has been re-emphasised through [the ILO Centenary Declaration for the Future of Work](#).

► **Figure 1. The ILO's Jobs for Peace and Resilience (JPR) Programme**



Building on this century-long experience in promoting decent work for peace, in 2016, the ILO launched the [Jobs for Peace and Resilience \(JPR\) flagship programme](#), which contributes to more peaceful and resilient societies in fragile situations. Guided by [ILO's R205](#), the JPR programme uses a modular resource-based approach (see figure 1) combining employment-intensive investments, technical, vocational and entrepreneurial skills training, and employment services to respond to the needs of the most vulnerable, including the unemployed, underemployed, and low-skilled, with a particular focus on youth and women. The JPR programmes at country level are aligned with existing policy frameworks

and contribute to local, national and international development plans and goals including the Decent Work Country Programmes (DWCPs), United Nations Development Assistance Frameworks (UNDAFs) and Sustainable Development Goals (SDGs). However, in fragile and post-conflict situations, too often, decent employment and vocational training are seen as secondary considerations to the policy discussions on social cohesion and peaceful coexistence. This is partly because training in fragile contexts is often short-term and narrowly focused on assisting vulnerable populations to acquire capacities for enhancing employability and accessing immediate incomes. In such cases, oftentimes, little consideration is given to the huge potential of utilizing the training environment as a space to strengthen inter-group contact or addressing individual grievances, to promote the positive the values of peace and respect which may contribute to peaceful coexistence in fragility settings. Failing to utilise Technical Vocational Education and Training (TVET) spaces as peace and resilience hubs is a missed opportunity even more so in fragile settings. This guide advocates for and indicates how to seize the opportunity of using TVET for promoting peaceful coexistence and social cohesion.

This ILO Guide aims to assist ILO constituents and TVET practitioners to strengthen the role of skills development policies and programmes in peacebuilding efforts through inclusive learning methodologies and the training of relevant core skills. It provides practical guidance to trainers and managers of training centres on how to adapt training delivery to mixed groups, embed conflict resolution skills, cooperation, and other relevant core skills into training curricula, and create conflict-sensitive, inclusive, and diverse learning environments for all.

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► Abbreviations

CoP	Community of Practice
COVID-19	Coronavirus
DNH	Do No Harm
DWCP	Decent Work Country Programmes
IAWG	Inter-Agency Working Group
ILC	International Labour Conference
ILO	International Labour Organization
INEE	Inter-agency Network for Education in Emergencies
JPR	Jobs for Peace and Resilience
KAB	Know About Business
NVC	Nonviolent Communication
OECD	Organisation for Economic Co-operation and Development
PBSO	Peace Building Support Office
SDG	Sustainable Development Goals
SIYB	Start and Improve Your Business
ToC	Theory of Change
TVET	Technical Vocational Education and Training
UNDAF	United Nations Development Assistance Frameworks
UNDP	United Nations Development Programme

► About this guide

Why this guide?

Technical and Vocational Education and Training (TVET) is well suited to address an immediate need for enhancing employability of those affected by conflict, enabling vulnerable populations to build livelihoods and find decent work on the basis of locally available opportunities from the public and private sector. Youth populations are often disconnected from educational and employment opportunities, leaving them susceptible to participation in violent conflict. Women face additional threats that may be addressed by access to training. For example, the provision of training to enable them to attain economic self-sufficiency may prevent women from having to revert to harmful and exploitative forms of income generation. At the same time, humanitarian assistance frequently focuses on the most urgent needs such as health and nutrition with a special emphasis on primary school age children, which makes youth groups, and within them young women specifically, less likely to receive assistance (Pompa 2014).

TVET programmes offer an avenue for reintegration by combining skills development with conflict mitigation and capacities for social cohesion. This contributes to reducing the psychosocial impact of trauma and displacement and may offer a real-life context to re-establish cooperation and inclusion and promote social cohesion within and between communities. This is particularly true if TVET programmes involve work-based learning.

Nevertheless, training alone does not provide a quick fix to forging social cohesion. It is essential to integrate conflict-sensitive and “do no harm” methodologies and elements that actively promote social cohesion into the design and planning of vocational training programmes for young people, based on the participation and needs of youth from diverse backgrounds, including marginalised youth and women. Little material exists that guides vocational teachers and trainers in promoting social cohesion through TVET.

Who is this guide for?

This ILO Guide is part of the ILO’s efforts to promote social cohesion and peaceful coexistence through skills and employment programmes. It provides skills development practitioners with the capacity to integrate essential employability and conflict management skills as well as “do no harm”, conflict sensitive and peace responsive methodologies¹ into the design, planning, and delivery of their TVET modules and curriculum in fragile contexts.² It is therefore useful for:

- **Practitioners** such as ILO constituents involved in the delivery processes of skills policies and programmes in fragile contexts. This includes practitioners involved in different stages of programme delivery including curriculum and module development, syllabus design, and training and assessment of learning. It is equally beneficial for experienced trainers and those at the early stages of their career.
- **Organisations** (public/private) including workers’ and employers’ organizations that provide skills development programmes as part of efforts to promote social cohesion and peacebuilding. The guide can assist organizations in tailoring their approach to skills provision and curriculum design that links decent employment and social reintegration to building socially cohesive societies.

1 The ILO has developed a specific guide on “Peace and Conflict Analysis Guidance for ILO’s programming in fragile and conflict-affected contexts” (2021a).

2 Skills for social cohesion are also important in regions currently not affected by crises, since they help to build a cohesive society and can thereby prevent social disruption in the future.

About this guide

The guide is divided into five modules which provide trainers with different tools to analyse and understand group-specific needs, design and implement conflict sensitive training programmes, develop concrete strategies and activities to impart skills for social cohesion to participants, facilitate learners' access to support services, and measure the impact of socially cohesive TVET training.

Module 1: The role and potential of skills development in peaceful coexistence and social cohesion

Expected Learning Outcomes

Upon completion of this module, trainers will be able to:

- Define concepts of fragility, conflict, violence, and peacebuilding.
- Understand how skills and employment policies and programmes relate to peacebuilding and social cohesion.
- Specify the role of ILO constituents in skills programmes and policies for promoting peace including through social dialogue.
- Specify the role of skills providers in fragile contexts.
- Identify core skills that contribute to social cohesion.
- Analyse the context and specific needs of participants through a conflict-sensitive lens.

Module 2: The role of the trainer

Expected Learning Outcomes

Upon completion of this module, trainers will:

- Recognise the importance of being a role model and an agent of change.
- Help shape peaceful narratives.
- Create enabling learning environments.
- Be able to use different teaching methodologies according to learners' needs and capacities.

Module 3: Methods and cross-curricular strategies that promote core skills for social inclusion

Expected Learning Outcomes

Upon completion of this module, trainers will be able to:

- Conduct interactive exercises and activities in the training centre or workplace to foster social and emotional skills.
- Plan and prepare activities to meet learning needs, considering time and materials needed.
- Effectively process learning from the interactive exercises.

Module 4: Work-based learning and support services to ensure participation

Expected Learning Outcomes

Upon completion of this module, trainers will be able to:

- Explain work-based learning and its contributions to social cohesion in fragile contexts.
- Provide during- and post-training support to facilitate trainees' transition into the labour market, and to improve their reintegration and wellbeing.
- Identify tools, partners and referral services to increase the employability of trainees and improve possibilities for self-employment.
- Commit to continuing learning.

Module 5: Instruments for Impact Measurement

Expected Learning Outcomes

On completing this module, trainers will be able to:

- Use assessment tools for measuring the effectiveness of their training in terms of trainees' employability and their capacity to contribute to social cohesion and peaceful coexistence in their communities.
- Assess the extent to which the social cohesion curriculum contributed to improving attitudes, behaviours, and perceptions among participants.
- Assess how the curriculum contributes to address prejudice and build relationships within and between different communities.
- Reflect on their own learning and perceptions through the use of this guide.



► Module 1

The role and potential of skills development in building peace and social cohesion

Expected Learning Outcomes

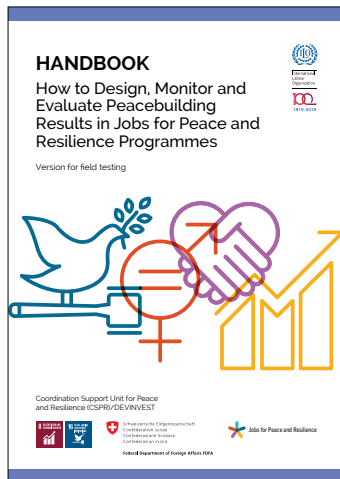
Upon completion of this module, trainers will be able to:

- Define concepts of fragility, conflict, violence, and peacebuilding.
- Understand how skills and employment policies and programmes relate to peacebuilding and social cohesion.
- Specify the role of ILO constituents in skills programmes and policies for promoting peace including through social dialogue.
- Specify the role of skills providers in fragile contexts.
- Identify core skills that contribute to social cohesion.
- Analyse the context and specific needs of participants through a conflict-sensitive lens.



Around 2 billion people currently live in fragile situations, including more than 400 million youth aged 15 to 29. Poverty is increasingly concentrated in fragile settings, and the share of global poor living in fragile situations is projected to rise from 17 percent in 2019 to almost 50 percent by 2030. The vicious circle of poverty in fragile contexts is characterised by a lack of access to education and training, decent jobs, equal economic opportunities, disrupted social cohesion, and grievances that can trigger further vulnerability and fragility. Furthermore, the COVID-19 crisis can potentially ignite or exacerbate grievances, mistrust and the sense of injustice over access to health services, decent jobs and livelihoods, and thereby drive conflict that could undermine development, peace and social cohesion.

In fragile situations, the promotion of employability, especially for the youth, is a high priority of ILO constituents. This guide promotes the values of peaceful dialogue through skills development and emphasises the role of ILO constituents in fragile settings, ensuring social dialogue also contributes to peaceful coexistence and social cohesion.



In this framework, the ILO, the Peace Building Support Office (PBSO), UNDP and the World Bank elaborated a joint statement identifying three main interlinked drivers of conflict, which in the literature have been linked to unemployment and insufficient rights and equality at work: a lack of contact and interactions across different social groups; a lack of opportunity, particularly for youth and women and the existence of grievances over inequality; access to fundamental rights at work and exclusion. These elements constitute the following theory of change: If employment and skills programmes address adequately the three drivers of conflict, then they will contribute to social cohesion and peacebuilding. On this basis, the ILO has developed a Handbook on “[How to design, monitor and evaluate peacebuilding results in jobs for peace and resilience programmes](#)” as a concrete step to mainstreaming peacebuilding results into employment programmes and in building evidence and knowledge on the above theory of change.

The guide suggests conducting conflict and fragility analyses, developing specific peacebuilding outcomes and indicators, and establishing baselines through key informant interviews and focus group discussions as ways to design projects by taking into consideration fragility factors, monitor their contribution to enhanced contact and opportunities, and reduce grievances.

Key concepts

In order to understand the relationship between skills, employment programmes³, social cohesion, and peacebuilding, one first has to define a number of key concepts:

- **Persons in employment or the employed population:** Refers to all those of working age who, in a short reference period, were engaged in any activity to produce goods or provide services for pay or profit. (ILOSTAT).
- **Skills development:** In many countries, the terms “skills development”, “VET” and “TVET” are used interchangeably. In this guide, the term “skills development” refers to all formal, non-formal and informal learning that has some labour market or broader societal utility (ILO 2021c). It includes:
 - Pre-vocational training and livelihood education and training.
 - Both centre-based and work-based technical vocational education and training at secondary and tertiary level
 - Apprenticeships, including in the informal economy.
 - Training for employed workers, including in the workplace; and
 - Employment-oriented and labour market-oriented short courses for those seeking employment.

Skills development is essential for increasing the productivity and sustainability of enterprises, addressing working conditions, poverty eradication and social inclusion, and for improving the employability of workers, their personal development, access to culture and active citizenship⁴. Beyond academic or vocational competencies, employers want employees who can continue to learn and adapt; listen and communicate effectively; think creatively; solve problems independently; manage

³ See also ILO. 2021b. *ILO Guide for Skills Development in Employment-Intensive Investment Programmes*, Geneva.

⁴ ILO HRD Recommendation (No. 195) 2004

themselves at work; interact with co-workers; work in teams or groups; handle basic technology, lead effectively as well as follow supervision (Brewer 2013). The ILO calls these skills *core skills*. Where learning happens at the workplace, core skills are easily obtained through day-to-day interactions with colleagues and the diversity of practical job-related tasks. Centre-based skills development, however, may run the risk of neglecting these crucial skills in training curricula.

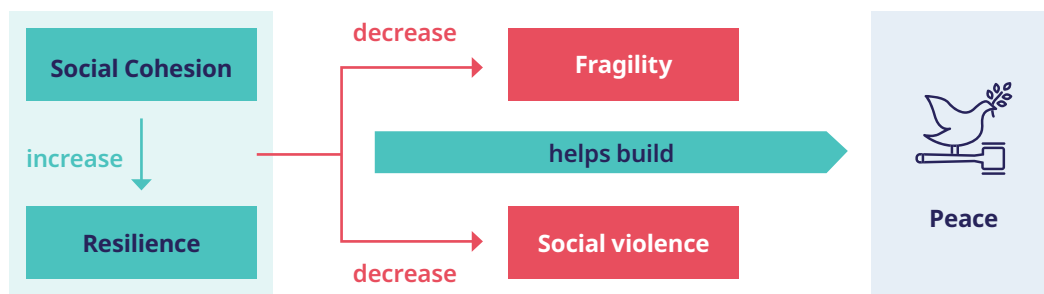
- **Fragility:** The combination of exposure to risk and insufficient coping capacity of the state, system and/or communities to manage, absorb or mitigate those risks. Fragility can lead to negative outcomes including violence, the breakdown of institutions, displacement, humanitarian crises, or other emergencies (OECD 2020).
- **Resilience:** The ability of households, communities, and nations to absorb and recover from shocks, whilst positively adapting and transforming their structures and means for living in the face of long-term stresses, change and uncertainty. Resilience is about addressing the root causes of crises while strengthening the capacities and resources of a system in order to cope with risks, stresses, and shocks (Mitchell 2013).
- **Peacebuilding:** Refers to the processes that prevent the resurgence of violence and to create the conditions necessary for a sustainable peace in war-torn societies. It is a holistic process involving broad-based inter-agency cooperation across a wide range of issues. It includes activities such as disarmament, demobilization and reintegration of armed forces and groups; rehabilitation of basic national infrastructure; human rights and elections monitoring; monitoring or retraining of civil administrators and police; training in customs and border control procedures; advice or training in fiscal or macroeconomic stabilization policy and support for landmine removal (UNDDR 2006).
- **Vulnerabilities:** A set of prevailing conditions which adversely affect a community's ability to prevent, mitigate, prepare for or respond to a hazard. Absence of coping strategies is also a part of vulnerability and has to be considered in vulnerability assessment. Vulnerabilities are often considered under the headings of economic, social and attitudinal.
- **Do No Harm:** The "Do No Harm" (DNH) approach in humanitarian aid was first mooted in 1999. DNH principles state that aid is not neutral. Aid – and how it is administered – can cause harm or can strengthen capacities for peace in the midst of conflict-affected communities. DNH is considered the minimum standard of practice to avoid causing inadvertent harm. It highlights the importance of recognising dividers and connectors in any given context; and the importance of working to strengthen the connectors and weaken the dividers (OECD 2010).
- **Conflict Sensitivity:** Conflict Sensitivity goes beyond DNH, as it provides actors the necessary framework and tools to understand the context in which it is operating; understand the interaction between the intervention and the context, and act upon that understanding, in order to avoid negative impacts and maximise positive impacts on the conflict.
- **Peace Responsiveness:** Peace Responsiveness refers to the ability of actors operating in conflict-affected or fragile contexts to be conflict sensitive and deliberately contribute to sustainable peace through their technical programming, in accordance with their mandates. This means deliberately addressing drivers of conflict and strengthening capacities for peace. A peace responsive approach intentionally supports inclusive and locally led change and strengthens societal resilience to conflict and violence.
- **Peaceful Coexistence:** (A policy or an attitude that enables) mutual tolerance between states, groups, etc., having different beliefs, ideologies, or outlooks; mutual respect for each other's integrity and rights; equality and mutual benefit; the fact of living together at the same time or in the same place.
- **Social cohesion:** A complex, multi-dimensional and multi-layered concept. Much of the concept's value lies in its adaptability and the thinking, debates and descriptions that support discussions of its definition, characteristics and contribution to peace and development. It is thus difficult to clearly define social cohesion and at the same time, in some contexts, the very terminology is sensitive.

Therefore, several alternative concepts or phrases, such as “social stability”, “social integration”, “social inclusion” or “social contract”, may be more acceptable depending on local contexts. However, a simple definition has emerged due to its broad applicability: **Social cohesion is the extent of trust in government and within society and the willingness to participate collectively toward a shared vision of sustainable peace and common development goals** (UNDP 2020).

Putting the concepts of social cohesion and peaceful coexistence in relation to one another, fragility, which is the lack of capacity to cope with risks, can be reduced by strengthening a community’s level of social cohesion, i.e., social bonds.

These bonds ultimately enable individuals, households and communities to absorb risks better, i.e., increasing their resilience (UNDP 2020). This is also likely to lead to lower levels of social violence and an improvement in constructive management of conflict. To put it differently, increased social cohesion and resilience may contribute to peace (see figure 2 below).

► **Figure 2. The relationship between Social Cohesion, Resilience, Fragility, Violence and Peace⁵**



Organizations representing the voice of workers and of employers can play a very important role in strengthening bonds in society, helping absorb risk and increasing resilience. They can thereby help foster social cohesion.

How can skills and employment programmes contribute to peace?

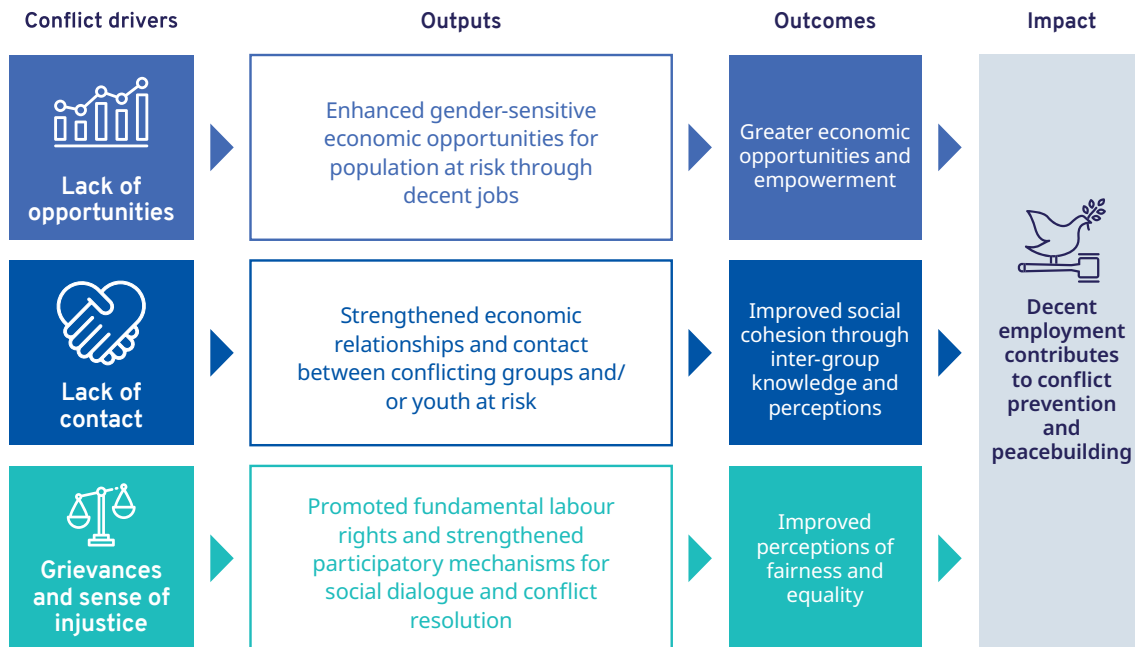
As mentioned above, a [review](#) of more than 450 employment programmes in fragile situations conducted by the International Security and Development Centre and supported by the ILO, the United Nations Peace Building Support Office (PBSO), the United Nations Development Programme (UNDP), and the World Bank identified three main drivers of conflict that are linked to unemployment and insufficient

rights and quality at work. These include a **lack of contact** and interactions across different social groups; a **lack of opportunities, particularly for youth and women**; and the **existence of grievances** over inequality, access to fundamental rights at work and exclusion (Brück et al. 2016).

The mechanisms for **constructive contact**, **sustainable opportunities** and **addressing grievances** in turn provide a plausible Theory of Change (ToC) of how employment and skills programmes may contribute to peace, addressing each of these conflict drivers (see figure 3 below), as part of a broader framework of inclusive and sustainable development.

⁵ Please note that Figure 2 is not an exhaustive model but rather a visualization of how the previously introduced key concepts relate to each other.

► Figure 3. Theory of Change



Source : https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/instructionalmaterial/wcms_712211.pdf

- **Lack of contact:** Biased perceptions and discriminatory behaviour between particular groups are key social issues in (post)conflict and fragile contexts, and may include ethnic groups, combatant-civilian distinctions, refugees-host communities, gender, or many other lines of division. There is evidence that if conflict is driven by negative perceptions among groups, skills programmes may reduce negative perception and therefore potential conflict by increasing constructive inter-group contact. By bringing people together in the training environment and strengthening opportunities for dialogue among potentially conflicting social groups, including between men and women, skills programmes may break down stereotypes and increase social cohesion. Furthermore, core skills for social cohesion within training curricula can contribute to improved relationships and dialogue among women and men and potentially conflicting groups. Effective and demand-led skills development is characterised by social dialogue with employers and workers representatives, including at the level of a training centre (ILO 2019).
- **Lack of opportunities:** Demand-led skills development through active participation of employers and workers, enhances employability and therefore increases opportunities for decent work and income. At the same time, it increases the opportunity costs of engaging in violence. When populations of working age have access to training and decent work opportunities, they may focus on building their livelihood and sustaining their families and may be less prone to political and armed violence. Moreover, since core skills are transferrable across sectors and occupations, they allow individuals to harness a range of employment opportunities.
- **Grievances and sense of injustice:** Many of today's conflicts relate to group-based grievances arising from inequality, non-respect of human and labour rights, exclusion, lack of participatory mechanisms and dialogue as well as feelings of injustice. It is when one group assigns blame to others or to the state for its perceived economic, political, or social exclusion that its grievances may become politicised and risk tipping into violence (UN & World Bank 2018). Furthermore, in some cases, it is not unemployment, but the experience of exploitative, precarious, informal work, or non-respect of fundamental principles and rights at work and other international labour standards, that spurs grievances as well as a sense

of injustice. Therefore, safe training environments and quality skills programmes leading to decent work, but also conflict management, mediation, and other core skills trainings could reduce the risk of conflict by addressing individual grievances. Moreover, core skills for social cohesion, including conflict resolution skills or teamwork, may help individuals to communicate, and manage intercommunity and personal grievances.

Furthermore, a wide participatory study conducted by UNFPA (UNFPA & PBSO 2018) shows that vocational training alone does not provide a quick fix to build peace sustainably. It is, therefore, essential to:

- **Incorporate conflict-sensitive and DNH methodologies into the design and implementation of vocational training programmes**, including activities that actively promote social cohesion (see ILO 2021a; UNESCO 2015; UNESCO et al. 2015).
- **Embed vocational training, based on labour market demands, in wider support services that assist in the transition from training to employment or business start-up** (INEE 2010; UNFPA & PBSO 2018; Mercy Corps 2018).

The present guide provides practical guidance for TVET trainers, both in training centres and in enterprises, and centre managers to design, adapt and implement TVET programmes that fulfil the above objectives.

What does that mean for skills providers?

Skills providers, i.e., TVET trainers and centre managers as well as national and regional policy makers, have important decisions to make concerning:

- Accessibility of training programmes and the composition of trainees and staff.
- Governance arrangements, including the involvement of workers' and employers' organisations, and choice of training programmes.
- The content of training programmes and strategies to create an inclusive and "do-no-harm" learning environment.
- Assessment and certification systems including mechanisms for the recognition of prior learning, e.g., for forcibly displaced people.
- Facilitating access to complementary support services.

Modules 2–4 of this guide seek to offer guidance on the above concerns.

What skills for social cohesion?

There are many ways of classifying the core skills, which should form part of promoting social cohesion in fragile contexts⁶. Rather than repeating the theoretical groundwork laid out by the ILO and various other organizations, readers of this guide can refer to a number of publications. Despite the large range of classifications under labels such as "Life Skills" (WHO 2003), "Peace Education" and "Skills for Life" (UNESCO 2013), and "Learning to Live Together" (Lange et al. 2014) there is a broad consensus that education and training in fragile contexts should promote transferrable skills across three main dimensions: (a) social skills, (b) emotional skills, and (c) cognitive skills (see figure 4).

⁶ Commonly encountered terms include but are not limited to, Citizenship education (UNESCO); Life Skills (UNICEF), Learning to Live Together (GIZ).

- **Social skills** highlight communication skills such as active listening, understanding nonverbal communication and cooperation and teamwork. Also included in this category are refusal skills⁷ and conflict resolution or mediation skills that impact on an individuals' ability to manage conflicts. Empathy and the appreciation of diversity, or the ability to listen to and accept the motives and needs of others, are also key interpersonal skills. Together, these skills enable young adults to overcome their own implicit biases, perceptions and discriminatory behaviour and instead promote fairness and inclusion. In other words, they provide the foundation for constructive inter-group contact.
- **Emotional skills** refer to those skills that increase an individual's capability to cope with loss or trauma. They thus include the awareness of one's own emotions and the ability to manage anger, grief and stress in non-violent and productive ways. Confidence, self-esteem, and self-respect further strengthen the ability to set personal goals and the belief that one can affect change. They can thus help individuals to manage personal grievances, stemming from existing injustices, and channel them into productive responses. Nevertheless, especially when working with potentially traumatised individuals, there is a need for adequate psychosocial support services that complement core skills training.
- **Cognitive skills** include skills such as critical thinking, problem solving and decision-making. They enable individuals to analyse and evaluate alternative responses to social- and work-related challenges or problems applying learned methodologies. Therefore, they increase individuals' chances to harness a broad range of potential employment opportunities.

Key ILO Resources:

Brewer, L.; Comyn, P. (2015). Integrating core work skills into TVET systems: Six country case studies. International Labour Organization, (Geneva). https://www.ilo.org/global/docs/WCMS_470726/lang--en/index.htm

ILO. 2019. How to design, monitor and evaluate peacebuilding results in Jobs for Peace and Resilience Programs, Version for field testing, (Geneva). https://www.ilo.org/employment/Whatwedo/Instructionmaterials/WCMS_712211/lang--en/index.htm.

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7 Refusal skills refer to the ability to say no.

► **Figure 4. Skills for social cohesion**



Source: Authors

Conflict sensitive situation analysis

Various tools and methodologies for conflict analysis have been developed by UN agencies (e.g., ILO 2021a; UNDP 2003; World Bank 2005), bilateral donors (e.g., Ekstedt & Holmberg 2006) and various NGOs and think-tanks (e.g., APFO et al. 2004). While a well-defined conflict analysis is an important step to develop peacebuilding and social cohesion programming it is also a resource intensive process that exceeds the capacities of many trainers or centre managers operating under resource constraints that are typical for fragile contexts.

It is important for a trainer to reflect on the specific vulnerabilities of different groups in society in order to identify avenues to improve their inclusion. This is particularly true where these vulnerabilities have an impact on the three conflict drivers in the ToC: lack of contact, lack of opportunities, and the existence of grievances. For example, in addition to being refugees and potentially facing discrimination or language barriers, female refugees may be confronted with cultural expectations that would prevent them from enrolling in skills development programmes. Moreover, especially when they are heads of households and need to generate income, the opportunity costs of enrolling in training instead of finding a low-skilled job or engaging in other forms of harmful and exploitative income generation may simply be too high. Likewise, a refugee from a neighbouring country may be well-received if they belong to the dominant regional cultural, religious, or ethnic group, while another refugee from that same country who belongs to a minority group may face discrimination in the learning group.




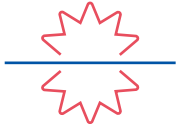
When thinking about individuals from different groups, and the unique challenges they face, it is important to keep in mind that individuals belong to more than one group, which may expose them to multiple forms of discrimination from different members of the community (family, employers, colleagues etc.). Tool 1 Conflict Sensitive Situation Analysis in Annex 1 proposes a number of simple questions for self-reflection that may help the trainer to assess an individual's belonging to diverse groups, and the specific differences and needs that may arise. To assist the trainer in deepening their situation analysis, the following brief working definitions of conflict and violence are offered.

Conflict occurs when two or more parties (individuals or groups) have, or think they have, incompatible goals

► Mitchell, 1981

The diagram below sets out different forms of conflict taking the goals and behaviour of the parties into account:

► Figure 5. Different forms of conflicts

		Goals	
		compatible	incompatible
Behaviours	compatible	Harmony 	Latent conflict 
	incompatible	Surface conflict 	Open conflict 

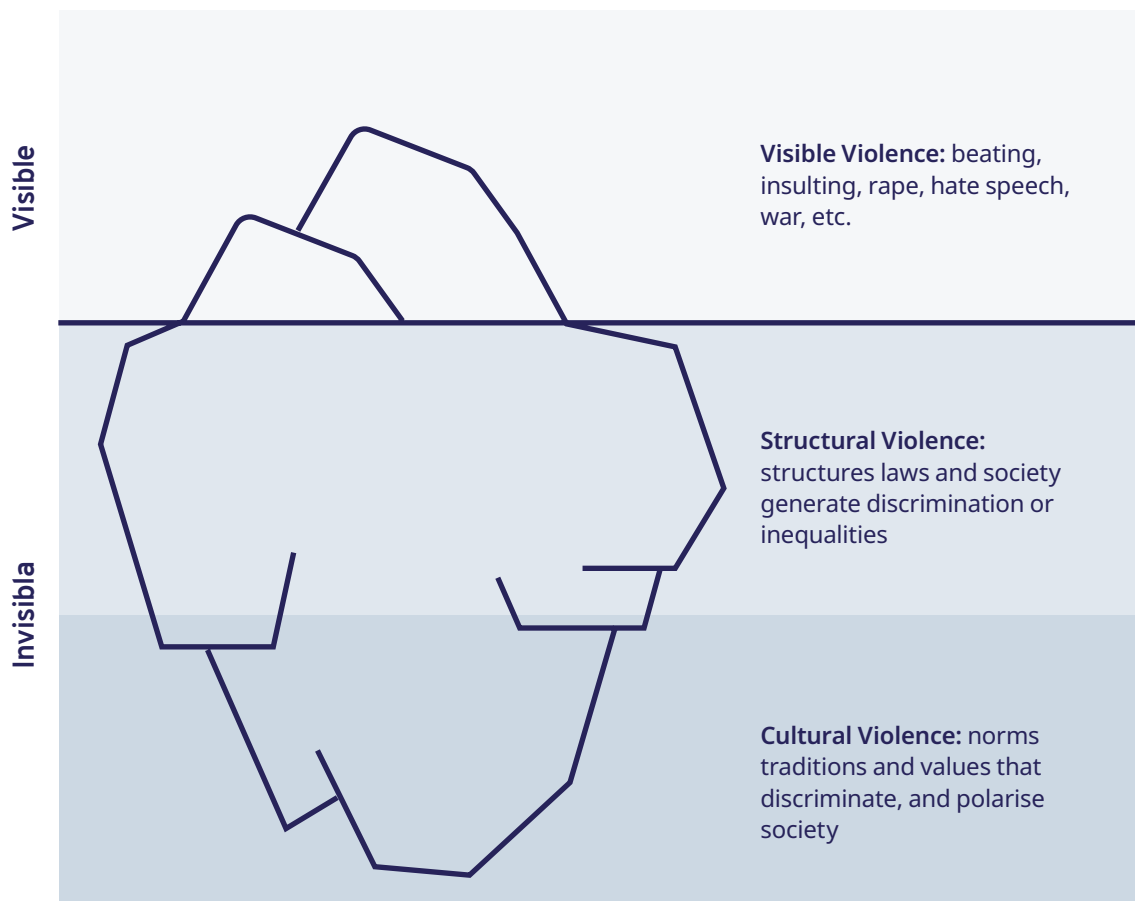
Source: Authors

When the goals and the behaviour are compatible there is no conflict; when the behaviour is compatible, but the goals are incompatible, there is a latent, or hidden conflict; when the behaviour is incompatible, and the goals are compatible, there is a surface conflict; when the goals and the behaviour are both incompatible there is an open conflict.

Conflict is not always negative. It can be constructive and an indicator that change is required. In each of the squares there are opportunities to strengthen social cohesion. The square that shows both compatible goals and compatible behaviour offers much scope for strengthening social cohesion and peaceful coexistence. Here lack of contact and opportunities can be remedied, and grievances addressed; social cohesion and community building activities can take place.

A working definition of violence consists of actions, words, attitudes, structures or systems that cause physical, psychological, social or environmental damage. It may be either visible or invisible.

► Figure 6. The violence iceberg



Source: Authors

Violence is destructive in and of itself; it is socially constructed and learned through the environment; it is avoidable.

It may also be helpful to consider the terminology of conflict insensitivity and peace responsiveness (ILO 2021a). The table below offers an example:

ILO Priorities	Conflict Insensitive	Peace Responsive
Employment	Value chain and skills training programmes focus on economic sectors dominated by people from one ethnicity, thus inadvertently increasing their dominance of the political economy, reinforcing resentment and a sense of exclusion and grievance among other groups.	Sectors for value chain and skills training programmes are chosen because they offer opportunities for employment and business development for all ethnic groups, including those currently marginalized in the economy. Skills training targets young men and women most at risk of being recruited into violent extremist groups.

This highlights the importance of including skills in conflict management and peaceful coexistence in teaching practice. This can be achieved by fully understanding and promoting the value of peaceful coexistence and social cohesion. The following module will highlight specific skills to support this.

► Module 2

The role of the trainer

Expected Learning Outcomes

Upon completion of this module, trainers will:

- Recognise the importance of being a role model and an agent of change.
- Help shape peaceful narratives.
- Create enabling learning environments.
- Be able to use different teaching methodologies according to learners' needs and capacities.

Although research on professional development and practice of TVET trainers in fragile contexts remains scarce, there is a common understanding of their roles and responsibilities. It is generally known that learners come to the training with different backgrounds and possibly traumas and they all need to learn, process, adapt, and live with due dignity in their host societies. There is, therefore, a need for TVET trainers to enable learners to acquire a complementary set of professional, emotional, and social skills and competencies. Particular attention should be given to gender specific needs. Violence and conflict are deeply gendered. See the extract below.

► Gender, TVET and peace

Gender roles, norms and relations lead to different risks and opportunities for women, girls, men and boys. Women are often excluded from decision making, due to their marginalised position in society and are at a higher risk of becoming a target of (gender-based) violence. They often lack not only access to scarce resources, but also opportunities to voice their demands and influence decisions that affect their lives.

Specific attention should be given to gender specific needs. Violence and conflict are deeply gendered. This means that people's ideas and attitudes towards violent conflict and how they experience it depends on gender relations, roles and norms. In many societies, the ability to use violence is attributed to men, and often linked to ideas about manliness and masculinities. The use of violence is also linked to unequal power relations. These unequal power relations can create relations of dominance of men over women and men over other men, which are upheld and justified through social, moral, cultural, religious, political and economic norms. It can contribute to a normalization or even institutionalization of gender-based violence. Conflict has the potential to reinforce the "unequal dualism" between women and men by amplifying masculine notions of strength, determination and fearlessness versus depicting women as passive mothers or as supporting and caring wives in need of protection

TVET trainers play an important role in ensuring gender equality, promoting participation of women in all trainings including those in trades traditionally perceived as male. They should raise awareness among both men and women about specific gender roles and perceptions, build confidence, leadership, and refusal skills and empower trainees to actively advocate for gender equality.

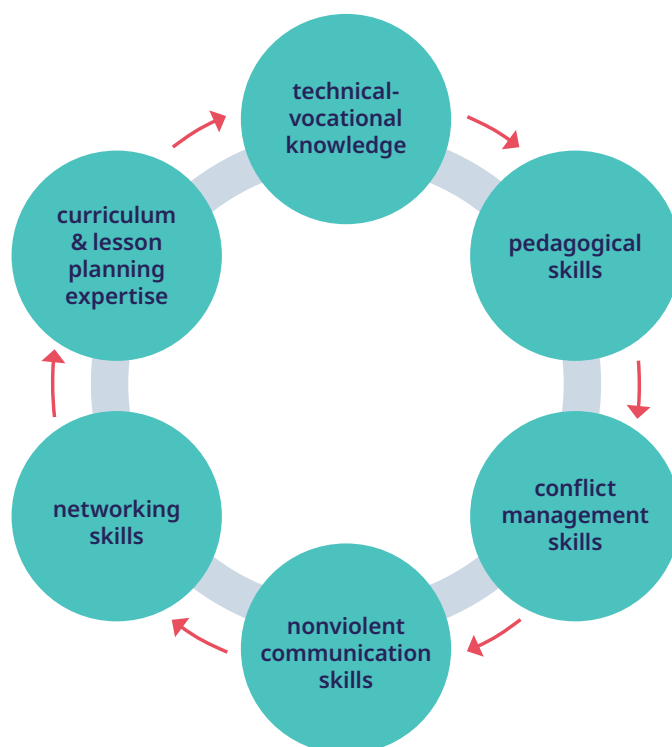
Source: CARE Training manual on Gender, Peace and Conflict, available at: https://www.kpsrl.org/sites/default/files/publications/files/769_gender_peace_and_conflict_manual.pdf

To this end, conflict sensitive policies that mainstream skills for social cohesion and peaceful coexistence should be adopted by TVET institutions and then be reflected and included in TVET trainers' teaching methodologies, in their behaviour and attitudes as well as in the learning environment they create and shape every day. Generally, a TVET trainer working in fragile contexts should be a professional who:

- Understands and promotes the values and practical advantages of peaceful coexistence.
- Learns, adapts, leads, has management skills, and is an effective communicator;
- Is a change-maker and a role model by being punctual, listening actively, communicating inclusively, addressing stereotypes, and transforming narratives;
- Supports trainees in their learning, in enhancing dignity and developing self-confidence and in their search for decent jobs;
- Imparts knowledge and empowers trainees in being resilient and employable;
- Is aware of contextual aspects and cultural and group dynamics;
- Respects learners and includes opportunities to explore and enhance understanding of issues such as equality, inclusion, and diversity;
- Maintains networks and partnerships with peers, local communities and employers to identify and address grievances and increase economic opportunities for trainees.

An overview of the skills and competences ideal for TVET trainers in fragile contexts is shown in the competence model for TVET trainers in fragile contexts shown below in figure 5⁸.

► **Figure 7. Competence model for TVET trainers in fragile contexts**



8 This diagram was developed drawing on the Theory of Change framework presented in Module 1 and the INEE publication on Teachers in crisis contexts (2018).

Being role models

Successful learning, social reintegration, and employability of learners depend on many factors, among which a key role is played by trainers. The equation is rather simple: if you want to change learners' skills, knowledge, and attitudes towards non-violent and peaceful ways of living and being, you will need to practice them yourself to set an example and also to provide opportunities for learners to develop and apply such skills in the classroom and later in their daily and professional lives.

The overall objective is to provide an "education that is relevant, effective, efficient, comprehensive in scope and participatory in delivery" (INEE 2010) in order to make trainees employable and cultivate their skills for social cohesion and peaceful coexistence, the notions of human rights, gender equality, respect for diversity and civic responsibilities (Davies 2004).

To achieve this, it is important for TVET trainers to reflect on their own skills, values, and competences as well as the role they play in setting an example for social cohesion and peaceful coexistence thereby helping learners to act and behave similarly at interpersonal, classroom, and community levels. Tool 2 *Skills and Competencies Self-assessment for Trainers* in Annex 1 has been designed, to support TVET trainers in assessing their skills and planning for greater effectiveness. This self-assessment can be helpful in identifying areas of strength and areas where the trainer may want to improve their skills or knowledge. It is recommended that this worksheet is used as a guide to support continuing learning individually, within your institution or within a Community of Practice (CoP) as described in Module 4.

The following points may help trainers be role models in practice⁹:

- Be conscious of how much power the trainer has in the learning context and seek opportunities for participants to engage with the learning process in such a way that they can direct their learning outcomes: encouraging questions and creating an atmosphere where participants are comfortable to voice their opinions;
- Be aware of your own prejudices and subjective interpretations and keep your knowledge and skills updated with regard to cultural and gender stereotypes;
- Familiarise yourself with the teaching context and different groups of learners;
- Learn about the cultural and educational background of each learner in order to better adapt the curriculum and apply do-no-harm teaching methodologies;
- Familiarise yourself, if necessary, with mediation skills;
- Treat all learners with respect. Pay special attention to the words you use and be aware of perceptions of bias. Strictly avoid any verbal or physical, and gender-based violence;
- Create a learning agreement with the participants that recognises that there are different perceptions, cultural norms and experiences in the room. Include how conflict will be addressed. Ideally, display this agreement throughout the learning process to remind learners throughout the training.
- In case of conflict inside the group, adhere to nonviolent communication yourself while reminding learners to do the same. You can also use this opportunity to engage learners in role plays and group work to foster conflict management skills. There are a range of participatory activities in Annex 2;
- If required, talk to learners after class individually to offer them support in addressing personal challenges (e.g., learning or psycho-social difficulties). Module 4 provides an overview of support providers you can refer trainees to if needed during or post training;
- Be aware of your own stress level so that you can keep up with your role model responsibility in the best way possible. Tool 3 *Trainer's Stress Levels* is provided in Annex 1 to assist you to assess your stress levels. If needed, seek psychosocial support to cope with high levels of stress;

9 These steps are not exhaustive. They should be adapted according to the context.

- Trainers are encouraged to participate in trainings on managing occupational stress in fragile contexts if such courses are available;
- Use a variety of teaching methods, particularly project-based learning (Module 4), to engage all learners;
- Plan your lesson beforehand to best manage the class and time;
- Keep track of the challenges that arise in your daily teaching practice. Reflect on these challenges and note down shifts and best responses as you progress into the training. Tool 4 *Challenges Log* in Annex 1 may be helpful;
- Seek out opportunities for continuing learning through reflection. This could be at an individual level, within your institution or in a CoP.

Shifting narratives for social cohesion and peaceful coexistence

As a trainer, you are constantly being faced with existing narratives and underlying power relations that can create conflicts. You can play an important role in shifting narratives for social cohesion and peaceful coexistence through your own communication and training practice. It is important that you help learners become aware of these narratives and underlying power relations, so that learners can realise that narratives are not the reality but rather the ways in which people perceive and talk. Power relations largely affect narratives (for example hate speech against minorities or refugees) and can lead to the stories and perspectives of minority groups being unheard and neglected.

The following training practices can help shape more inclusive narratives.

- Group trainees with different backgrounds, age, gender, religion during class activities, group works and outside projects. However, be aware at the same time of underlying cultural aspects that may complicate such grouping;
- Facilitate discussions to allow as many different narratives as possible to be shared, heard and discussed; include the voice of employers' and workers' organizations;
- Use discussions and project work to familiarise trainees with concepts of equality, inclusion and diversity.

Several group activities that can help shift narratives and shaping trainees' understanding of concepts such as diversity and inclusion are in Annex 2.

Creating and maintaining your own support systems will be of great value in your own continuing professional development. Further details are in Module 4 of this guide.

Communication skills for increased social cohesion

TVET trainers can foster social cohesion, inclusion, and equality through being aware of how they communicate with participants and colleagues. Three specific aspects of communication will be highlighted here.

Nonviolent Communication¹⁰ (NVC)

NVC is based on the principles of nonviolence – the natural state of compassion when no violence is present in the heart. NVC begins by assuming that we are all compassionate by nature and that violent strategies – whether verbal or physical – are learned behaviours taught and supported by the prevailing culture.

¹⁰ <https://www.cnvc.org/node/6856>

NVC also assumes that we all share the same, basic human needs, and that all actions are a strategy to meet one or more of these needs. People who practice NVC have found greater authenticity in their communication, increased understanding, deepening connection and conflict resolution.

“When your internal dialogue is centred in a language of life, you will be able to focus your attention on the actions you could take to manifest a situation that meets your needs along with those of others. – CNVC founder, Dr. Marshall B. Rosenberg, PhD.

Reframing

Sometimes the words that a person chooses to describe situations and their responses to them cause others to react in unanticipated ways. The listener(s) may become defensive, shut down, or react in other non-creative ways. An effective communicator is always listening to deepen their understanding of the other person or group. An effective communicator also listens and responds in ways that help the speaker not only hear what they said, but also to assist others who may also be present to be able to hear the message being conveyed. This means that the effective communicator is listening for statements, remarks, or references that may offend others in the room (including you) or interfere with other’s ability to hear, respond, or participate in the discussion.

Reframing is the restatement of words or phrases that conveys the meaning of what was said using language that is:

- neutral (statement of events or what happened)
- non-judgmental, or in
- positive terms

The goal of reframing: Using language to validate what is said, with the focus on capturing the underlying interests or needs, and moves from:

Negative	►	Positive
Past	►	Future; Options
Other	►	Speaker
Position*	►	Interests*
Blaming	►	Impact, Concerns
Complaint	►	Request
Negative labels	►	Positive/Neutral
* what a person SAYS they want		* what a person REALLY wants

Reframing **highlights** feelings, reactions responses; and **clarifies** behaviour and the context (situation).

Active listening

Listening is a discipline, a skill and an art. As a discipline, it requires one to develop the necessary self-control to be silent and listen, concentrating on the other person with respect and a desire to understand. As a skill, it involves a process which can be developed and improved through training and practice. This process includes hearing, understanding and responding to what others say. As an art, it allows for creativity in how one listens and in what responses one makes to the speaker (Hope & Timmel, 1984).

Clarifying	To get additional facts: <ul style="list-style-type: none"> ► “Can you clarify this?” ► “Is this what you mean?” ► “Is this the problem as you see it now?”
Restating	To check meaning and show you understand <ul style="list-style-type: none"> ► “As I understand it, you are saying that...” ► “You say that you have decided to...and that your reasons for doing this are...”
Neutral	To show you are interested; encourage the speaker to continue <ul style="list-style-type: none"> ► “I see.” ► “I understand.” ► “I see your point.”
Reflecting	To deepen understanding – includes the facts and the underlying feelings <ul style="list-style-type: none"> ► “You seem to feel that...” ► “It must have been shocking for you.” ► “So, you felt that you were being treated unfairly.”
Summarising	To bring focus – and can act as a starting point for further discussion <ul style="list-style-type: none"> ► “The main concerns that you have mentioned are...” ► “You seem to have identified the key problem to be...”

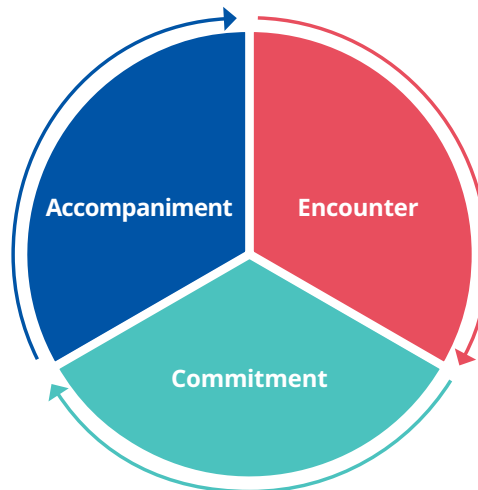
Creating Enabling and Inclusive Learning Environments

The concept of “enabling learning environment” originally stems from Early Childhood/Primary Education and has been extended to other levels and forms of education and training, including TVET, over the last years. Recognising the significant impact of the environment (physical and emotional) on learning, an enabling learning environment is a safe, nurturing, and enriching one that protects all learners from any form of harm and exclusion and facilitates a sense of belonging and security. In TVET, an enabling learning environment also includes the possibility to learn relevant skills on-the-job in order to increase learners’ employment opportunities in the labour market. Thereby, enabling learning environments positively reinforce learning and professional development among all trainees regardless of their age, gender and backgrounds.

To create an enabling learning environment in fragile or conflict contexts, TVET trainers need to reflect on the ways they commit, encounter, and accompany their learners as shown in Figure 6 below. This entails awareness, reflection, and practice change by responding to the following questions.

- How do you organise the encounter with trainees so that they feel welcome?
- How do you gain and sustain trainees’ commitment?
- How do you ensure trainees are accompanied and supported whenever they need it?
- What specific security issues need to be taken into account?
- Do any participants require facilities for special needs?
- What needs to be done about childcare to ensure that women can participate?
- Are there ideological or political sensitivities that need to be taken into account?
- Is the training being held at a time that is suitable for all participants?
- Can all participants reach the training venue safely?

► Figure 8. Functions of trainers in creating an enabling learning environment.



Creating an enabling learning environment in fragile contexts where many learners may have experienced trauma and hardships is even more important than in any other context. It can be a further challenging task when in conflict settings, learners of different ages, genders, socio-cultural backgrounds, and educational levels come together in a learning group.

An enabling learning environment that best corresponds to the educational, social and emotional needs of all learners in TVET programmes in fragile contexts will:

- Value and build on the previous skills and competences of trainees;
- Give trainees room to learn and express their opinions, needs and worries in a safe setting that does not judge or undermine their abilities to grow, learn and change;
- Be learner-centred and gender-sensitive and encourage feedback from trainees;
- Provide opportunities where trainees can feel that they are members of a team drawing on the support and expertise of their group to make decisions or seek solutions to their concerns and challenges;
- Help to build and reinforce self-confidence and self-esteem;
- Help to connect with and build trust between trainees from different backgrounds;
- Stimulate curiosity to learn about each other without prejudice and helps build healthy relations;
- Use training materials that are non-biased;
- Equip trainees with relevant technical-vocational skills that match the labour market demand;
- Equip trainees with the necessary skills for social cohesion and peaceful coexistence;
- Involve the socio-economic environment of trainees (families, enterprises, etc.);
- Facilitate their transition into a decent job.

The above can be achieved through designing and delivering training sessions that apply non-biased curricula integrating technical-vocational skills and skills for social cohesion and peaceful coexistence, and through identifying public, private and non-governmental service providers and partners, and establishing networks with potential employers.

Curriculum content and enabling learning environments

One characteristic of enabling learning environments is the use of non-biased curricula and training materials. Fragile contexts might require additional and different learning objectives such as acquiring core skills for social cohesion and peaceful coexistence (IIEP/IBE/PEIC 2016). The main objective of TVET curricula in fragile contexts thus is to provide trainees with all the skills, knowledge, and competencies necessary to increase their employability and inclusion in the socio-economic environment they are in, as well as to strengthen their psycho-social wellbeing and ability to contribute to social cohesion and peaceful coexistence.

Tool 5 *Checklist for Unbiased Curricula* in Annex 1 has been designed to help you identify whether and to what extent your TVET curriculum is contributing to creating an enabling learning environment.

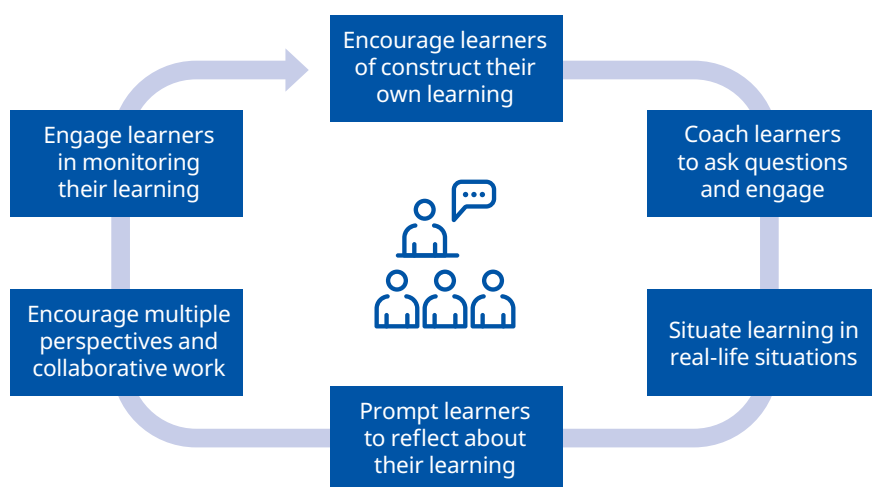
Adapting training methodologies

In addition to being a role model and creating an enabling and inclusive learning environment, a TVET trainer in fragile contexts needs to apply training methodologies suited to the context and the trainees' individual and collective learning needs. Methodologies used in the training will have a major effect on the trainees' development of skills for employability, social cohesion, and peaceful coexistence.

Therefore, within an enabling learning environment, your training methodologies need to be:

- **Learner-centred:** To empower learners in conflict contexts, any training method that uses passive and top-down, supply-driven processes of knowledge and skills transfer should be avoided and replaced by methods that engage trainees in active learning so that they shape and influence their own learning. Learner-centred methodologies will adapt teaching methodologies to the needs and capacities of individual learners. An overview of learner-centred approaches is provided in Figure 7 below.
- **Inclusive and empowering:** As learners have different backgrounds, age and experiences, it is necessary to use a variety of teaching methodologies that provide opportunities for interaction, socialisation, and empowerment, particularly for the most vulnerable.
- **Transferable:** As the **ultimate objective of your course is to prepare learners for socio-economic inclusion**, the social and situational orientation to learning is of particular importance. Hence, the methods used for teaching should provide opportunities for problem-solving, critical thinking, non-violent communication and conflict management that can be used in real life situations.

► Figure 9. Learner-centred approaches



People learn in different ways. Those whose lives have been disrupted or whose formal schooling may have been interrupted, inadequate or incomplete may benefit from a range of teaching methodologies. The following table offers one way of thinking about the different learning styles.

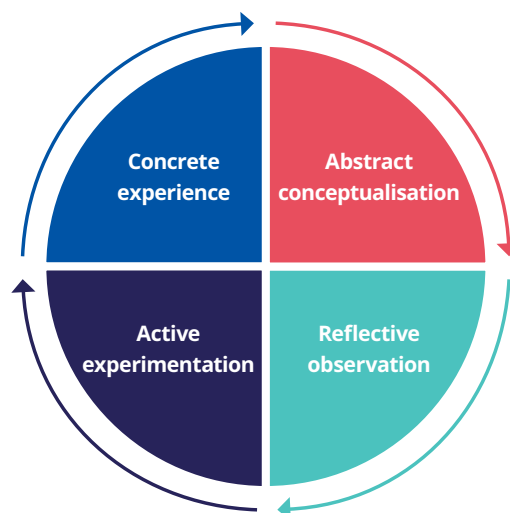
Learning style	Approach
Activist learns from concrete experience	Prefers the challenges of new experiences, involvement with others, simulation and role-playing. Likes anything new, problem solving, and small group discussions.
Reflector learns from reflective observation	Prefers to learn from activities that allow them to watch, think, and review (time to think things over) what has happened. Likes to use journals and brainstorming. Lectures are helpful if they provide expert explanations and analysis.
Theorist learns from abstract conceptualization	Prefers to think problems through in a step-by-step manner. Likes lectures, analogies, systems, case studies, models and readings. Talking with experts is normally not helpful.
Pragmatist learns from active experimentation	Prefers to apply new learnings to actual practice to see if they work. Likes laboratories, field work, and observations. Likes feedback, coaching, and obvious links between the task-on-hand and a problem.

Adapting training methods based on learning styles

Participants will engage more actively when they can identify with the methodology. It may be difficult to address all learning styles at the same time, and some parts of the curriculum will need a specific methodology. Drawing on a range of methodologies will meet the needs of participants and maintain a dynamic learning environment.

The diagram below reflects the cyclical nature of the experiential learning process (Kolb 2015). This way of conceptualizing learning can be helpful in both planning and in debriefing. This is explored in greater depth in Module 3.

► Figure 10. Experiential learning process



Most suitable training methods in fragile contexts

To address different learning needs and styles and to provide all trainees with equal opportunity to learn and participate, it is best to use a combination of these methodologies depending on the group and content. The example below, from Burundi, describes how a mix of methods was used to strengthen skills for social cohesion and peaceful coexistence (in the example referred to as responsible citizenship,) among secondary education trainees. For all these methods, physical distancing norms and protocols certainly need to be respected.

- **Group discussions:** Moving between small group and full group discussions helps trainees adapt to this sort of activity. It is important to encourage learners to volunteer to participate without putting them on the spot and calling their names out. Alternate between giving trainees a choice in forming groups and grouping them yourself. This will enable them to get to know the other learners and be comfortable interacting with them. Give clear instructions on time allocation, nonviolent communication, and mutual respect.
- **Workshops:** A frequent approach to learning in TVET programmes, in which learners learn by doing rather than listening to lectures. Workshops usually allow learners to apply their theoretical knowledge to performing real tasks. Make conscious choices about forming teams on machines and tools.
- **Role plays:** This is a good method to change dominant narratives and help learners acquire non-violent communication and conflict management skills. Role plays provide opportunities for trainees to be creative, imaginative and innovative, while learning to apply their communication and problem-solving skills. Role plays can be used to simulate a job interview to enhance job search skills and react to possible workplace discrimination, or to give a voice to the excluded. Because role plays can unexpectedly trigger painful memories, it is particularly important to take time to debrief role play activities (see the Learning Cycle in Module 3).
- **Case studies:** These can be either real or fictional situations that will help learners examine new possibilities, think critically, solve problems and learn from examples.
- **Reflections:** Individual exercises that can provide the time and space learners may need to analyse and internalize new competencies and adapt to new ways of thinking.



The following offers an example from Burundi:

► **Curricula and extra-curricular activities to promote peace and responsible citizenship in Burundi**

This example of a Responsible Citizenship programme in Burundi shows how different activities can help reach a large spectrum of learners; thereby extending the benefits of skills for social cohesion and peaceful coexistence to host communities; and creating opportunities for divergent thinking and innovation.

In 2009, the RET (a Geneva-based INGO for education of vulnerable youth affected by displacement) began providing support to the education authorities in Burundi to introduce citizenship education in secondary schools, especially those receiving a large number of returning refugees. The main objective of the project was training of teachers and trainees focusing largely on applied skills, encouraging participants to learn and draw solutions from their personal experiences, and promoting behaviour change through participatory learning and interactive teaching, with focus on understanding and developing perceptions of citizenship, personal responsibility and civic responsibility.

As part of this project, RET proposed extra-curricular activities in addition to core classes. The purpose of such extra-curricular activities was to go beyond the secondary school trainees and to disseminate the concepts and understanding of the Responsible Citizenship programme throughout different age and social groups, for example by involving parents and neighbours of the schools in theatre shows and sensitization activities.

With a view to turning beneficiaries into active peacemakers, radio programmes were accompanied by listening groups led by one civics teacher in each participating school, and organized on a weekly basis in order to encourage youth to discuss topics in a peer setting to participate in call-in sessions, and to express themselves freely.

Arts competitions provided a further framework within which youth could express themselves in an alternative way on the topics and issues discussed. The best drawings are now on billboards serving as community sensitization tools thereby transforming youth into ambassadors for peace within their communities.

Theoretical concepts studied in civics classes such as inclusion/exclusion or peaceful conflict resolution formed the basis of recreational activities followed by discussions giving youth an opportunity to understand and internalize complex issues through games and play. Participatory theatre shows also did not see members of the audience as passive beneficiaries only but encouraged their active participation through direct interventions in the shows.

After an evaluation of the most common problems in target schools, themes such as bribery, corruption, gender-based violence and social justice were addressed in the theatre plays. Youth and adults intervened in the plays to suggest solution strategies their communities could adopt when faced with the challenges presented. Shows had a great impact on opening communities and starting discussion of topics that were formerly taboo. Youth felt encouraged through these shows to form their own theatre groups in order to sensitize their communities and thus gradually change attitudes and behaviours. Through these school-based theatre groups youth have become agents of change for peace translating personal change into change at community and societal level.

Using project-based learning

Project-based learning is a training methodology highly suitable for TVET. It helps teach new concepts and skills to learners by engaging them in reflection cycles through projects. The type of project selected depends on the underlying learning objectives of the programme and may include a range of technical-vocational, social, emotional and professional skills, knowledge and competencies. Examples could be: design, plan and manufacture a wooden bookshelf; prepare the order for repair and maintenance work at a school building; develop the wiring plan for a new workshop; etc.

Projects are given to a group of learners who go through a process of repeated planning, doing and reviewing. They receive feedback from the trainer on their progress, then readjust their planning and implementation, and receive renewed feedback after the next phase. The trainer can also stimulate the learning by adding complications during the process, or challenging certain progress achieved.

Five key components need to be included when developing and implementing project-based learning:

- **Real-world connection:** As learners in conflict contexts may face a range of social and professional dilemmas, one effective way to help them develop the necessary skills in dealing with such real-life situations is to include such dilemmas as exercises for learning. This would provide a unique opportunity for learners to share perceptions and thoughts with others, hear others' ways of thinking, and equip the learner with a range of responses with which to address real-life situations.
- **Core to learning:** This is where most of the learning process takes place. Learners discuss their theories, perceptions and reactions in collaboration with one another and develop the best solutions to the problem at hand.
- **Structure collaboration:** Project-based learning requires clear guidelines. Encourage learners to divide roles amongst themselves: it is up to them to decide who will do research, who will take care of writing, etc.
- **Trainee-driven:** In project-based learning, the facilitator provides the necessary guidelines and structure for the activity while learners take the responsibility of implementing the project and presenting the outcome.
- **Multi-faceted assessments:** The facilitator needs to remain involved and check on progress: observing learners, asking them questions to ensure they understand the structure of the project and their roles, giving them hints on how to address an issue in the project, providing formative feedback and encouraging them to be creative and innovative throughout all stages of the process.

Identifying and establishing networks with potential employers and with workers' organizations

Another pillar of an enabling and inclusive learning environment in TVET is to involve the socio-economic context of trainees and to equip them with technical-vocational skills that match labour market demands. Therefore, it is important to foster partnerships with local employers to increase work-based learning opportunities for trainees, receive feedback on training content and standards, invite employers to talk to trainees about their business, conduct workplace visits, engage employers in boards of TVET providers, and invite them to employment fairs and so forth. In order to expand the network of local employers, it is useful to engage with local employers' organizations, trade chambers, professional and sectoral associations. Reaching out to workers' organizations will clarify local labour market conditions and concerns from a workers' perspective. Information on employment and labour standards in the local context can also be gathered by engaging with community members, other TVET providers and former trainees about their experiences with local employers. Further details on the benefits of work-based learning in fragile contexts are provided in Module 4.

► Module 3

Cross-curricular strategies that promote core skills for social inclusion

Expected Learning Outcomes

Upon completion of this module, trainers will be able to:

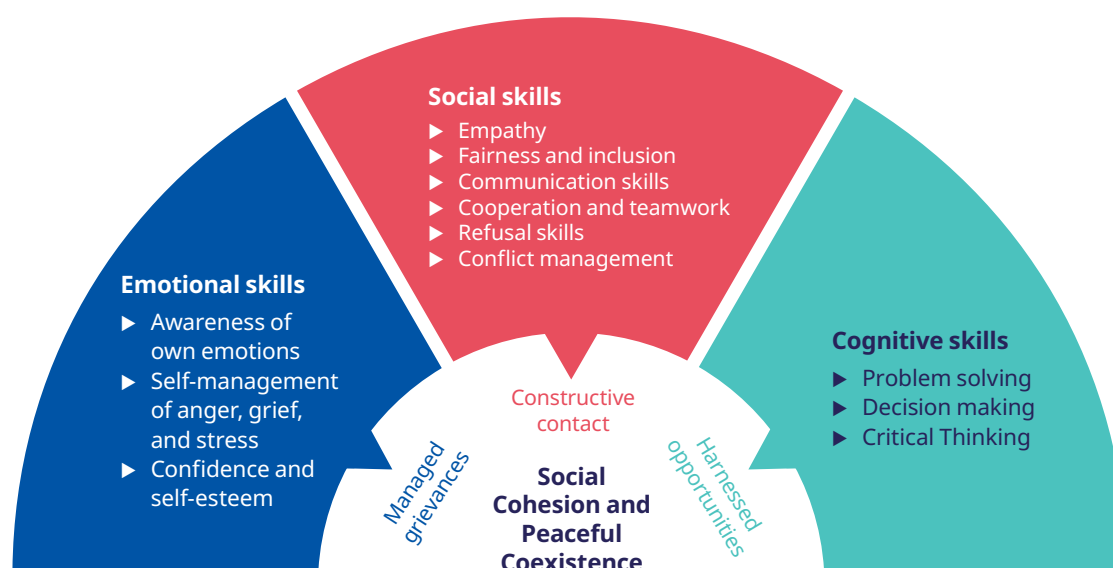
- Conduct interactive exercises in the training centre or workplace to foster social and emotional skills;
- Plan and prepare activities to meet learning needs, taking into account time and materials needed;
- Effectively process learning from the interactive activities.

Complementing Module 2 on the role of the trainer, Module 3 introduces the methodology for interactive educational activities and exercises suitable to training centre and workplace environments. This module will cover the social and emotional skills that were defined in Module 1.

Activities to foster social cohesion and emotional skills

Contexts of violence and fragility require particularly careful attention to individual grievances and a more guided approach to increasing or initiating contact in a safe and protected environment. Therefore, the activities described in Annex 2 specifically address social and emotional skills as part of the skills needed for social cohesion. Figure 4 below, first introduced in Module 2, provides an overview of the skills addressed in this module. Cognitive skills, while essential to enhancing employability and increasing opportunities for decent employment, should be mainstreamed across all training courses in all contexts, and are not dealt with separately in this guide.

► Figure 4. Skills for social cohesion



Source: Authors

Planning and preparing interactive exercises

The collection of activities in the appendix has been inspired by and adapted from various sources such as ILO trainings and other organizations and training providers.

At the start of Annex 3 there is a table summarising the activities and indicating possible use. The table lists the different activities that highlight specific elements of either social or emotional skills. The activities are grouped under specific headings to assist in choosing appropriate activities. There are activities that address social skills and may encourage empathy and appreciation of diversity; promote fairness and inclusion and some that encourage conflict resolution and mediation skills. There are also some activities listed that address emotional skills. Several of the exercises can be adapted for different purposes or may serve more than one purpose. These activities are offered as a guide. Trainers are encouraged to bring activities that they have found helpful in other situations, and that may be particularly context appropriate.

Each activity is set out in a standardised format, including the following categories:

- **Materials** needed for the activity
- **Time** required for the activity
- **Objectives** of the activity
- **Steps** for implementing the activity
- **Notes** that highlight anything specific to bear in mind
- **Hints and Tips** that offer more guidance
- **What works best** when conducting the activity
- **Adaptations** that may be helpful-



Materials necessary for the activity, mostly referring to flipcharts and markers. Some of these you may have to prepare beforehand. Other activities may involve some preparation and include buying disposable materials. When planning an activity, it is important to be aware of ensuring that the necessary materials are readily to hand.



Time it will take to complete the activity with a certain number of individuals. All activities presented in this guide are designed for sessions that are shorter than 90 minutes.



Objectives describe what trainees should learn through engaging in the activity. Sometimes it is a good idea to begin an activity by telling participants about their learning objectives. At other times, it is an essential part of the activity to leave your trainees in the dark and jointly arrive at understanding its purpose through a reflexive conversation afterwards (also called debriefing). Details for systematic debriefing follow.



Steps taken to implement the activity can include procedural steps as well as simple rules that may have to be explained simultaneously.



What works best includes reflections for the trainer or workplace supervisor on when to apply a particular exercise: in the work or training environment, as part of the normal instruction time, during a break, or as part of social activities after official training hours. The section also includes practical tips for the debriefing.

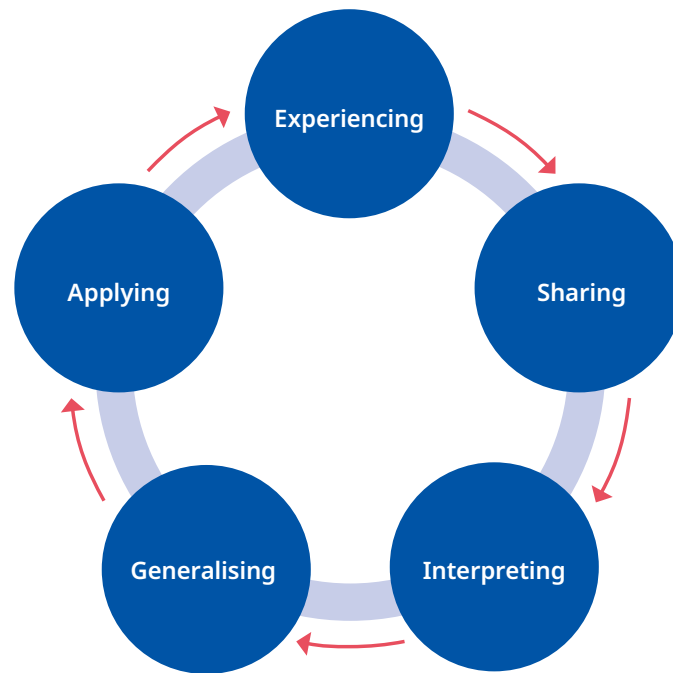


Adaptations offers some suggestions for adjustments that may add value or be particularly relevant in some situations.

Learning from interactive exercises

It is important to assist participants in drawing out the learning from interactive exercises. This process is what has been referred to already in the guide as “debriefing”. The process of debriefing follows the learning cycle. Gather a few comments using the following questions:

► Figure 11. The learning cycle



Source: Authors

Experiencing:

- What happened? ...
- Then what happened?

Sharing:

- How do you feel about that?
- Does anyone else feel that way?
- Who had a different reaction?

Interpreting:

- What did you notice about ...?
- How do these comments go together?
- How could that have been different?
- Does this often happen to you?

Generalising:

- What might we learn from this?
- Does that connect to anything else?
- Does this remind you of anything?

Applying:

- How can you use this understanding?
- What might you do differently?

► Module 4

Work-based learning and support services to ensure participation

Expected Learning Outcomes

Upon completion of this module, trainers will be able to:

- Explain work-based learning and its contributions to social cohesion in fragile contexts;
- Provide during- and post-training support to facilitate trainees' transition into the labour market, and to improve their reintegration and wellbeing;
- Identify tools, partners and referral services to increase the employability of trainees and improve possibilities for self-employment;
- Commit to continuing learning.

The three previous modules focused on the design, planning and delivery of TVET programmes in fragile contexts. The current module primarily provides an overview of support services during and after training to increase trainees' employability and to ensure that all learners can equally participate in the transition from training to the labour market.

Equal opportunities and successful reintegration of trainees in fragile contexts depends on partnerships with local public and private partners and service providers, practical work-based learning opportunities, and adequate during- and post-training support services. Work-based learning and entrepreneurship training promote the cognitive skills of problem solving, critical thinking and decision making. Only through holistic approaches that include guidance and support during and after training, can TVET programmes truly promote equality and access to decent jobs for trainees and contribute to social cohesion and peaceful coexistence.

Work-based learning

Many people in fragile contexts face high levels of economic and social uncertainty due to limited access to productive and decent jobs. A key goal of TVET and skills systems is to ensure that learners are ready to enter work with the skills relevant to the labour market. One strategy to pursue this goal is to incorporate work-based learning into training programmes due to its potential for reducing skills mismatch, promoting private sector development, and smoothing transitions into the world of work.

Work-based learning refers to all forms of learning or vocational training that take place in a real work environment (IAG-TVET 2017). Apprenticeships (formal and informal), internships, traineeships, and on-the-job training are the most common types of work-based learning. In many cases, elements of learning in the workplace are combined with classroom-based learning (ILO 2017). Expanding the provision of work-based learning as part of TVET programmes demands close collaboration between the private sector, public authorities, and TVET institutions (ILO 2018). At the local level, partnerships with local employers are crucial to involve workplaces as learning spaces for trainees. This includes building on informal apprenticeships and supporting their upgrading (ILO 2012a).

When establishing work-based learning opportunities for trainees, caution should be taken in selecting workplaces. Suitable workplaces will:

- Respect regulations on child labour, non-discrimination and other fundamental principles and rights at work;
- Respect rules of occupational safety and health and other relevant working conditions including working time taking account of possible care responsibilities of trainees and explain them clearly to trainees.

To fully reap the benefits of work-based learning, the following steps for the collaboration between employers and trainee are recommended:

- The trainee and the employer should be clearly informed and ideally sign a contract to clarify responsibilities and respective duties before engaging in work-based learning;
- Workplace supervisors should be guided on promoting social cohesion and peaceful coexistence in addition to the expected learning outcomes and delivery of required skills. Suitable activities to support this can be found in Annex 2 and referred to in Module 3;
- During the period of work-based learning, trainees should be mentored by their trainer or a representative of the TVET institution to monitor their learning progress;
- Upon completion of work-based learning, a certificate mentioning the trainee's tasks and assessing his or her progress should be issued to recognise and value the trainee's efforts and competences.

The potential of work-based learning in fragile contexts

Countries around the world are putting work-based learning high on their policy agenda due to its potential to better align the skills of trainees to the demands of the labour market. However, in fragile contexts, the asset of work-based learning also lies in its potential to promote social cohesion and peaceful coexistence along the mechanisms of the Theory of Change presented in Module 1:

► Constructive intergroup contact

Working in real-life situations provides a space for intergroup contact and cooperation between trainees and their local employers and work teams. The work context provides an avenue to reduce existing stereotypes and negative perceptions among potentially conflicting groups. Moreover, workplaces provide a space for trainees to put the core skills they have acquired in the classroom into practice and to further develop them within their work teams. Additionally, skills development programmes have shown that in-company training helps trainees increase their local language capacities and better integrate into the host society¹¹.

► Greater economic opportunities

Work-based learning allows trainees to acquire up-to-date and relevant technical and core skills under supervision of trainers and/or employers who know what skills are needed in the labour market, greatly enhancing their employability and increasing their opportunities for decent work and income.

► Improved perceptions of equality

Work-based learning facilitates a two-way flow of information between potential employers and trainees and engages trainees in work processes as part of a team of employees, enhancing their sense of belonging. Additionally, work-based learning eases trainees' transition into the labour market and contributes to equalizing trainees' access to decent jobs.

It may be helpful to reflect on benefits of work-based learning for both employers and for trainees. This could be done individually or together with other trainers/TVET providers. Consider how these benefits could be used as incentives for potential employers to establish work-based opportunities for trainees.

11 For further information, see: https://www.ilo.org/ankara/projects/WCMS_644742/lang--en/index.htm.

During- and post-training support services

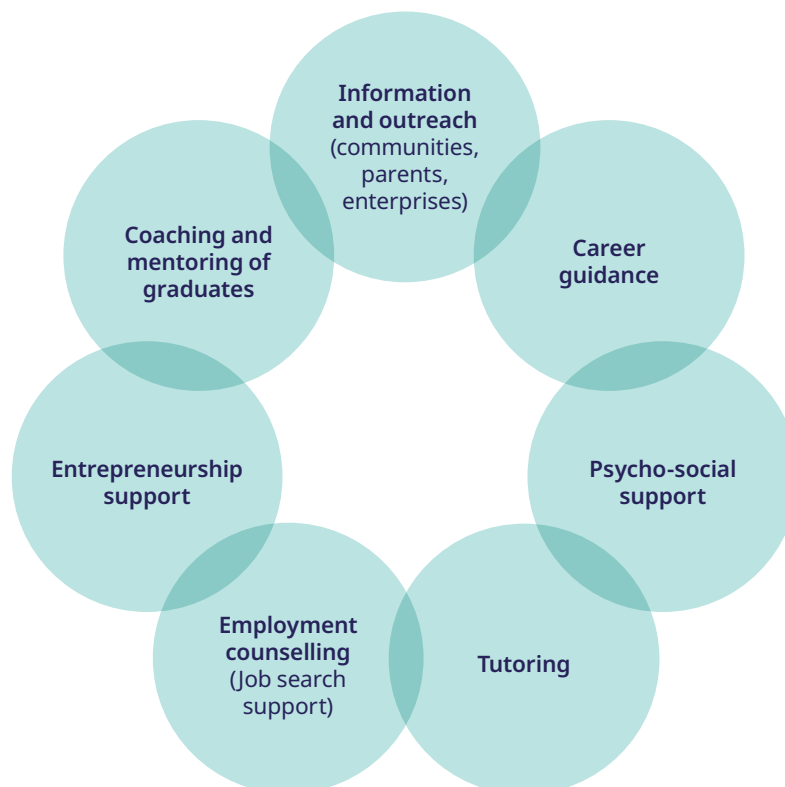
Due to the volatility of fragile contexts, socio-economic conditions and opportunities can shift, sometimes drastically, from one day to the other. This has various implications for learners' learning pathways and transition into the labour market. First, reliable labour market information is difficult to obtain, making informed choices about training or employment difficult. Second, it is likely that career guidance, counselling, and other employment services are limited or entirely absent, particularly for communities recently displaced. Third, people in fragile contexts might have endured traumatic experiences in the past which increases their need for psycho-social support and guidance.

During- and post-training support services are an important part of TVET programmes that aim to support job seekers entering the labour market and ensure decent work by promoting the employability and wellbeing of trainees. Without these services, many trainees may remain disadvantaged in accessing the labour market, more so if they belong to vulnerable groups such as migrants, women, people with disabilities or learners with low literacy skills. The risk of such inequalities undermining social cohesion and peaceful coexistence is high and should therefore be avoided at any cost.

Types of support services

There are different types of support services that are relevant at different stages of a trainee's learning trajectory and transition into the world of work. While some support services are specifically important during training or after training, some can also be relevant during the whole learning and transitioning process. An overview of different support services is provided in Figure 8.

► **Figure 12. Overview of during and post-training support services**



- 1. Information and outreach** refers to all the information necessary to develop skills and to obtain and keep employment. It includes, but is not limited to, information on skills, occupations, career paths, education and training opportunities, educational and training institutions, labour market trends and conditions, government and non-government programmes and services, as well as job opportunities. Involving communities and families in information sharing is important as, in many cases, the social environment plays a crucial role in choices surrounding education, training and employment. Extending outreach to enterprises helps establish work-based and lifelong learning opportunities for both trainees and workers.
- 2. Career guidance** (ILO 2007a; ILO 2007b) assists trainees in selecting an appropriate occupation by clarifying their immediate job objective and long-term career aspirations. It also helps them understand their own strengths and identity and consider personal as well as environmental factors in identifying their career goals. Career guidance also serves to inform trainees about changing labour market requirements and helps align trainees' preferences more closely with employers' needs.
- 3. Psychosocial support** (ILO 2002) has been found to largely contribute to trainees' psychosocial wellness and wellbeing (ILO 2019a), as it helps them cope with their present situation and manage their expectations for the future. In fragile contexts, people might have suffered from traumatic experiences, including from gender-based violence, and therefore may require specialised support. The form psychosocial support takes ranges from individual sessions to group discussions.
- 4. Tutoring** refers to helping the learning of others. A tutor does not necessarily have to be a professional teacher, trainer or facilitator, but should have a certain level of knowledge on the subject. Tutoring can be especially helpful for learners who need more individualised support and guidance – for instance if they have learning difficulties or low local language capacities.
- 5. Employment counselling** (ILO 2012c; ILO 2016) assists job seekers in effectively promoting themselves to enterprises with job vacancies. It helps job seekers develop job search skills and techniques (e.g., CV preparation, writing cover letters, interview skills) as well as the skills needed to retain their job and move forward in their career over time through lifelong learning opportunities. If employment fairs are organised, job seekers can meet different employers and find employment opportunities that best meet their skills and expectations. It is essential to establish inclusive and non-discriminatory environments during employment fairs.
- 6. Entrepreneurship support**¹² refers to assisting trainees interested in setting up a business by helping them determine their business idea and plan, acquire business related skills, and determine their needs for financial and non-financial support. Additionally, it familiarises trainees with the legal and regulatory requirements and supports them in obtaining a trade or business licence. Business development providers, whether public, private or non-governmental, are usually best placed to provide this support.
- 7. Coaching and mentoring of graduates** aims at guiding trainees to understand their motivations, values and aspirations to facilitate their transition from learning to work. This can be done, for instance, by former graduates who have successfully transitioned into the labour market and can relate and react well to trainees' questions and concerns.

¹² For more information and ILO resources, please refer to Box 1.

Types of service providers

Services are provided by many different actors. For example, education and training institutions, public or private employment services, non-governmental organizations, community centres, social services, youth centres, business development services, business associations, trade unions, and professional associations.

If public employment services exist, they may combine several services listed above, ranging from career guidance to counseling, job search assistance and placement services, providing labour market information and labour market programmes, and entrepreneurship support. Employment services' capacities might be weak, and therefore, external service providers such as non-governmental organizations, private agencies or TVET institutions sometimes act on behalf of employment services. This helps expand coverage of services and might also improve the quality-of-service delivery if local actors collaborate, exchange information, and refer trainees to the most appropriate providers.

In fragile contexts, certain groups, or individuals, such as forcibly displaced people or women, might be excluded from specific support services for lack of knowledge, language barriers, cultural perceptions or inter-group conflicts. It is therefore crucial to ensure that all potential trainees have access to information and guidance, and once enrolled, can utilize available support services equally. Conflict-sensitive analysis of the situation should reveal if certain groups face particular challenges in accessing support services and why.

The table below provides an overview of possible private, public, and non-governmental partners and the type of support service they may provide. Of course, the kind of support service provided by each of these partners varies and there might be additional relevant actors depending on the local context. To identify synergies and opportunities for cooperation, networks, and partnerships between TVET institutions and other partners should be established at the local level to be able to refer trainees to specific support services. As stated above, mentoring and tutoring can be provided by former TVET graduates or by individual community members interested in supporting others.

List of potential private/ public partners and referral services

Private/ public partners	Support Service
Non-governmental organizations	Information and outreach, Career guidance, Psychosocial support, Employment counselling, Entrepreneurship support, Coaching and mentoring of graduates
Community services	Coaching and mentoring of graduates, Career guidance, Information and outreach
Trade unions	Information and outreach, Employment counselling, Tutoring, Mentoring
Social services	Psychosocial support, Information and outreach
Chambers of industry or trade	Employment counselling, Information and outreach, Entrepreneurship support
Business development services	Entrepreneurship support
Youth centres	Tutoring, Career guidance, Psychosocial support

Identify which support services are available to trainees at the local level:

- Who provides these services?
- Can all trainees access them?
- Are they gender sensitive, and do women feel safe?
- What other support could trainees possibly need?
- What aspects of support can you provide for your trainees?

ILO tools on entrepreneurship education and business start-up support: In fragile contexts, wage employment might be rare due to poor or malfunctioning economies as a result of protracted conflicts. Enterprise development therefore opens another important avenue to promote trainees' access to decent jobs and income. Business development services include financial and non-financial services including skills on business plan development, conducting feasibility assessments, accounting, marketing, client relations and management. The ILO has developed several tools to promote enterprise development:

During training: **Know About Business (KAB)**¹³ is an entrepreneurship education programme for TVET institutions. Trainees discover and develop entrepreneurial competencies and basic business management skills through a range of games and exercises.

After training: **Start and Improve Your Business**¹⁴ (SIYB) is a management programme with a focus on starting and improving small business as a strategy for creating more and better employment.

GET Ahead¹⁵ specifically aims at promoting enterprise development among women with low levels of literacy engaged in or wishing to start a small-scale business.

Cooperatives,¹⁶ (ILO 2012b) are a form of organization that can help private sector enterprises and/or self-employed individuals improve their effectiveness through enhancing access to goods and services that otherwise would not have been available. In many countries, cooperatives also offer entrepreneurship training and facilitate access to finance for those who look at starting their own businesses.

Peer support from other trainers through a Community of Practice (CoP)

Communities of Practice (CoP) offer opportunities for continuing learning for the trainer through sharing and learning from colleagues. CoPs:

- Are peer-to-peer collaborative networks;
- Gather people who share a common passion for something they do;
- Interact regularly to learn how to improve their practice;
- Share work-related knowledge, further develop expertise, and solve problems in a specific domain.

CoPs provide opportunities to engage in a network where personal and pedagogical competencies can be safely shared, discussed and reflected on, drawing on the collective intelligence of peers working in similar contexts.

13 For more information, please refer to: <https://www.itcilo.org/courses/know-about-business>

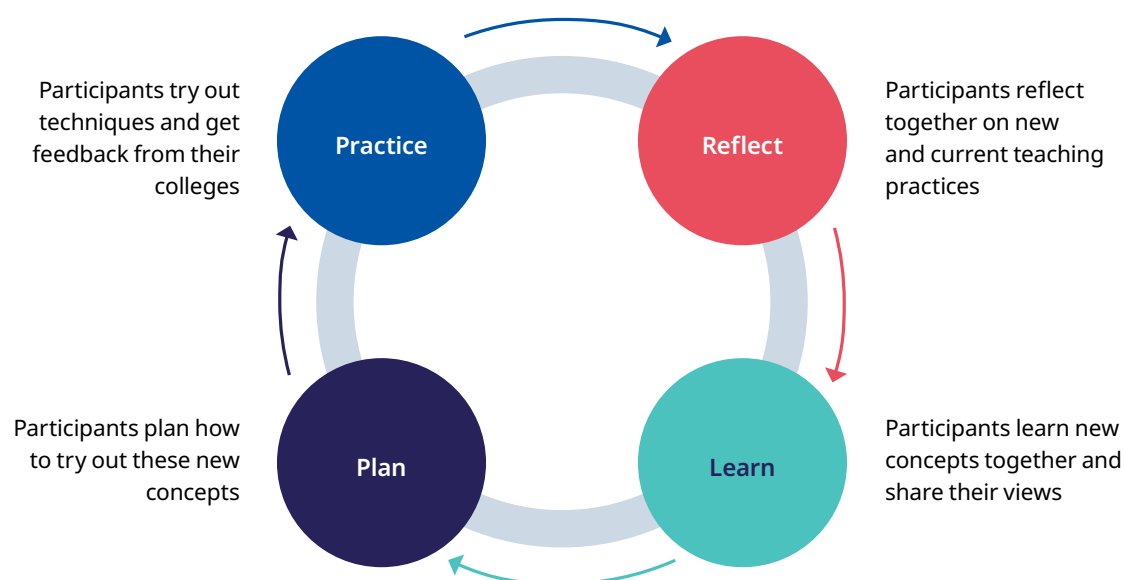
14 For further details, please see: https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/---ifp_seed/documents/publication/wcms_315262.pdf

15 As above

16 For more ILO resources, please refer to: https://ilo.org/global/topics/cooperatives/areas-of-work/WCMS_628372/lang--en/index.htm

Figure 9 shows a learning cycle which can be used as a strategy for common learning among peers within CoPs.

► **Figure 13. Strategy for common learning within CoPs**



► Module 5

Social cohesion impact measurement & assessment

Expected Learning Outcomes

On completing this module, trainers will be able to:

- Use assessment tools for measuring the effectiveness of their training in terms of trainees' employability and their capacity to contribute to social cohesion and peaceful coexistence in their communities.
- Assess the extent to which the social cohesion curriculum contributed to improving attitudes, behaviours and perceptions among participants.
- Assess how the curriculum contributes to social cohesion and peaceful coexistence within and between different communities.
- Reflect on their own learning and perceptions through the use of this guide.

Assessment and Evaluation for employability and social cohesion

TVET trainers are already experienced in assessing the skills and competencies of the technical and vocational aspects of TVET training. In addition to evaluating the technical and vocational skills component of a TVET programme, it is also important to measure social cohesion and community building skills acquired during the course. This module therefore focuses on gauging the effectiveness of the social cohesion component of the TVET programme; assessing the level and type of skills and knowledge participants have acquired through their participation in the programme and the impact of this on social cohesion in the wider community.

An assessment of the social cohesion skills gained during the course of the TVET programme needs to focus on practically demonstrating new competencies. This can be achieved through various assessment methods. For literate trainees, for example, open-ended questions addressing the key themes of the course units can be used to establish competencies. In cases where literacy or language pose a challenge, learners can be evaluated through observation and informal review and reflection discussions. Assessments at the end of a programme focus on measuring the improvement in participants' skills and knowledge gained through the training and demonstrate their readiness to enter the labour market.

The tools listed below are offered for assessing changes in participants' behaviour (interaction with members of other social groups), perceptions (the enhanced quality of relationships with others) and attitudes (trust, willingness to work together) which all relate to the conflict drivers "lack of contact" and "grievances and sense of injustice" in the ToC introduced in Module 1.

Measuring and evaluating change and development

There are numerous ways to measure and evaluate change and development in trainees' knowledge, skills, perceptions, attitudes, and behaviour. When assessing change and development it is important to consider the composition of the group, paying particular attention to gender dynamics and broader inclusion and representation challenges that may impact differently on men and women. Some ways to assess social cohesion include:

1. Before and after assessments for the participants

A comparison of before and after surveys will determine whether the training programme has managed to improve contact between different groups, and how such contact has impacted on perceptions, attitudes and intergroup relations. The precise wording of survey questions will depend on a thorough (prior) conflict sensitive analysis of the local context, for example through doing the conflict sensitive situation analysis (Tool 1 in Annex 1) or through focus group discussions and key informant interviews. This will highlight which inter-group relations may be conflictual in a given context (for example, are these conflicts based on ethnicity, religion, nationality or political affiliation, or other issues?). Depending on the different groups that you are working with, the questionnaire therefore will require modification, particularly when asking about relationships between the respective "other" group. All interviewees and participants should be made aware of how their inputs will be used and offered the opportunity of confidentiality and anonymity. In Annex 1 there is a Participant's *Pre-course Interaction Assessment* (Tool 6) and also a *Participant's Feedback Reflection* (Tool 7) which may be helpful templates. Please do make the adjustments necessary to reflect the specific issues in the context you are working.

2. Skills development assessments

Specific questions relating to attitudes, behaviour and perceptions are important for assessing the overall impact of the training on participants. Some examples of these types of direct questions are:

- Asking participants about the impact of the core skills component on their self-confidence.
- Asking participants what they were most concerned about before embarking on the course. This should be followed by exploring whether their concerns were addressed.

These assessments can be written or conversation-based and will need to be developed by the trainer to meet the specific needs of the participants and the context.

3. Comparing participants' perceptions on social cohesion before and after the training

This requires identifying how the trainees' understanding of social cohesion has changed (positively) as a result of their participation in the training programme. It is particularly helpful to ensure that participants provide concrete examples of positive shifts in their perception of "other" groups. A useful format for doing this could be based on the following series of questions:

- Please highlight how your relationship with other groups has improved during the course of the programme.
- Has the programme had an effect on your interactions with people from the opposite sex?
- Have you noticed any changes in the way men and women interact in the programme? Can you identify something that remains challenging for you in relating with people from other groups or the opposite sex?
- How will you address this challenge moving forwards?

Tracking these changes can be started early on in the programme and revisited throughout the course using different formats, for example group or one-to-one discussions. Some of these aspects are included in Tool 7 *Feedback Reflection* in Annex 1.

4. Observing trainees' participation in the sessions

The trainer's observations could focus on how willing the participants are to contribute to group discussions, volunteer information, offer ideas, ask questions for clarification, and respond to questions. These observations will occur during the course of all the activities included in the TVET programme, not exclusively in the social cohesion components. Tool 8 *Trainer's Group Work Observation Table* in Annex 1 may offer some guidance for these observations.

5. Observing trainees' participation in group activities as agents of change

It is useful to observe participants' engagement in group activities with a particular focus on working across differences associated with identity and belonging. Are participants able to create meaningful opportunities for creative engagement between different groups in the training room? How will participants apply the learning from this programme outside of the training?

6. Measures of behaviour changes in community and workplace

Setting post-training personal learning goals could be a helpful step in promoting the participants' ongoing learning. A useful way of doing this could be by setting up a "buddy" system: Participants form pairs making "buddy" groups and commit to individual personal development plans. The buddies agree to a continuing process of review and support beyond the end of the training program.

In addition to the above assessments, it is also important to monitor the social cohesion and peaceful coexistence component of the TVET programme. Tool 9 *Trainer's Assessment: Monitoring and evaluating the skills for the social cohesion and peaceful coexistence component of the TVET programme* offers a selection of questions structured to include reflections on the context, the inputs, the processes, the outputs and the outcomes of this element of the programme.

Assessing trainers' own learning and perceptions

In addition to assessing social cohesion and its contribution to peaceful coexistence for the participants, it is also important to give attention to the continuing learning possibilities for the trainer. In Annex 2 there are two tools that may be of particular assistance.

Tool 10 *Reflection for TVET Trainers: Promoting Social Cohesion in Fragile Contexts through TVET* focuses on which strategies, methodologies and activities have been most helpful, and explores how your own perceptions may have changed.

In addition, Tool 2 *Skills and Competencies Self-assessment* introduced in Module 2 may be a valuable resource for continuing learning.

These self-reflection assessments may be used on your own, as part of a team or as part of a community of practice.



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► Annex 1. Tools for Trainers

Tool 1. Checklist for a conflict sensitive situation analysis

Trainers may find it helpful to undertake this analysis prior to starting to work with a new group. Please refer to the working definitions of conflict and violence in Module 1.

Issue	Response		Actions to be taken
1. Is training legally accessible to refugees/ non-nationals/members of certain groups?			
2. What are the different groups of people that you train? (please be gender specific for each group)	Female	Male	
3. Are there any special courses for specific target groups?			
4. Where does the training usually take place? (at the workplace, in a training centre, outdoors, in a factory?) Is it safe to access for all groups of trainees? Particular attention to women-specific needs should be addressed.			
5. What are the specific characteristics of the groups you will be working with? Please be gender specific. Please consider (at a minimum)	Female	Male	
a. Family situation			
b. Educational background			
c. Cultural background			
6. Do people in these groups have specific needs in terms of:			
a. Finance for training: Do these individuals have equal access to funding for training? Do they receive equal stipends/salaries? Are there particular funding schemes for disadvantaged trainees? Are they accessible to your trainees?			
b. Performance: Are there any factors that may cause members of vulnerable groups to perform less well and who may require extra support? (e.g., Language, time constraints, care responsibilities).			

Issue	Response	Actions to be taken
c. Physical wellbeing: Are members of the vulnerable group likely to be exposed to any threat of physical violence in the training centre or on the way to the training centre?		
d. Training Space (infrastructure, sanitary facilities, etc.)		
e. Access to information on available training opportunities		
f. Family responsibility: hours when children at school, day care, breastfeeding rooms, toilets for women, etc.		
7. How did you find out about these differences?		
8. Can you identify any group-specific need for support that would result from the above differences?		
9. Have any of your measures ever neglected these needs and consequently favoured/ given an advantage to certain individuals?		
10. How is your environment reacting to your efforts to include refugees/non-nationals/members of certain groups in TVET? And including women? Are they supportive or opposed to your efforts?		
a. Your colleagues		
b. Management		
c. Employers		
d. Parents		
e. Civil Society		
f. Policy makers		
11. What further support would you need?		

Tool 2. Social Cohesion in TVET: Skills and competencies self-assessment for trainers (see figure 4 in Module 1)

This self-assessment is designed to assist you in monitoring and planning your continuing learning. It is intended to highlight areas of strength and areas where you may want to seek to improve your skills and competencies. It may also be helpful when considering forming teams to work together, that the team can offer complementary skills and knowledge. This assessment may be helpful for personal reflection and may also be used in communities of practice to stimulate discussion and learning from one another.

5 = High level of skill of competence

4 = Satisfactory level of skill or competence, some room for improvement

3 = is average, needs significant improvement in skill and competence

2 = have some level of skill or competence; need to plan for improvement

1 = rudimentary level; it is time to take systematic steps to strengthen this skill or competence.

Skills and competencies	Scoring					Steps to take
	1	2	3	4	5	
Technical/vocational knowledge						
1. I am able to pass on what I know about my subject to others						
2. I can encourage enthusiasm for the topic						
3. I can answer questions effectively						
Occupational and psychosocial knowledge						
4. I am patient when trainees struggle to understand						
5. I check out why some trainees remains silent most of the time						
6. I can manage unrealistic expectations of trainees						
7. I am able to clarify boundaries about what my role encompasses						

Skills and competencies	Scoring					Steps to take
	1	2	3	4	5	
Pedagogical skills						
8. I respect individual learners' differences (gender/age/cultural background) when giving feedback						
9. I use a range of teaching methodologies to address different learning styles						
10. I use different techniques to include all learners (small groups, pairs, etc)						
11. I send positive messages by pointing out strengths together with points to improve						
12. I respect learners' feedback to me on the overall impact of my training on their skills development, employability and well-being						
13. I draw on this feedback to improve my teaching practice						
14. I seek feedback on my teaching practice from fellow TVET trainers						
Expertise in curriculum & lesson planning						
15. I set clear learning objectives for each subject and for each module						
16. I make sure that materials are accessible (language and availability)						
17. I refer to the objectives regularly to mark progress towards meeting them						
18. I allow time for questions and discussion						

Skills and competencies	Scoring					Steps to take
	1	2	3	4	5	
Conflict management skills						
19. I listen and respond with empathy especially when conflict arises						
20. I assist learners in listening to one another to understand the point of view of the other						
21. I focus on the issue not the person when disagreements arise						
22. I encourage people to speak openly						
23. I refrain from judging people						
Nonviolent communication skills						
24. I consistently address all learners equally						
25. I consistently use gender-inclusive terminology						
26. I consciously avoid using specific words to refrain from violent language						
Networking skills and knowledge						
27. I keep contact with communities, local businesses, service providers and other TVET trainers						
28. I keep communities informed of TVET opportunities						

Tool 3. Trainer's stress level assessment

Instructions: For each of the following questions, enter the number matching the description which most closely represents how you feel.

1 = Not at all **2** = Not much **3** = Sometimes **4** = Mostly **5** = Very much so

	Insert Number
1. Are you able to concentrate on what you are doing?	
2. Do you think that you are playing a useful part in things?	
3. Do you feel capable of making decisions?	
4. Do you feel generally relaxed?	
5. Do you think that most problems you encounter can be surmounted?	
6. Are you able to enjoy normal day to day activities?	
7. Are you managing to keep your sense of humour?	
8. Do you feel happy, all things considered?	
9. Do you have respect for yourself?	
10. Are you sleeping well?	
11. Are you eating well?	
12. Are you getting sufficient exercise?	
13. Do you enjoy good general health?	
14. Do you cope well with changes to your job?	
15. Can you usually complete one task before starting another?	
16. Do you usually keep things in proportion?	
17. Do you have a reasonable amount of energy?	
18. Do you feel in control of your job?	
19. Do you feel you are coping well in the training room?	
20. Do you receive appropriate support when you need it?	
21. Do you get on well with your learners?	
22. Do you get on well with your colleagues?	
23. Do you get on well with your managers?	
24. Do you feel free from the threat of bullying/harassment in the workplace?	

	Insert Number
25. Do you enjoy a reasonable degree of autonomy, unaffected by excessive monitoring regimes?	
26. Do you manage to leave work “on time” fairly regularly?	
27. Do you find your job satisfying and fulfilling?	
28. Do you have a life outside work?	
29. Do you intend to remain in training for the foreseeable future?	
30. Do you look forward to returning to training after a weekend or holiday?	
Total	

More than 100 = low evidence of stress – but see caveat below;

51 to 100 = moderate evidence of stress;

Up to 50 = high evidence of stress.

Higher scores are suggestive of greater levels of wellbeing, while lower totals tend to indicate elevated degrees of stress. Please note that a score of 100 or more does not necessarily indicate the absence of problems. It is important to seek advice wherever evidence of stress emerges – the earlier it is tackled, the easier it is to mitigate.

Please see Module 4 in the guide for suggestions of support structures.

Tool 4. Addressing challenges in the training context – learning from what we do

This table might be helpful when used regularly, on a daily or weekly basis, to keep a personal record of challenges that arise in managing trainee groups, time and lesson plans.

It can be used at different stages of training:

- At the curriculum or lesson designing stage and in anticipation of possible challenges;
- At the end of each day/week of training to keep track of your personal progress in managing groups/ time/lesson plans;
- At mid-term or final stage of training as a discussion focus with peers to gather their feedback on best practices/lessons learnt.

Time	Challenge	Solutions (personal/peers)	Further remarks
Day/ Week			
Day/ Week			
Day/ Week			
Day/ Week			
Day/ Week			

Tool 5. Checklist for non-biased curricula: Contribution of TVET curricula to creating an enabling learning environment¹⁷

Elements to be considered	Scoring			Action to be taken	By when
	Very little	Somewhat	Strongly		
1. Does the curriculum respond to the formulated learning objectives?					
2. Is the curriculum age-, gender- and culture-appropriate?					
3. Is it up to date and relevant to the context?					
4. Can the curriculum be taught easily within the resources of time and classroom available?					
5. Can it be assessed? (i.e., Can we assess what is expected to be learnt?)					
6. Does the curriculum empower women?					
7. Does it provide opportunity to break stereotypes and shift narratives?					
8. Does it create equal opportunities for all to participate?					
9. Does it involve the socio-economic environment and increase contact with employers/ communities etc.?					
10. Does it cater for increased psychosocial wellbeing?					
11. Does it facilitate the inclusion of learners?					

¹⁷ Adapted from GIZ. Learning to live together.

Elements to be considered	Scoring			Action to be taken	By when
	Very little	Somewhat	Strongly		
12. Does it raise awareness about environmental protection and sustainability?					
13. Does it encourage self-reflection and critical thinking?					
14. Does it support the acquisition of social and emotional skills?					
15. Does it promote social cohesion and peaceful coexistence?					

Once you have answered the questions, pay attention to the ones you answered with “very little”. Reflect on the ways you can address this part of the curriculum and note down your thoughts. Share these concerns with your colleagues for example through your Community of Practice. Depending on systems and processes in place in your country, you can propose adjustments either within the existing curricula or through additional learning material to TVET authorities.

Tool 6. Participant's pre-course assessment: interaction amongst different groups and individual

Date:	
Name:	Programme:

Opportunities for contact: Do you personally interact with people from other Communities (religious/ethnic/national group)?

Location	How/where do you interact?	Frequency of meeting			
		Less than once a month	Several times a month	Several times a week	Daily
Social events					
Cultural events					
Religious events					
Trading activity					
Livelihood association					
Borrowing or lending money					
At work					
Trading activity					
Education					
Other:					
What concerns do you have about interacting with people from other groups during the training?					
	Very uncomfortable	Rather uncomfortable	Comfortable	Very comfortable	
Would you feel comfortable working with a member of Community Y [insert name of other (not participant's own) religious/ethnic/national group]?					
Would you feel comfortable working with a member of the opposite sex?					

Tool 7. Participant's End of Course Reflection on the social cohesion component of the training programme

Name of the training programme:

Venue:

Date:

Please note: Responses are confidential and will only be seen and used by the trainer to improve the course.

1. Before joining the course I was concerned that:

2. Has this concern been addressed in the training programme? Please give details:

3. Please describe how your relationship with other groups has changed during the course of the programme:

4. What did you learn about the other groups?

5. What remains challenging for you with regard to social interaction in the wider community?

6. What steps can you take to address this challenge?

7. Please can you say what helped you to participate in the activities:

8. What will you do differently as a result of what you learned about inclusion, cooperation, conflict management or other aspects of community cohesion this programme?

9. Any other comments:

Tool 8. Social Cohesion Skills: Trainer's Group Work Observation Table

Are participants demonstrating the following skills during group work:

Examples of Skills	Trainer's Notes
Communication skills	
Do participants: <ul style="list-style-type: none"> ► Express themselves clearly? ► Are they able to listen to the views of others? 	
Cooperation	
Are participants willing to: <ul style="list-style-type: none"> ► Engage with others? ► Follow leadership? ► Offer leadership? ► Respond to directions? ► Work willingly with others in team activities? 	
Fairness and Inclusion	
Do participants: <ul style="list-style-type: none"> ► Make an effort to include those who are reticent? ► Notice when there is any imbalance in the group? 	
Empathy	
Are participants: <ul style="list-style-type: none"> ► Able to listen to one another without needing to interrupt? ► Demonstrating active listening? 	
Conflict Management	
Are participants able to: <ul style="list-style-type: none"> ► Hear views different from their own? ► Engage actively with people who are different from them? ► Resist manipulation and coercion? ► Address grievances within the group? ► Resolve conflicts? 	
Emotional Skills	
Are participants showing: <ul style="list-style-type: none"> ► Awareness of their own emotions? ► Ability to manage anger, grief, stress? ► Confidence? ► Self-esteem? 	
Trainer's overall reflections	
Comments on how you think the participants will be able to use the skills acquired outside the training room. <ul style="list-style-type: none"> ► What else may be needed? 	

Tool 9. Trainer's Assessment: Monitoring and evaluating the skills for the social cohesion and peaceful coexistence component of the TVET programme

Area of focus	Possible reflection questions	Comments/ Actions to take
Context	► Were the social and emotional skill elements of the programme accepted by the trainees, the different community groups, employers, and the wider labour actors?	
	► What are the main concerns of these local stakeholders regarding social cohesion and peaceful coexistence in this area?	
	► Based on the selection criteria, were the right trainees selected for this course?	
	► Was the venue suitable for the training programme – did trainees feel safe?	
	► Did any trainees have difficulty in reaching or accessing the venue?	
	► Were the logistics effective?	
	► Were there any events which prevented the training from taking place?	
Inputs	► Did the programme take place as planned?	
	► Were the materials appropriate for the training?	
	► Were you able to integrate practical activities from the guide that highlighted social and emotional skills?	
	► Were the trainees willing to engage with the social cohesion components of the programme?	
	► Were there difficulties regarding the social cohesion components of the programme? How can they be addressed?	

Area of focus	Possible reflection questions	Comments/ Actions to take
Processes	► Was the time allocated to each session sufficient to meet the learning objectives?	
	► How many sessions were conducted using participative and experiential methods?	
	► Was there a good balance between practical methodologies (the social and emotional skills) and theoretical frameworks the technical and vocational skills)?	
	► Could the trainees link activities with learning objectives?	
	► Do the participants need more training, and if so, what should be the focus of this training?	
Outputs	► How many trainees completed the course?	
	► Were the expected results achieved in work-based learning?	
	► What changes did you observe in the behaviours, relationships and attitudes of the trainees over the period of the training?	
	► How many participants achieved the standards expected from the training?	
	► How many disagreements (with a social cohesion dimension) were addressed during the training programme?	
Outcomes and impacts on trainees' behaviour	► What learning outcomes can be deduced from observations, interviews and Participants' end of course feedback reflection?	
	► Have there been positive changes in trainee attitudes or behaviour in the classroom, workshops, community, and workplace?	
	► Did social cohesion and peaceful coexistence between participants improve by the end of training?	
	► What evidence exists to prove these are the results of training?	

Tool 10. Reflection for TVET Trainers: Promoting Social Cohesion in Fragile Contexts through TVET

The following questionnaire can help you reflect on your own learning through the use of the guide. It is focuses on how your own perceptions may have changed and explores which strategies, methodologies and activities have been most helpful?

Self-reflection questionnaire for TVET trainers: Promoting Social Cohesion in Fragile Contexts through TVET

	Assessment			What do you think are the reasons
	Better	Equal	Worse	
How does the performance of refugees/IDPS compare with that of other trainees?				
How do you rate the social skills of refugee/IDP trainees compared with other trainees?				
How does the performance of women compare with that of other trainees?				
How do you rate the social skills of women trainees compared to other trainees?				

In order to promote social cohesion among the participants, do you think it is better to organise training by...
(Please select the one you think is best)

- ☐ ...Keeping refugee/IDP and host community trainees separate, and keeping men and women separate
- ☐ ...Keeping refugee/IDP and host community trainees separate, but mixing men and women
- ☐ ...Mixing refugee/IDP and host community trainees, but keeping men and women separate
- ☐ ...Mixing refugee/IDP and host community trainees, and mixing men and women

What skills do you think are particularly important for trainees in order to promote social cohesion and peaceful coexistence within their context?

Which teaching methodologies do you consider helpful to promote social cohesion and peaceful coexistence?

Please list 5 ways you will promote an inclusive learning environment for all:

It may assist you to refer to *Creating Enabling Learning Environments* in Module 2

1. _____
2. _____
3. _____
4. _____
5. _____

What did I learn about my own attitudes and perceptions towards others?

What will I do differently as a result of this learning?

► Annex 2. Interactive Exercises

The nineteen interactive exercises in this section may assist the TVET trainer in being able to incorporate appropriate activities to strengthen the social and emotional skills necessary for increased social cohesion and peaceful coexistence. They are listed here to highlight the particular skills addressed by each exercise. Some of them serve more than one purpose. The following two pages include a detailed summary to assist in selecting the activity that will best suit the needs of the group.

Social skills	Activities to encourage empathy and appreciation of diversity	1. Let's have a chat 2. You and me 3. Similarities and differences 8. Abegaz and the lion
	Activities to promote fairness and inclusion	4. But it's only a joke! 5. The box game 6. The privilege walk 7. Don't stand by, take action! 8. Abegaz and the lion 9. How would I say that? 10. What's in a word?
	Activities to encourage conflict resolution and mediation skills	11. Same but different 12. Debate vs. Dialogue 13. What to do about it? 14. I don't think so!
Emotional skills	Activities to raise awareness of one's own emotions	15. When I feel, I do 16. My values list 17. The stress balloon 18. Praise yourself! 19. I am X, Y, Z

Exercise	Objective	Time
1. Let's have a chat Engaging with diversity	To build personal relationships between participants from different backgrounds.	10–15 minutes to explain + 30–60 minutes plenary
2. You and me Generating empathy	To Identify commonalities and shared experiences.	Version 1: 15–20 minutes Version 2: 20–25 minutes + 45 minutes debrief
3. Similarities and differences Exploring identity and belonging	To increase participants' awareness of their own identity and that they belong to many groups in society.	10–15 minutes
4. But it's only a joke! Raising awareness of discriminatory behaviour	To raise awareness of discrimination as a form of indirect cultural violence.	45 minutes
5. The box game Understanding inclusion	To increase understanding of the difference between "integration" and "inclusion".	60 minutes
6. The privilege walk Understanding privileges	To deepen understanding of aspects of privilege; and how privilege can be seen in relation to others; To sensitize participants on the obstacles and benefits experienced in their lives.	30 minutes
7. Don't stand by, take action! Understanding active by-standing	To identify roles that both men and women can play as active bystanders in stopping men's violence against women, or any violence against another person; To identify the support that will help in taking on these roles as active bystanders.	75 minutes
8. Abegaz and the lion Communicating effectively	To understand the importance of effective communication.	30 minutes
9. How would I say that? Understanding different communication styles	To recognize how contexts influence communication styles; To explore how cultural values, gender or status roles, and the goal or purpose of communicating influences how people communicate.	60 minutes
10. What's in a Word? Communicating specifically	To realize how important it is to be specific in our communication to create an inclusive environment; To demonstrate that we often assume everyone defines certain keywords or concepts the same way and shows the power of describing behaviours instead to avoid misunderstanding; To set the scene for inclusive collaboration between team members or trainees.	45 minutes

Exercise	Objective	Time
11. Same but different Understanding multiple perspectives	To understand the importance of viewing a situation from multiple perspectives; To consider how understanding multiple perspectives relates to managing conflicts.	30 minutes
12. Debate vs. dialogue Communicating in situations of conflict	To understand the difference between a debate and a dialogue; To reflect on the effect of our own behaviour in conflict situations; To understand the role of communication in conflict management.	30 minutes
13. What to do about it? Stimulating conflict resolution	To analyse and respond to situations of conflict that participants might face in their training, their upcoming professional lives, or at the workplace.	60 minutes
14. I don't think so! Learning to say no	To enhance communication and assertiveness skills; To explore ways to disagree or refuse a request.	30 minutes
15. When I feel, I do Expressing emotions	To increase self-awareness and self-confidence; To understand different behaviours of others better.	20–30 minutes
16. My values list Increasing self-awareness	To increase self-awareness by identifying participants' values and see exactly what matters to them the most.	20 minutes
17. The stress balloon Understanding and managing stress	To identify the causes and consequences of stress; To explore healthy ways to deal with and manage stress.	45 minutes
18. Praise yourself! Enhancing self-esteem	To enhance self-esteem by reminding participants what they are good at and what they have done well; To acknowledge own accomplishments and positive qualities and share these with others; To encourage participants to talk about themselves positively.	40 minutes
19. I am X, Y, Z Being aware of own resources and strengths	To uncover positive strengths and qualities; To enhance self-esteem and confidence by assisting participants to recognise how resourceful they are.	45 minutes

► Exercise 1. Let's have a chat – Engaging with diversity¹⁸



Materials:

Prepared handouts for each participant. The handout should have the name of the person to be approached and three questions to be asked. The questions should be designed to help the person asking the question to know more about the participant whose name is on the handout. Some examples for topics could be:

- a. where the person grew up
- b. his/her favourite food or restaurant
- c. what he/she would like to do upon completion of the training
- d. what aspect of the training or work he/she finds most interesting/boring
- e. what music he/she likes
- f. what he/she enjoys doing in his/her free time

Another option is to write the names of each of the participants on individual pieces of paper, which are then folded so the name can't be read. The participants are then asked to come up with the topics together beforehand in the plenary, and invite participants to draw names and choose three of the topics identified that they would like to ask the person whose name they have drawn. If this option is used check that nobody drew their own name!



Time:

10–15 minutes to explain the objective and timeline of the exercise. Once everyone has the results and the deadline has passed, schedule a 30–60 minutes plenary session (depending on the number of participants) so that each participant can share their results and techniques.



Objective:

To build personal relationships between participants from different backgrounds.



Steps:

1. Invite participants to engage in this activity to learn more about a specific individual in the group without anyone knowing who is finding out about whom.
2. Assign each participant the task of finding out three pieces of information from a fellow participant by a predetermined deadline (this can be over one or a couple of days). Make sure that you assign people in such a way that pre-existing groups (age, gender, ethnicity, citizenship) mix as much as possible.
3. Distribute the prepared handouts. Remind the participants, that they should keep the assigned person and topics a secret.
4. It is important to convey to the participants that the answers must come from conversation. Individuals will thus need to engage and interact with someone they do not know and figure out how to elicit the responses required through a casual conversation.

5. Once the deadline has been reached, gather the trainees/team members to share with the whole group what everyone has learned, and how the conversation affected each participant. During the debrief, each participant will share his/her experiences and tactics to gather the information and the whole group will learn what to do – and what not to do – to better engage with people they are not familiar with. Potential questions for the debrief could be:
 - a. Was this exercise easy or difficult for you and why?
 - b. What strategy was useful to elicit the information you wanted to get?
 - c. What strategy was not so useful?



Works best with:

Mixed teams of a moderate size made up of people from different backgrounds. This activity can easily be applied in the workplace or training room since it does not require much material or time. It can be repeated frequently and may help team members or fellow trainees to be acquainted with one another. You can also turn this exercise into a bi-monthly or quarterly activity to sustain and deepen contact. Depending on the composition of trainees/team members, as a trainer or supervisor conducting this activity, you may want to think carefully about the questions to pose. Some trainees may have had traumatic experiences that they do not wish to share but that are, for example, closely connected to the aspect “where they are from”. The questions above are only suggestions, and a careful consideration of the situation and group composition may help you to select the right questions.

► Exercise 2. You and Me – Generating empathy¹⁹



Materials:

None



Time:

Version 1 of this exercise is suited to smaller groups and could be conducted in 15–20 minutes. Version 2 of this exercise may take a little longer 20–25 minutes with an extra 45 minutes allocated to the debrief.



Objective:

To identify commonalities and shared experiences.



Steps:

1. Have everyone stand in a close circle with one person in the middle. The person in the middle says something that is true about themselves. To break the ice, the trainer or a more senior member of the group may volunteer first. If what was said by the person in the middle applies to other people in the circle, they run clockwise around the outside of the circle and take a new position in the circle (vacated by others who have left their place). Meanwhile the person in the middle takes any of the now-empty spots in the circle (like musical chairs). Those who do not feel that what was said is true for themselves should remain where they are.
2. The person left without a place to take in the circle steps into the centre, and the game repeats. The exercise generally starts off with something light, like “I’m the youngest in our family,” or “I have two kids”, and then gets deeper and deeper until people are saying things like, “I am scared of failing the class”.
3. Following the exercise, reform the group and ask the participants to share their observations. Possible questions for the debrief could be:
 - What did you notice during the game?
 - What happens if a person belongs to two or more groups?
4. Part of the debrief could be a discussion about how identities are made up of different factors, and that we all belong to many different types of groups. Explore how identities are vital for people to feel a sense of belonging. However, if identities are viewed as static and primarily linked to one factor (such as nationality, religion or ethnicity) this can create a sense of an “in-group” versus an “out-group”. This can lead to discrimination and conflict between groups.

¹⁹ Adapted from the INEE Peace Education Programme (2005).



Variations:

- **In an extended version of this exercise**, you as a trainer may have a little more leeway in steering the group's behaviour by determining categories beforehand. Divide the room into two sides and ask the participants to form groups according to what the trainer calls out as quickly as possible.
- Call out a category and ask participants who feel the category applies to them to assemble on the right-hand side of the room, while the others stay on the left. As soon as the group has formed, call out a new category in order to keep the movement up. Examples for categories could be the following:
 - a. Everybody who regularly takes care of their (younger) siblings
 - b. Everybody who would like to open their own shop/garage/business
 - c. Everybody who would like to have a job in which they work with people
 - d. Everybody who ever had to contribute to the family income
 - e. Everybody who has the xxx (or other) nationality
 - f. Everybody who would like to marry and be a good parent
 - g. Everybody who likes cats and dogs
 - h. Everybody who has ever lent money to a friend
 - i. Everybody who has ever helped/ran errands for an elderly neighbour



Notes:

This exercise gives participants the opportunity to reflect on their own identity and how they belong to many groups in society. It allows them to identify commonalities, thereby increasing participants' sense of common ground. It also helps generate empathy between people who may never have met before.



Works best:

The first version of the activity may work better in the workplace, since it is more suited to smaller groups (everyone will have their turn to say something) and there may be less space.

The second version may be better suited to the training-room environment, with larger groups or adolescents. The participants engage at the same time and no one is in the spotlight, and the trainer can choose questions that they deem appropriate for the group.

► Exercise 3. Similarities and Differences



Materials:

None



Time:

10–15 minutes, depending on the number of participants



Objective:

To increase participants' awareness of their own identity and that they belong to many groups in society.



Steps/rules:

1. Invite the participants to stand in a wide circle.
2. Explain to the participants that they will be asked to form groups as quickly as possible according to the specifications the facilitator calls out.
3. Call out a series of categories, for example, everybody who likes maths, everybody who likes drawing, everybody who likes sports, and so on.
4. As soon as the groups have formed, call out a new category.
5. After calling out four or five different categories, ask the participants to sit down. Debrief the exercise by asking participants what happened. Explore what happens when a person belongs to two or more groups.
6. Highlight that groups are necessary for societies, but that when we discriminate between groups this can cause conflict.
7. Invite comments about what might cause such discrimination.
8. Summarise and highlight that even when there are apparent divisions, connections can be found.

► Exercise 4. But it's only a joke! – Being aware of discriminatory behaviour²⁰



Materials:

- Flipchart
- Board
- Pen



Time:

45 minutes



Objective:

To raise awareness of discrimination as a form of indirect cultural violence.



Steps:

1. Begin by telling participants some of the sayings, jokes or songs you heard as a child or young person that you now know were stereotyping an ethnic or a religious group in your country, and how this affected the socio-economic status and integration of these groups.
2. Ask the participants to take a few minutes to reflect on some of the jokes, sayings, songs in their culture that could be stereotyping a particular group in their culture.
3. Create small, mixed groups of 3–5 people and ask them to discuss their examples. Encourage participants to identify similarities and differences in their examples, and to identify the social groups that are targeted by the examples. Be mindful of how the groups are mixed.
4. Give the floor to each small group to share their examples in the plenary, followed by questions or reflections from the other groups. Note down the main points of the groups' discussions on a flipchart or board.
5. Once every small group has presented its examples, divide the participants into two groups: one of men and one of women, and ask them to repeat the exercise focusing on jokes, sayings, stories and songs that are stereotyping men or women.
6. Allow each group to share their examples in plenary, followed by questions for clarification or reflections from the others. Note down main points of the groups' discussions on flipchart or board in a separate column.
7. With the help of the participants, discuss the two tables of information you have on the board to help them understand the underlying violence in normalised sayings or jokes.
8. Ask individual participants to share how they (would) feel when they are the target of such violence.

²⁰ Adapted from the *Center for Diversity and Inclusion* at the University of Houston.

9. Ask the participants to reflect and discuss some of the ways that they can avoid using such stereotyping examples and help their communities to change their attitude towards such jokes, sayings, etc. For example, online campaigning and awareness raising on the negative impact of these verbal and indirect forms of violence, posters, talking to community members (if your context allows, you may ask trainees to choose one of these examples as a project on which they will report at the end of the training course).
10. To wrap up, ask participants what they have learnt and how their learning can lead to a higher awareness in their future use of cultural sayings, stories, etc.



Notes:

The activity will help participants to reflect on some of the familiar examples of discrimination that may have become so common that they do not even consider them as violence.

This exercise will stimulate reflection and learning and can be followed by a group project to identify further similar examples.



Works best:

In the training room, since it requires enough space to sit and think in groups as well as for the plenary discussions and collection of ideas on flipchart.

► Exercise 5. The Box Game – Understanding inclusion²¹



Materials:

Please note that the amount of materials needed will depend on the size of the box!

- Flipchart
- Coloured markers
- At least one empty cardboard box per group, with a lid or flaps that fold over to close
- At least one pair of scissors per group
- At least one roll of tape per group
- A lot of junk
- A small prize for the winning group, like a bar of chocolate

The junk can include items such as full or empty water bottles, notebooks, tins, packets of biscuits, cups and glasses, plant pots, toiletries, markers, books – basically everything you can collect. It is good to have at least one soft toy per group (something like a stuffed animal or a teddy bear). It is helpful if some of the junk is rigid (like tins) and some is bendable (like notebooks or manila cards).



Time:

60 minutes



Objective:

To increase understanding of the difference between “integration” and “inclusion”.



Steps:

1. Create random small groups of about five participants. Give each small group:
 - An empty box
 - A pair of scissors
 - Tape
 - Cardboard
 - Equal amounts of junk.

It is very important that all the groups have more junk than could possibly fit into the box – this is essential. It’s preferable to choose small boxes, and collect enough junk in advance. Much more fits into a box than you would think!

2. Give the groups two to three minutes to put all the items in the box and close the lid. Tell the participants that the group that does the best job will win a prize. The participants will most likely protest that the task is impossible. Smile, and repeat the instructions.

21 Adapted from the ILO Disability Equality Training.

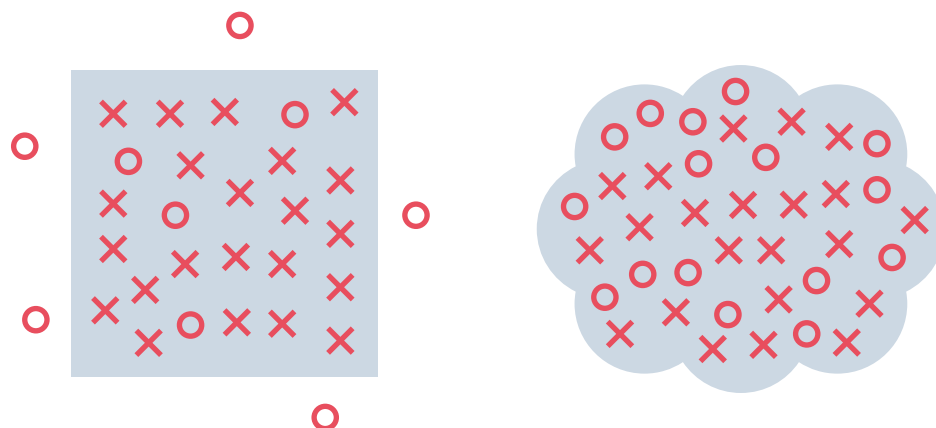
3. Debrief step one: Stop the exercise and ask each small group to display their boxes for the plenary. Usually they are a big mess, often broken, with things taped on the outside. Groups often forget to try to put the tape and the scissors into the box as well. Sometimes, they resort to desperate measures, such as drinking or pouring away the water, breaking things, screwing up or destroying the notebooks, and so on. In some cases, participants have also tried to hide items.

Have fun asking the participants to explain what they did to try to put the items in the box. Feel free to give your comments, too. Check if the box is still intact. Point out that things taped to the outside of the box are not inside. Try to make a bit of a joke out of the exercise by asking the following questions light-heartedly:

- Is the box broken now?
- Are the items squashed and destroyed?
- How would the outside things feel?
- How would the squashed things feel?
- Are they comfortable? Can they function?
- Would the participants like to be in a box like that?
- What would happen to them if they were in a box like that?

4. Debrief step two: Once you think the participants have expressed what they want to say about the questions above, ask them how this exercise relates to the experiences of refugees, or internally displaced people, or people from an ethnic or religious minority, or women, or any other group experiencing discrimination.
5. Now go to the flipchart and draw the diagrams as described below. Be sure, as you do it, to refer to the experience and comments of the group in relation to the box exercise.

► **Figure. Diagram of an integrated (left) vs. inclusive (right) training centre**



- 5.1 First, draw a square box. Explain that this is an ordinary training centre. Fill it with lots of X shapes. These are the trainees from the dominant group, who attend the training centre.
- 5.2 Now draw circles outside the box. These are trainees from discriminated groups or minorities, who do not yet attend the training centre.
- 5.3 Ask the participants if they think these trainees on the outside will fit well into this pre-existing shape. Will they be able to join in all the activities on a basis of equality with other trainees if the shape of the training centre (lessons, facilities, activities) already exists and has been designed only for trainees from the dominant group?

- 5.4 Now, on another part of the flipchart, draw all the symbols you used before. Place them randomly. These are all trainees in the community: refugees, ethnic minorities, people from the dominant group, boys, girls, etc.
- 5.5 Draw a line around them all. To include everyone, it will have to be a curvy line, not an even square as in the first part of the diagram. This line represents a training centre which is designed to include all trainees and to meet everyone's needs. This is an inclusive training centre. What will the trainees' experience be now?

**Notes:**

In some languages, the words for “integration” and “inclusion” are the same. Even in languages in which there is a difference, people often confuse the two terms.

This exercise illustrates that if we preserve the same structures, systems and ways of doing things that we are using now, we can only integrate. Inclusion requires us to remove the barriers and change the structures, systems and ways of doing things for everyone's advantage.

**Works best:**

This exercise requires a thorough debrief in two steps and at least ten participants. It is therefore best used in the training room or larger workplaces.

► Exercise 6. The privilege walk – Understanding privileges²²



Materials:

None



Time:

30 minutes



Objective:

To deepen understanding of aspects of privilege; and how privilege can be seen in relation to others; to sensitize participants on the obstacles and benefits experienced in their lives.



Steps:

1. Explain to the group that we all have some privileges which others do not have. These privileges may be subtle, and not necessarily of our choice.
2. Use a wide free space and ask the participants to stand in a line side by side.
3. Explain to them that you will start reading out a series of statements.
4. Invite them to follow the instructions when a statement applies to them. Stress that the activity should be done in silence and if anyone feels uncomfortable stepping forward and backward in response to any statement, they can stay where they are, but should remember the statement.
5. A series of 20-25 statements can be read out. It can include statements like those at the end of the exercise, which are categorised according to their level of risk (A: low, B: medium, C: high).
6. After all the statements, go around the room and ask each participant share one word that captures how they are feeling right now. If they do not want to share, they can pass.
7. Finally, gather all participants to sit in a circle, and facilitate a plenary discussion in which they can share more about their feelings and thoughts on the exercise. Some guiding questions for the debrief could include:
 - How did you feel when you took a step forward?
 - How did you feel when you took a step back?
 - What statements were the most impactful for you?
 - Did you expect to stand somewhere other than you did at the end of the exercise?

22 Adapted from the *Center for Diversity and Inclusion* at the University of Houston.



Works best:

This exercise is helpful when the trainees or team members already know each other a bit, since it requires trust building and safety for participants. This activity may not be suitable for use too early in the training. Apart from that, it requires an adequate selection of statements dependent on the composition of participants (e.g., in terms of gender or ethnic background). In general, the statements should cover aspects the participants have no control over to make the privilege and injustice felt. It is recommended that the exercise begins with some light questions (Category A), followed by some medium risk questions (Category B). The high-risk questions (Category C) should only be asked if there is a sufficient level of trust between the participants. If you decide to include Category C questions, it is advisable to alternate between medium and high-risk questions in order to reduce emotional strain on the participants. Please note that the exercise also needs a large enough space for the participants to line up and walk forwards and backwards, it might therefore be most suitable to a classroom setting or when doing it in an open space.



Some suggested statements:

Category A (low risk)

- If you are left-handed, take a step forward.
- If you grew up in this town, take a step forward.
- If you can rely on public transport, take a step forward.
- If you know more than one language, take a step forward.
- If you have a driving license, take a step forward.

Category B (medium risk)

- If there were more than twenty books in your house when you grew up, take a step forward.
- If the costs of your education were covered for you, take a step forward.
- If you were raised in a single parent household, take a step back.
- If you have never suffered a severe illness, take a step forward.
- If you ever had to care for a sick relative/friend, take a step back.
- If you regularly have/had to watch for your siblings, take a step back.
- If you are the first in your family to participate in a technical training course, take a step forward.

Category C (high risk)

- If you have never faced an identity crisis, take a step forward.
- If you were ever called names because of your ethnicity/gender/sexual orientation, take a step back.
- If you never had to skip a meal or were hungry because there was not enough money to buy food, take a step forward.
- If you were ever ashamed or embarrassed of your clothes/house/or other belongings, take a step back.
- If you had to contribute to your family income when you were a child, take a step back.
- If you ever changed your appearance, mannerisms or behaviour to avoid being judged or ridiculed, take a step back.

► Exercise 7. Don't stand by, take action – Understanding active bystanding²³



Materials:

- Flipchart
- Markers
- Scenario cards – some suggested scenarios can be found at the end of the exercise



Time:

75 minutes



Objective:

To identify the roles that both men and women can play as active bystanders in stopping men's violence against women, or any violence against another person, and helps identify the support that will help in taking on these roles as active bystanders.



Steps:

1. Introduce the idea of the “active bystander”: Being an active bystander means seeing a situation unfolding and doing something about it, hence taking action and not just standing by. It means effectively (and safely) intervening when noticing someone looking uncomfortable or is in danger. A core principle of the active bystander approach is that it must strengthen rather than weaken the empowerment of those who are targeted by violence.
2. Ask the participants to share examples of people taking on the role of being an active bystander. Ask questions such as:
 - What did these active bystanders do?
 - Why was it important that they took some form of action?
3. Ask the participants why it is so important that men take more action as active bystanders in trying to stop men's violence against women. Listen for the two most essential factors:
 - Most violence against women is committed by men.
 - Men are more likely to listen to other men than they are to a woman.
4. Brainstorm with the whole group some of the things that both men and women could do as active bystanders in their community to stop violence against women. In case the participants have difficulties coming up with ideas, you can offer the following examples of nonviolent options for bystander actions:

²³ Adapted from *Engaging Boys and Men in Gender Transformation – The Group Education Manual* by The ACQUIRE Project/ EngenderHealth and Promundo (2008).

- Talk to a friend who is verbally or physically abusive to his partner in a private, calm moment, rather than in public or directly after an abusive incident.
- Talk to a group of the perpetrator's friends and strategize a group intervention of some sort.
- If you have witnessed a friend or colleague abusing a partner, talk to a group of the victim's friends and strategize a group response.
- If you are a school or college trainee, approach a trusted teacher, professor, social worker or health professional. Tell them what you've observed and ask them to do something or ask them to advise you on how to proceed.

5. Explain that one of the challenges of men taking on the role of active bystander is that this role can get confused with the sexist idea that men are supposed to protect women. In the plenary, ask participants what problems do you see with the idea that men are supposed to protect women? Discuss their responses.

The following aspects can help you guide the discussion:

- The role as a male protector only ends up reinforcing women's disempowerment, which is the effect of men's violence in the first place.
- Remember that one of the key principles of active bystanding is that it must strengthen rather than weaken the empowerment of those targeted by violence.

Brainstorm with the participants some of the main reasons men give for not being more active in addressing violent acts by other men. Some examples could be:

- "It's a private affair – it's not my business."
- "My friends will not take me seriously if I speak out against violence."
- "I may get hurt myself if I get involved."
- "That is the job of the police."

6. Create small groups and hand out a scenario card to each small group. Assign the small groups to prepare the scenario as a short role-play. Each role-play illustrates a conversation between a reluctant bystander and a friend who persuades him to become active and to take action. The scenario cards could include the suggested scenarios at the end of this description.

7. Run the role-plays and then debrief the whole group, using these questions:

- In the role-plays, what worked well and what didn't work so well when it came to persuading the person to become an active bystander?
- How can we persuade more people to become active bystanders?
- What stops us from being more active bystanders?
- What is needed to help men become more active bystanders?

8. Ask participants to return to their small groups and discuss their scenario for 15 minutes. The following questions may be helpful to use:

- What can you do in this situation?
- What may be the possible consequences for you? For the woman? For the perpetrator?
- Could anything be done to prevent this situation?

9. Bring the participants back to the plenary to share the highlights from their discussion and their answers to the questions. List responses on a flipchart.

10. Wrap up the discussion by highlighting the need for men to become more active bystanders, summarizing the kind of action men can take, and the support men might need to do so.



Notes:

The objective of this activity is not to make anyone feel guilty for not having done enough in the past to stop violence. Rather, it is to look to the future and to see what more we can do to help stop violence in our communities.



Works best:

This exercise is applicable to both younger and older men, and can be used in training centre and workplace settings.



Hints and tips:

The trainer needs to be well prepared for this exercise. It's best to carefully follow the prescribed steps.

Ensure participants are sufficiently familiarized with the term and role of an “active bystander” beforehand.

Pay attention to participants' reactions to the activity. Some people may be reminded of experiences when they were a target of or bystander to violence. Remind participants that it is okay to step out of the activity to take care of themselves.

Make yourself available at the end of the session in case anyone needs support.



Possible Scenarios for the roleplays:

Scenario 1:

You are walking down a street and see a group of male construction workers verbally harassing a woman.

Scenario 2:

Your neighbours are a married couple. You often hear your neighbours arguing with each other. One night, you are asleep and are woken up by the sounds of your female neighbour screaming as if she is being hurt and her husband shouting at her.

Scenario 3:

You are at a friend's house watching television. You hear a woman's voice screaming for help. You and your friends run outside and see a man forcing a woman to kiss him in the park across the street. You are not sure if he is carrying a knife.

► Exercise 8. Effective communication²⁴



Materials:

A copy of the story *Abegaz and the Lion* for each participant.



Time:

30 minutes



Objective:

To increase understanding of the importance of effective communication.



Steps:

1. Introduce the exercise by explaining that everyone will be asked to discuss a folklore story from Ethiopia. Ask participants to form small groups.
2. Distribute copies of the story on the following page to all the participants.
3. Give participants time to read the story in their small groups. If they cannot read, you can read the story to them. (Because people read at different speeds, it is often helpful for the facilitator to read the story aloud – this also helps in time management).
4. Once the story has been read, ask them to work in groups and answer the following questions:
 - Abegaz had to confront a lion. How did he do this? What was his strategy?
 - Why do you think he asked the lion directly for a hair instead of trying to take it? Why did the lion give it to him?
 - How would you describe the way Abegaz and Meseleth communicate and interact with one another?
 - Why did the healer send Abegaz to the lion? Why are active listening and effective communication so important (for social cohesion)?
 - Do you have similar folklore stories in your culture?

²⁴ Source: <http://www.peacecorps.gov/www/stories/stories.cfm?psid=66##>.

Abegaz and the Lion: a folklore story from Ethiopia

Long ago there lived a young man named Abegaz. He was very, very lonely. Abegaz woke one morning and realized that he could delay the matter no longer. He wanted a wife. Since there were no young women of marriageable age in his village, Abegaz decided to visit a village across the mountainside. Packing up his donkey, he set off in search of a bride.

As Abegaz approached the mountain, he heard the roar of a mighty lioness. Immediately, he jumped off the donkey and ran as fast as he could. Soon, he found himself on the other side of the mountain, with his scared little donkey trailing him.

Out of breath, he sat down on a rock that overlooked a peaceful green pasture where sheep were grazing. There, in the middle of the pasture, was a lovely shepherd girl. Abegaz knew instantly that this was the woman he should wed. After introducing himself to her, he asked to meet her father. Within a week, Abegaz was married to the shepherd girl, whose name was Meseleth. When Abegaz brought his wife home, he was very pleased. No more threadbare pants, no more dirty dishes to wash. Meseleth was as useful as she was beautiful, and Abegaz grew fatter and more content each day.

One day, however, after some years, Abegaz arrived home and Meseleth started to scream. He tried to calm her, but she wouldn't stop. "Be quiet," he said, as he put his hand over her mouth. But Meseleth persisted throughout the night, screaming "Aaagh!" in a high-pitched voice.

When the sun rose the next morning, Meseleth's screams had not quieted. Abegaz knew he had to find a cure quickly, so he hastened to the house of the healer. "Something is wrong with my wife," he told the healer. "She won't stop screaming. Can you give me some medicine to quiet her?"

"I can help you," said the healer. "But first I need a special ingredient. I don't have any lion's hair left. If you'd like me to make the medicine to cure your wife, you will need to climb the mountain, find the lion, and bring me back a single hair from her tail."

Abegaz did not relish the idea of meeting the lion. But he could not bear to go home to his screaming wife. Thanking the healer, he set off for the mountain that he had climbed some years before. From the foot of the mountain, Abegaz could hear the lion's roars, and he walked steadily in its direction. At last he spotted the lion and, crouching down low, came within ten yards of her.

For many hours, Abegaz watched in silence as the lion chased monkeys from the trees. As he was about to leave, he took a jar of milk from his satchel and placed it in a clearing for the lion. The next day, Abegaz climbed the mountain once more. This time Abegaz came within a few feet of the lion. Once again, he hid behind a tree, watching as the lion closed her eyes and fell asleep. As he left, he took fruit and cheese from his satchel and placed it at the sleeping lion's feet. On the third day, Abegaz ran up the mountain, carrying a kilo of raw meat. When the lion roared, he said, "Good morning!" and held out his hands to feed her the meat.

From that day, Abegaz and the lion became good friends. He brushed the lion's tan coat, helped her chase monkeys, and lay down beside her for afternoon naps. "May I please take a hair from your tail?" Abegaz asked one day. "My wife needs it." The lion graciously agreed and plucked a thick hair from her tail. "Thank you!" Abegaz called, as he ran down the mountain.

"My pleasure," roared the lion.

With the hair in hand, Abegaz knocked on the door of the healer. "I have it," he said. "I have the hair from the lion's tail." Abegaz told the healer of his friendship with the lion. Then he asked, "What must I do now?"

The healer smiled and shook his head, saying, "Abegaz, Abegaz. You have become friends with a lioness, but you still have not made friends with your wife? Who is a better friend, a lion or a wife? Now go home and treat your wife better than that lion."

► Exercise 9. How would I say that? – Understanding different communication styles²⁵



Materials:

- Prepared “Speech Acts” index cards – you will need enough for each group to get three cards
- A pen and paper for each participant



Time:

60 minutes



Objective:

- To recognize how contexts influence communication styles;
- To explore how cultural values, gender or status roles, and the goal or purpose of communicating influences how people communicate.



Steps:

1. Create small groups of 4–6 participants. Each group draws three cards with different speech acts.
2. Ask individuals to reflect about and write down how they would personally communicate the speech act. Participants then share their response within the small group.
3. Invite the participants to discuss in their groups the differences and commonalities in their responses, paying special attention to differences by gender, culture, age.
4. Debrief the activity in a plenary discussion, bringing out interesting and/or surprising observations. The following questions may be helpful:
 - Which speech acts were easy? What might make the same act more difficult?
 - What differences within the group surprised you? Were you able to discuss the differences?
 - How might culture affect individual responses/expectations? Were there any generational or gender differences in response/expectations?
 - What did you learn from this exercise?
 - What might you do differently as a result of what you learned?

²⁵ Adapted from the book *52 Activities for Improving Cross-Cultural Communication* by Stringer & Cassidy (2009).



Works best:

In training centre and workplace settings. Depending on the size of the group, the subgroups can be smaller, but there should be at least four people in each group to be able to share and discuss different communication styles and observations. In order to discuss gender and cultural differences, the subgroups should be as heterogeneous as possible. Depending on the willingness of the group, you can ask for volunteers to role-play the activity for the large or small groups and then debrief the “style” used in the “Speech Act”.

Speech Acts: Write down different “Speech Acts” on index cards, with one “Speech Act” on each card. The following “Speech Acts” may serve as examples:

- ▶ Give someone a compliment about the clothes they are wearing.
- ▶ Give a compliment about a well-written note or letter.
- ▶ Request time off from work or class to attend an important family event.
- ▶ Request more challenging projects during the training.
- ▶ Use humour to lighten the mood after a stressful meeting or class.
- ▶ Explain that you will not meet a deadline.
- ▶ Request new furniture for the office or training room.
- ▶ Thank someone for his or her help with a project.
- ▶ Praise a colleague for a well-done task.
- ▶ Criticise a supervisor or trainer for being late to a meeting or session.
- ▶ Criticise a friend for being late to work or the session.
- ▶ Tell a family member you are not going to a family dinner.
- ▶ Tell a family member you are not going to a cousin’s wedding.
- ▶ Apologize for taking a week to respond to a request by your supervisor or trainer.
- ▶ Apologize to a friend for forgetting you had dinner plans and you have now made another commitment.
- ▶ Give someone feedback about how their performance could be improved.
- ▶ Tell someone that something they said offended you.

► Exercise 10. What's in a Word? – Communicating specifically²⁶



Materials:

- Flip charts
- White board
- Black board or large pieces of paper
- Markers



Time:

45 minutes



Objective:

- To realize how important it is to be specific in our communication to create an inclusive environment;
- To demonstrate that we often assume everyone defines certain keywords or concepts the same way and shows the power of describing behaviours instead to avoid misunderstanding;
- To set the scene for inclusive collaboration between team members or trainees.



Steps:

1. Ask the participants what rules on working or learning together exist in the group. Record these on a flip chart.
2. Select one or two “rules” and ask the participants to define those rules with specific behaviours. For example, if a rule is that people are expected to be respectful, ask them to identify specific behaviours that would be considered respectful.
3. Give one or two examples of cultural differences in how “rules” are defined. For example, one person may believe respect is demonstrated by direct eye contact while another may believe respect is demonstrated by avoiding eye contact. If one of these people is a newcomer to a team and is merely told that team members are expected to be respectful, they may exhibit a form of eye contact that is considered disrespectful to others while they are intending to demonstrate respect. Conclude with the point that if we refer more to specific behaviours when communicating our expectations, others are more likely to meet those expectations.
4. Create small groups of 4–5 participants and give them ten minutes to identify as many behaviours as possible that indicate someone is a good participant. Caution them to be both behavioural and specific. For example, “a good participant shows respect by not interrupting others when they are talking” not, “a good participant shows respect for others”.

26 Adapted from the book *52 Activities for Improving Cross-Cultural Communication* by Stringer & Cassiday (2009).

5. Ask each small group to report the behaviours they have identified. Record them for the group.
6. Spend about ten minutes in a debrief session with the whole group. You can use the following questions to structure the debrief:
 - ▶ What was most challenging about this exercise?
 - ▶ What insights or reminders did you get from this experience?
 - ▶ What implications does this have for your workplace/training institution? Your team/class? You personally?



Works best:

When the trainer monitors and listens carefully during the work in small groups to be sure that participants really collect behaviours, and not concepts. Therefore, it is also important that the trainer gives detailed examples, as provided in the Steps section, to make sure the participants understand the differences between concepts (the what) and behaviours (the how).

► Exercise 11. Same but different – Understanding multiple perspectives²⁷



Materials:

One piece of paper for each participant



Time:

30 minutes



Objective:

To increase understanding of the importance of viewing a situation from multiple perspectives and to consider how understanding multiple perspectives relates to managing conflicts.



Steps:

1. Distribute one sheet of blank paper to each participant. Ask participants to choose a place to stand in the room and close their eyes.
2. Tell the participants that this exercise is done in silence. Invite the participants to follow your instructions:
 - Fold the paper in half.
 - Fold the paper in half again.
 - Tear off the bottom right corner.
 - Turn the paper upside down.
 - Tear off the bottom right corner.
3. Ask participants to open their eyes and hold the paper over their head so everyone can see it.
4. Bring all participants to the plenary and start a discussion following the questions below:
 - What do you notice? If someone observed, ask them to say what they observed.
 - How did you feel when you saw what your paper looked like in comparison to the papers of everyone else? Did you think the others had done the exercise incorrectly when you saw their papers?
 - How could there be so many interpretations when everyone was given the same instructions? Was there one right way to do this exercise?
 - Let's consider that the paper represents your opinion or perspective, what does the exercise tell you about perspectives?
 - Why might it be useful to look at something in a different way or from a different perspective? What can we learn from looking at things differently?

²⁷ Adapted from the INEE Peace Education Programme (2005).



Notes:

Please note that being told to close the eyes might trigger traumatic experiences for some participants. If this is the case, please be clear that they do not have to participate in the activity but can observe instead.



Works best:

This activity is a good starting point for developing skills in conflict resolution. Since it is a short and easy exercise that requires little preparation, it can be used in different settings (workplace or training room).



Hints and tips:

It's important to structure the debrief well so that it can be guided in the right direction. The questions provided should help you do this. This will avoid the discussion centring on the nature of the instructions.

► Exercise 12. Debate vs. Dialogue – Communicating in situations of conflict²⁸



Materials:

None



Time:

30 minutes



Objective:

- To understand the difference between a debate and a dialogue;
- To reflect on the effect of our own behaviour in conflict situations;
- To understand the role of communication in conflict management.



Steps:

1. Ask the participants to work in pairs.
2. Ask partners to stand facing each other, and each person to say the name of one object they can think of (for example, a table, a tool, a working material, cat, flower, etc.).
3. Now, ask participants to debate with each other and argue that their item is better than the other person's item.
4. Give them about three minutes to debate. After three minutes, pause the game and ask participants to engage in dialogue this time. This means asking each other questions about their items, listening to the answers and coming to an agreement between them. Allow them about five minutes for this.
5. At the end of the exercise, start a discussion with the whole group. Questions you can ask to start the discussion might include:
 - How did you feel about each situation (debate vs. dialogue)?
 - How did you react to each situation?
 - How would you behave in real conflict situations?
 - How did things change when you switched from debate to dialogue?
 - Is it difficult to listen when somebody disagrees with you? Why? How did you come to an agreement?
6. Wrap-up by explaining that debate is an attempt to prove that your position is better than the other person's position. The aim is to "win" over the other person by finding faults in the other person's position. A dialogue instead is about understanding and cooperation. The aim of the dialogue is to reach mutual understanding while valuing the strengths of the other person's position.



Works best:

This exercise works in training room and workplace settings. However, since each pair should be able to engage freely in either debate or dialogue, the pairs should be homogenous in terms of status/hierarchy, i.e., a trainee might not feel comfortable debating with their superior or an elder colleague, but prefer to debate with fellow classmates or people of the same age.

► Exercise 13. What to do about it? - Stimulating conflict resolution²⁹



Materials:

Prepared cards with example conflict scenarios – some example scenarios are provided at the end of the activity



Time:

60 minutes



Objective:

To analyse and respond to situations of conflict that participants might face in their training, their upcoming professional lives, or at the workplace.



Steps:

- Create small groups of 3–5 participants. Give each group a scenario. Ask them to take a few minutes to individually read and reflect on the issues, actors and interests in the scenario.
- Ask the small groups to explore and discuss the best conflict resolution strategies for each scenario. Ask the groups to identify someone to report back to the plenary.
- While the small groups discuss, go around the class and encourage and give them hints for their selected strategies, if necessary.
- Invite each small group to present their scenarios and conflict resolution strategies to the full group. Encourage participants to ask questions for clarification after each report.
- Facilitate a discussion, giving the participants time to discuss and share why they did not choose other strategies.



Works best:

Example scenarios that are as close to real life conflicts as possible will yield the best results. Therefore, it makes sense to adapt the scenarios according to the training subject/profession of participants.



Suggested conflict scenarios:

- Prepare scenarios of conflict and write a short description of each on a piece of paper and bring these to the class. Some example scenarios may include:
- You have recently been employed by a local restaurant/shop and you notice that the owner gathers all the tips and distributes them among all workers except you.
- You work in a car mechanic shop and notice that you are never assigned your own clients and you assume the owner does not trust your skills.
- One of the teachers does not give you any chance to participate in classroom activities although you raise your hand and try to participate.
- You receive a grade for your project which is equivalent to a few other trainees who you think have not the same knowledge and capacity as you do.

► Exercise 14. I don't think so! – Learning to say no³⁰



Materials:

- "I don't think so" cards for each group
- Flipchart
- Marker



Time:

30 minutes



Objectives:

- To enhance communication and assertiveness skills;
- To explore ways to disagree or refuse a request.



Steps:

1. Create an even number of small groups of 3–4 participants and distribute one scenario card to each small group.
2. Now pair small groups together, so that each small group has a partner group to work with.
3. Tell the partner groups they will be taking turns to persuade each other to do what is on their scenario card.
4. One small group in each pair of groups begins by trying to convince their partner group to do what is on their scenario card. The partner group can then take 2–3 minutes to discuss possible ways to refuse, and responds to the group that was trying to convince them.
5. Once the first scenario is done, the partner groups swap roles. The group that responded earlier now tries to convince the partner group with what is on their scenario card.
6. You can distribute more scenario cards to the small groups and the back and forth can continue as long as time permits or you feel it is useful.
7. Gather the whole group together. Invite each partner group to come to the front and do their communication exchange. After each exchange, let the plenary discuss other possible ways to refuse and share other responses they may have heard in these types of situations. Collect all responses on a flipchart.
8. In a short debrief discussion, encourage the participants to discuss the following questions:
 - What scenarios were particularly easy to respond to and why?
 - What scenarios were particularly hard to respond to and why?
 - Which refusal lines do you consider most helpful and why?

30 Adapted from Step it up to thrive for groups.



Notes:

Participants will be presented with situations they may find themselves in, or in which they might disagree or disapprove of an act, an expression or a request made to them. This activity gets them thinking about ways to express refusal and about the fact that they have control and can use good communication skills to help them through uncomfortable situations.



Works best:

In small groups of 3–4 people. This helps to depersonalize the scenarios.



Suggested “I don’t think so” situations

Scenario 1

You are walking along the street when somebody in a car pulls up and starts talking to you. They want you to take a drive with them, but you do not know that person.

Scenario 2

A classmate/team member asks you to skip class/work to hang out together. You don’t want to go, because you know you should go to class/work; besides, you need to hand in something important tomorrow.

Scenario 3

Somebody from your community wants you to have some alcohol/cigarettes. You don’t want to. You say no, but they continue to pressure you.

Scenario 4

Your teacher/supervisor wants you to help organize a meeting. You have helped to organize all previous meetings, while none of your fellow classmates/team members has done so. Apart from that, you also have a lot of work to do in the upcoming days.

Scenario 5

A classmate/team member asks you for support in a task. You do not want to be rude, but you already have difficulties keeping up with your own work and won’t be able to finish your own tasks if you help them.

► Exercise 15. When I feel I do - Personal skills and emotions



Materials:

Copy and cut out the “emotion cards” on the following page. Please make sure that there are 2–3 emotion cards for each participant.



Time:

20–30 minutes



Objective:

- To explore and better understand one’s own emotions;
- To understand different behaviours of others better.



Steps:

1. Explain to participants that this session is about understanding others’ emotions and how they express these both verbally and non-verbally.
2. Distribute the emotion cards among participants (each gets two or three) and ask them to write down how they react both verbally and non-verbally when they feel these emotional states.
3. Invite them to move about the room sharing their responses with 3–5 others.
4. Once done, ask participants to note similarities and differences in their own and others’ reactions to the same emotion.
5. Allow enough time for comments in the full group.
6. Conclude by noting how cultural, age, gender, ethnic and religious differences can lead to different reactions, while feelings such as joy, sadness, fear, etc are the same and common amongst us all.



Hints and tips:

If possible, you can bring pictures or videos that show eye-contact, hand and face gestures, personal space, and so on, to illustrate how socio-cultural codes influence body language.



“Emotions Cards”: Please copy and cut the “cards”.

► Exercise 16. My values list – Increasing self-awareness³¹



Materials:

- Paper
- Pens
- A copy of the Values List for each participant (see end of the exercise)



Time:

20 minutes



Objectives:

To increase self-awareness by identifying participants' values and see exactly what matters to them the most.



Steps:

1. Hand out a copy of the "Values List" to each participant.
2. Ask the participants to identify ten values that they strongly believe in or that are important to them. The list is provided as a reference only and they can add any other value they feel strongly about to the list and select it as part of their most important ten values. Ask them to write these values on a separate piece of paper. For best results, they should be as honest as they can. Remind the participants that they should not pick values to show off, to be politically correct, popular or fashionable but instead choose the values only based on what's important to them. Allocate about five minutes for this step.
3. Now ask the participants to select only five values out of the ten they have identified before. This is now much harder, but the selection process will force the participants to see what they truly value the most. Allocate two minutes for this step.
4. Allocate a few more minutes for reflection so that the participants can think about what their choices really mean to them.
5. Bring everyone back to the plenary and ask the participants to share their values and observations.
6. Follow with a debrief discussion, using the following questions:
 - What did you learn about yourself in this exercise?
 - Was it difficult to select the ten values? How about narrowing it down to five values?
 - Did you add any new values to the list?
 - Did the others' choices of values match your expectations?
 - If you would have done this exercise some years ago, would your values have been different? What does this suggest?

31 Adapted from the Training Materials on Motivation & Emotional Intelligence by Skills Converged by Skills Converged.



Works best:

This exercise is suitable for both training room and workplace settings. For participants to be honest about their values, it might make sense to introduce this activity later in the training once a certain familiarity and confidence between trainees/team members is established. You can also repeat the exercise sometime later to see whether participants' values have changed over time.

Values list³²

Equality	Peace	Loyalty
Inner harmony	Respect for tradition	Ambitiousness
Social power	Love	Tolerance
Pleasure	Self-discipline	Being humble
Freedom	Privacy	Adventure
Spiritual life	Family security	Protecting the environment
Sense of belonging	Social recognition	Being influential
Social order	Unity with nature	Respect of elders
Exciting life	Varied life	Choosing own goals
Meaningful life	Wisdom	Health
Politeness	Authority	Competence
Wealth	True friendship	Acceptance
National security	Beauty of nature and arts	Honesty
Self-respect	Social justice	Reputation
Reciprocation of favours	Independence	Obedience
Creativity	Being moderate	Intelligence
Being helpful	Enjoying life	Being devout
Curiosity	Self-indulgence	Responsibility
	Tidiness	

32 The value list is adapted from the Schwartz Value Survey on individual values which are supposed to be universal across cultures. Schwartz, S. (2006). A theory of cultural value orientations: Explication and applications. *Comparative sociology*, 5(2-3), 137-182.

► Exercise 17. The Stress Balloon – Understanding and managing stress³³



Materials:

- Balloons and copies of the story “Leyla’s day” (see end of the exercise) per participant
- Flipchart
- Marker



Time:

45 minutes



Objectives:

- To identify the causes and consequences of stress;
- To explore healthy ways to deal with and manage stress.



Steps:

1. Explain to the participants that stress is a normal response and is part of being human. Tell participants that we may feel stressed if we are tired, have a lot of things to do, or if we are having an argument with a friend or relative. Stress can make us feel worried, nervous, angry, sad, or a combination of emotions. Being stressed can cause us to be unfocused, out of control, or can lead us to make poor decisions, such as giving up, dropping responsibility, or doing something dangerous like taking drugs or acting violently. Tell participants that everyone has different things that make them feel stressed, which are called stressors.
2. Invite each participant to share one thing that makes them stressed.
3. Explain that many things in life are stressful and that it is OK to be stressed. What matters is how we deal with our stress or anger or frustration.

Explain that the balloons (that you have in front of you) represent their hearts and all the stress, anger, and pain that can be found inside of them.

Explain that when we feel stressed our hearts fill up like a balloon.

You can demonstrate this by blowing into your balloon a little bit. Each added stressor, or thing that stresses us out, is more air into our balloon. You can demonstrate this by blowing into the balloon again.

4. Ask the participants the following questions:
 - As things happen to us that are difficult for use or make us feel bad, what happens to the balloon?
 - What happens when our balloon is full, and we try to add more?

You can blow a little more into your balloon after the first question to demonstrate that it is getting bigger. You could do the same after the second question, and blow the balloon up until it almost pops.

³³ Adapted from the social-emotional learning materials by the Tariq Khamisa Foundation.

5. Explain to the participants that we need to release some stress or anger from our lives, so we do not pop or respond in an unhealthy way. Again, you can demonstrate this by releasing air from the balloon.
6. Tell participants that in the next step, they will read the story about Leyla's day in small groups. Explain that Leyla's day is full of stressors, but she has found ways to relieve her stress, so she does not "pop". Tell participants that, as they read the story, they should blow air into their balloon when Leyla feels stressed and release air when Leyla relieves her stress.
7. Hand out a copy of "Leyla's day" and a balloon to each participant. Ask participants to form small groups (3–5 people) and appoint one person per small group to read the story aloud. If literacy levels of the participants are low, you can read the story to the whole group as they sit in small groups.
8. Ask the participants to discuss the following questions in their small groups:
 - What kinds of things filled Leyla's balloon?
 - What did Leyla do to release air out of her balloon? What else could Leyla have done to release air out of her balloon?
 - What do you do to release air out of your balloon?
9. Invite the participants to do the balloon activity with their own stress in the small groups. Ask them to think about what stressors fill their balloon and what they do to release them out of their balloons.
10. Gather the participants for a plenary discussion, where they can share the results of their own balloon exercise. You can use the following guiding questions for the debrief:
 - What did you put inside your balloon? How did it feel to put those in your balloon?
 - How are you affected by the things you keep inside?
 - What kinds of things helped you release your balloon? How did it feel to release your balloon?
 - How can you better take care of yourself so you will have less stress?
11. Wrap-up the exercise by explaining that sometimes our stress is too difficult to manage by ourselves and ask the participants to brainstorm who they could go to help them relieve their stress (e.g., trainer, counsellor, classmates, friends, family). You can collect the answers on a flipchart so that the participants can remember them more easily.



Works best:

This activity is best suited to younger trainees, and works well in a training room setting. It is ideal for all participants to have materials, but in case this is not feasible, the exercise can be modified. For instance, if there is only one balloon available, you can ask one of the participants to read out the story and let the other participants indicate when the balloon should be either blown up or deflated. If there is no balloon at all, you can use a box or any other item that can be filled and emptied.

Leyla's Day

- * Stressful situations (blow air into the balloon)
- ~ Coping skills/positive things (let air out of the balloon)

Leyla woke up in the morning to her sister yelling at her* to get out of bed. She was very tired and not ready to get up, so she ignored her and stayed in bed. Her sister came into the room and told her that Leyla had overslept, and she had to hurry now*. When Leyla's sister left the room, Leyla sat up and took three slow, deep breaths~. She got dressed quickly and headed to the kitchen for breakfast. She realised that somebody had eaten the last banana, her favourite fruit*. She saw a box of other fruit she had never tried. She decided to try it and really liked it~.

Afterwards, Leyla gathered her things and started to walk to the school. Her class had already left, but on the way, she met a girl that was new in her class and she did not know very well yet*. Leyla began to talk to the girl, and she was nice~. When Leyla got to the training centre, the class had not started yet, so she stood in the yard in the sunshine for a bit~.

But then a trainee she did not know came up to Leyla and began to talk to her and tease her*. Once again, Leyla took three deep breaths~. She then asked the trainee to leave her alone, but they would not*. So Leyla walked away and found a group of people she knew who were also waiting for their class~. Then the teacher arrived, and the class started.

In class, Leyla realized she had forgotten to do her homework*. She had to stay in after class to finish her work*. When she was finished, the teacher looked over her work and said that she had done a great job~.

After school, when Leyla got home, she had lots of tasks to do*. So she asked her brother to support her and take over some of her tasks~. Then her mother was yelling at her because she had not done her own household chores yet*. Leyla was feeling frustrated, so she went outside for a short walk~. During the walk, she called a friend and told her about how her day was and that she was feeling stressed~. Once she was calmer, she came in and finished her household chores. She felt good that she completed them~. Then Leyla had a good dinner with her family~.

After dinner, she went to sleep, ready for her next day.

► Exercise 18. Praise yourself! – Enhancing self-esteem³⁴



Materials:

- A board or flipchart prepared as set out in Step 1
- Marker



Time:

40 minutes



Objectives:

- To enhance self-esteem by reminding participants what they are good at and what they have done well;
- To acknowledge own accomplishments and positive qualities and share these with others;
- To encourage participants to talk about themselves positively.



Steps:

1. Write the following questions on a board or flipchart:
 - What are you good at?
 - What is the best thing you ever accomplished?
 - What is the best thing you ever made?
 - What are your best qualities?
 - What are you proud of the most about yourself?
2. Ask participants to form pairs. The exercise can be used to encourage participants to get to know each other better if they pair up with somebody they do not know very well yet. If you have an odd number of participants, form one group of three.
3. Explain that in this exercise, everybody gets to talk about their best qualities, skills and accomplishments.
4. Ask each pair to decide who will be asking first and who will be answering.
5. Those who are asking will then start with the first question on the board.
6. Those who are answering are given three minutes per question to answer each question and talk about themselves. After three minutes, the person who is asking moves on to the next question. In total, you should allocate 15 minutes for this step.
7. The partners then swap roles and repeat the exercise for another 15 minutes.
8. Bring everyone together for a plenary discussion. You can use the following questions to debrief:
 - What did you think of this exercise?
 - How do you feel now?
 - Would it have been easier if the question was to talk about things you are not good at or that you need to improve on? What does this suggest?

34 Adapted from the Training Materials on Motivation & Emotional Intelligence by Skills Converged.



Works best:

This activity works in both training room and workplace settings.



Hints and tips:

- It might be helpful to use a stopwatch to keep track of the time. You could give the participants a sign when three minutes are over, so that they can move on to the next question and do not lose themselves in the exercise.
- It is also important that you encourage participants to really praise themselves, since in some social environments, boasting about oneself is considered impolite. Make clear that they are in a safe space and that in this exercise, they can or even should talk freely about their achievements and show off their qualities and knowledge.
- In case participants have difficulties answering the questions, you can remind them that they can relate the questions to the current training (e.g., What are you good at? What is the best thing you have accomplished at school/work? and so on).

► Exercise 19. I am X, Y, Z – Being aware of own resources and strengths³⁵



Materials:

Pen and paper for each participant



Time:

45 minutes



Objective:

- To uncover positive strengths and qualities;
- To enhance self-esteem and confidence by assisting participants to recognise how resourceful they are.



Steps:

1. Create small groups.
2. Explain that you want each participant to share a story of themselves in the small group and get feedback on it from the others.
3. Each small group should identify a participant to start the exercise by sharing an experience they see as an achievement and that they feel proud of or good about. In case the participants cannot come up with anything by themselves, ask them to think of the context they are currently in (something training- or workplace-related, e.g., their participation in this training).
4. Once the speaker has finished their story, ask each of the others in the small groups to provide feedback by identifying two critical qualities required to achieve what the speaker reported. Each person should identify two new qualities. The speaker should take note of each quality mentioned.
5. At the end, the speaker has the option of adding more qualities if they can think of more.
6. Now, ask the speaker to select the three qualities from the list that they think were critical in enabling them to succeed.
7. Continue this exercise with the other participants until everyone in the small groups has told their story, received feedback and has selected their three best qualities. Allocate about 30 minutes for this.
8. Bring the whole group back together and let one participant after the other share their selected strengths: "I am X", "I am Y" and "I am Z".
9. Follow with a debrief discussion, using the following guiding questions:
 - How do you feel after this exercise?
 - Was it difficult for you to come up with a story? Why?
 - Were you aware of your strengths/qualities before this exercise?
 - What is the most important thing you take with you from this exercise?

35 Adapted from the Training Materials on Motivation & Emotional Intelligence by Skills Converged.

**Notes:**

People with low levels of self-esteem tend to focus on their weaknesses and do not trust in their abilities. This exercise helps to break through this misperception by highlighting that everyone has certain resources and strengths to tap into. The exercise helps bring positive strengths and qualities to surface and boosts participants' self-confidence.

**Works best:**

In small groups of about five people. This means that the person sharing their story gets enough feedback on their strengths from the other participants without risking the chance that there are no more qualities to identify.

**Hints and tips:**

- Ensure that each person shares a story of achievement.
- Support participants if they have trouble coming up with an example themselves. For instance, you could remind them that participating in this training is also an achievement.



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