Part 2.

Youth 4 Peace

TRAINING TOOLKIT
PART 2.

DESIGNING AND IMPLEMENTING YOUR EDUCATIONAL ACTIVITY

Welcome to Part 2 of the toolkit, a step by step guide to design and implement your educational activity! In this part of the toolkit we present everything you need to know for the preparation and implementation of your learning programme.

Please remember, if you are beginner-intermediate level trainer, your preparation is crucial, not only to feel confident in your delivery but most importantly, to make sure you pass the right message on to your group. And if you are a senior/experienced trainer, you might know most of these things, but let’s be honest... the more experienced you are, the less time you need to spend on preparing your work. So you might take this as a good reminder and perhaps include (again) some into your preparation work.

First, we would like to introduce you to the educational approach that UNOY Peacebuilders has been using in its trainings which is non-formal education. We go through its methodologies, methods and associated activities and then go into the design of your programme: How do you come up with a programme? From needs assessment to defining the overall aim and learning objectives to monitoring and evaluation. We will also review the key concrete and logistical steps you need to take when implementing a programme: from call of participants, to deciding on the format or preparing the materials. In this part you can also find concrete samples and templates ready to adapt and use!

All these best practices and lessons learned are aimed at preparing and implementing a programme on conflict transformation, peacebuilding and creating peaceful narratives which falls under the larger umbrella of peace education.
What is Peace Education? “Any holistic, multidisciplinary and transformative educational activity that aids the competence development for (living and) building peace” *(Designing Learning for Peace, 2016, p.9)*.

<table>
<thead>
<tr>
<th>Holistic</th>
<th>Approach where the participant can develop knowledge, but also skills and values.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multidisciplinary</td>
<td>If you remember the definition of positive peace, peace is not only the absence of violent conflict but it is the conditions for fair, just and sustainable peace, meaning that we also would need to consider inner peace, human rights, environment, justice, gender, etc.</td>
</tr>
<tr>
<td>Transformative</td>
<td>Striving for a positive transformation of those narratives that are oppressing and discriminating, but also a transformation in attitudes, behaviours and principles.</td>
</tr>
</tbody>
</table>

So indeed, for us at UNOY Peacebuilders, a training on conflict transformation, peacebuilding and creating peaceful narratives,... is peace education done through non-formal education.

### 2.1. Non-formal education

UNOY Peacebuilders’ experience and expertise over the years largely relies in implementing non-formal education programmes. This is definitely not the only valid educational approach in the field of youth and peace, but it is the chosen and suggested approach which has proven very beneficial in many contexts, particularly when working with youth groups.

Based on UNESCO definitions and categorisations, there are three types of learning to which different types of methodology can be associated. However, please note that there might be more or they might be called differently in certain regions or in different languages. In addition, those forms of education are not exclusionary towards one another but could rather be complementary.

Defining formal, informal and non-formal education:

1. **Formal education**
   - A structured and formalised education under the generally hierarchical educational system that has chronological degrees. It is the education that is acquired in elementary school, high school, university, technical schools or specialised and institutionalised programs.

2. **Informal education**
   - A process of learning through life itself where each individual is acquiring skills throughout the experience of daily life and through the influences of the environment. That can for instance include family, friends, neighbours, trips, games, etc. What is important to keep in mind is that with this type of education, learning is not necessarily planned, but it still happens.

3. **Non-formal education**
   - Education that has a clear learning purpose but that occurs outside the established formal system. Generally, it has participatory learning methodologies centred on the participant. This type of education usually happens in workshops, projects, initiatives, training, etc. organised by civil society groups, by communities, etc.

   *Source: Young Adult and Infed.*
YOU WANT TO KNOW MORE:

- Definition of non-formal education

Main Principles of NFE

The most important principles of non-formal education in the context of peace education training for youth are:

- **Planned:** Non-formal education always has a clear learning objective (please refer to the glossary page 136). It is not a casual or ad hoc learning; it is planned through its objectives, content and methodology. You will see in part 3 that we put a lot of emphasis on how you can be clear about the learning objectives of your activities.

- **Participant-centred:** Although non-formal education has specific and planned learning objectives, it must always be adjusted to the background, competences and needs of your group. Learners are at the centre of non-formal education activities, and you must be able to review and adapt your session and learning plan based on feedback, experiences and knowledge of your participants. As a trainer, while you lead the process, the learning is two-way, and participants are still responsible of their own learning, also because NFE is not based on a hierarchical system. This is very important because it goes also in line with the principle of empowerment and active participation: you want your group to take ownership, to feel included and that they can contribute to the process. Actually, in some topics or sessions, they might know more than you and that is completely fine! Just take advantage of that and invite them to share their competences with the rest of the group to reinforce the sense of peer-to-peer learning as well.

- **Flexible:** In line with the previous characteristic, the learning, in particular the content and methodology you choose, should be flexible and you should be able to adapt to the needs and expectations of the group as long as they remain aligned to the initial learning objective. Again, very important that while you are flexible you always have a focus on the overall objective of your programme so that you do not end up discussing topics disconnected from your objectives.

- **Active and voluntary participation:** participation in a non-formal education activity is always voluntary and based on free-will. No participant can be forced to participate and at any time can decide to leave the learning process. That might sound a bit scary, but in some conflict situations (please refer to Part 3 Page 77), it can be for you, as trainer, an important reminder: participants are there because they have decided to be there. On the other hand, it is expected that the participants of a non-formal education activity will take the lead and responsibility of their own learning by being active and proactive. It is important to highlight this characteristic at the beginning and throughout your training since learning will happen only if your group, including you as trainer, consider everyone at the same level: open to learn from peers.

- **Inclusive:** No learning obstacles shall affect the participation of the learner in the educational programme. That is why it is essential to create a barrier-free programme making it accessible to everyone. This can be done by ensuring conflict and context-sensitive use of exercises and language. The level of complexity raises with the participants and not against them.

- **Recognised and certified:** Non-formal education aims to be recognised both by society and by institutions as a valid and valued learning model. In addition, non-formal education activities should generally include a certificate by the organisation hosting the activity that allows the participant to endorse and certify their participation. So, yes, do not forget to give your participants their certificate at the end of the programme.


YOU WANT TO KNOW MORE:

- Non-formal education (*Manual for Facilitators in Non-Formal Education, Council of Europe*)
Methodologies

Due to the nature and principles of non-formal education that we have just seen, there are certain methodologies that are usually associated with it. Below are some methodologies or approaches to training that we at UNOY Peacebuilders use.

1. EXPERIENTIAL LEARNING METHODOLOGY:

Just as its name indicates it is based on learning from experience. The main idea is that (1-EXPERIENCE) the participant goes through an experience (an activity, an exercise, etc.) and with the support of the trainer (usually through debriefing) goes through (2- OBSERVE AND REFLECT) some reflections on the experience that he/she has just lived to then be able to (3-CONCEPTUALISE) conceptualise and transfer to everyday life and to understand how this experience relates to real life and finally (4 - APPLY) can draw some learning conclusions that he/she can apply in a similar upcoming experience. This is called the Kolb’s Cycle (in case some participants ask you). What is important to highlight is that this methodology is open-ended, rather than offering a definitive answer. It challenges the participant to draw their own conclusions.

You must have noticed that there is a rich set of exercises and activities presented in Part I using the experiential learning methodology, and it is very refreshing to challenge ourselves during these kinds of activities. Experiential learning activities need a very good and well-prepared debriefing. Below, we will walk you through what you need to know about debriefing.

![Diagram of Kolb's Cycle]

**CONCEPTUALISE**

**APPLY**

**OBSERVE AND REFLECT**

**EXPERIENCE**

Concrete Experience

Reflective Observation

Abstract Conceptualization

Active Experimentation

Source: Jenkins, A. 1998, p. 43.
Debriefing

Debriefing is the moment in your session/activity when your participants will make sense and understand the learning behind the activity/experience they have gone through. The debriefing of an activity is crucial as it is the moment for participants to reflect on what happened and how this is connected to their everyday life. If the participant lives the experience but cannot relate how this is a metaphor of what happens in life, the main learning will be missed.

The technique of “debriefing” usually happens in plenary for the whole group to reflect and draw the conclusions together. It consists of three moments where you would ask your group about:

A. Emotions: how did you feel during the experience / activity? This debriefing question is particularly important if you are implementing an activity that is either sensitive or could be emotionally challenging. It is crucial that you make sure that the participants can express how they feel and what happened to them in terms of emotions. You can encourage them to share it or to write it down on paper, as sometimes it is easier to take a moment of reflection or it might be too personal to share it in plenary. Still it is crucial that the participants reflect on it.

Tip: Ask each participant to share one word (only one word, no explanations) about how they are feeling right now/at that moment. This will allow you to have a fair understanding of how the activity went for the group and to start making participants practice verbalising emotions and personal feelings.

B. What happened during the experiential activity? The trainer will ask these particular questions: What actually happened? Was the goal achieved? Why? What factors influenced this? Here you want them to reflect on what happened during the activity in itself, without analysing or comparing it with previous experiences; it is a factual discussion. Remember, focus here is on the activity!

C. How can I transfer this activity and my/our reflections to everyday life? What conclusions can I draw for my life and my environment, including the society that surrounds me? This third part is eventually the most important one and here you should be capable of steering the discussion aligned with your learning objective of the session. This part is the core of the learning where participants will start realising how this activity is connected with life and society.

Tip: Some activities might be very emotional, especially if you have asked participants to take over certain roles. To ensure that they leave behind their roles for the debriefing, you could ask them to take a moment to go outside and leave training room, before coming back “as themselves” (out of their role - “de-roling”). You could also ask them to scratch the piece of paper that assigned their role.

YOU WANT TO KNOW MORE:

- TKit on Training Essentials (p.104)
- Jump Foundation
2. HOLISTIC LEARNING METHODOLOGY

This means that the objective is to acquire knowledge, skills (know-how/to do) and attitudes (know to be). We also refer to it as ‘competence’ for the combination of knowledge, skills and attitudes. Therefore, the methodology used in non-formal education should allow the participant to consciously and subconsciously acquire not only knowledge, definitions, theories, concepts, but also skills, abilities to act, and more importantly attitudes, values, behaviors, forms to be more civically engaged and conscious, positively transformative in society and nonviolent. Does this remind you of something? Yes, this is exactly what peace education is aiming for. However, it is only fair to also warn you that the transformation of behavior and attitudes into a nonviolent way is definitely challenging and it is hard to measure in the short-term.

Finally, for a change in attitude, usually experiential learning (as we have experienced in our many years of doing peacebuilding trainings) seems most adequate as it allows participants to reflect on their specific experiences, how they react under certain circumstances and how their attitudes could be transformed.

Another simple way of presenting this methodology is through a drawing of a human body, highlighting 3 important parts - with head (knowledge), hands (skills) and heart (attitudes.) See an example here:

![Holistic Learning Diagram](image)

In a more graphic way, holistic learning is usually represented based on competencies such as head-knowledge, hand-skills and attitudes/values/heart.

3. INCLUSION AND DIVERSITY IN LEARNING:

Non-formal education should be inclusive and should encourage diversity and the participation of traditionally excluded (i.e. those with low socioeconomic backgrounds, those who are differently-abled, or simply those who could not speak English well) or minority groups. Being inclusive also means being able to appreciate and embrace the diversity of your group. As a trainer, this means being able to recognise the different ways your group acquires competences.

Below are different types of learners presented, based on Kolb cycle-based learning styles developed by Peter Honey and Alan Mumford and on the senses based learning styles (visual, auditory, sensory):

Based on the content used during the Training of Trainers on Conflict Transformation in 2015 organised by UNOY Peacebuilders, we also present some methods to use based on your type of learner. Indeed, it is very important that, as trainer, you are aware of the different kinds of learners and start identifying what is their preferred style of learning and then train in such a way that...
allows variety to ensure that all participants in the programme feel comfortable. While each activity may not always have a different type of learning, it is essential that each non-formal education learning programme reflects a methodology that is diverse enough to cover the three major types of learning.

<table>
<thead>
<tr>
<th>Type of learner</th>
<th>Description</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual learners</td>
<td>Participants who need visual support to gain the competencies that are being presented to them.</td>
<td>Make sure you have flipcharts with the main learnings and messages, use pictures, images, films, symbols, powerpoint presentations, etc.</td>
</tr>
<tr>
<td>Auditory learners</td>
<td>Participants who understand and assimilate better by sounds and hearing. It can be as much through sounds or music but also talks and discussions.</td>
<td>They will appreciate music during the activities, change of voice and tonalities, oral presentations, reading out loud what is written, etc.</td>
</tr>
<tr>
<td>Sensory learners</td>
<td>Participants who are more at ease in learning when they can do it through sensory experiences, physical activities or touching.</td>
<td>Energisers, simulations, cooperation games, team-building/trust building exercises, are methods (painting, plasticine, etc.) will be very convenient for them.</td>
</tr>
<tr>
<td>Analytical learners</td>
<td>Participants who enjoy and learn through analysing, solving problems, creating mental models.</td>
<td>Providing case studies, problems to solve, strategies, and formulate questions and debriefing will work quite well with them.</td>
</tr>
</tbody>
</table>

**Tip:** In certain contexts or for certain participants, physical activities might not be allowed or might make them feel uncomfortable. Keep that in mind - when you are facilitating a session that includes (potentially) physical contact (could be a simple as holding hands), inform participants beforehand and give the option to be an observer to those who do not feel at ease.

**4. DIVERSITY IN LEARNING SETTINGS:**

In the same way that each person tends to learn better based on one of their senses, the space and the format in which the activities are facilitated can have a great influence when it comes to acquiring the learning.

Different settings:
- Individual work
- Group work
- Plenary
Kindly be aware that in NFE it is suggested that you change the learning settings, not only to ensure that participants can learn through different approaches, but it can also support the participation of some of them who might be more shy in plenaries or, on the contrary, more comfortable. Lastly, also think if you plan to do some outdoors or indoors activities and how this may affect the group dynamics.

5. LEARNING ZONES:

It’s crucial for your group to understand the different existing learning zones, so that they become aware of their expectations and their responsibility to acquire the learning. We mentioned earlier that your educational programme is a shared responsibility between you and your participants. There are usually three learning zones based on the Learning Zone Model, developed by Tom Senninger.

- **Comfort zone:** in this area participants do not learn anything or learn very little since they are situated in a known area, where they feel calm, comfortable, and at the same time only marginally stimulated, if at all.

- **Learning zone:** when leaving the comfort zone, the participant enters an unknown area that may cause fear or restlessness but at the same time provokes and allows learning. In this area, learning usually occurs in a more tangible and sustainable way.

- **Panic zone:** when the participant moves too far from its comfort zone and leaves the learning zone, the person can reach moments of fear or even panic. For instance, if a certain activity is putting them into a tense or stressful situation, or is shaking their core values and principles too much, they might just close down/block themselves to anything and the learning will also not happen as they will not be open to it.

From experience and particularly if you have a group who is experiencing NFE for the first time, we would suggest that you present these methodologies in your first session. Why? Because it is important for the group to understand that it is also their responsibility to leave their comfort zone and advance to the stretch zone. It is a shared responsibility to encourage participants, through appropriate methodologies, to reflect on their habits and learn new skills and reinforce others, and at the same time that the participants themselves intend to leave that comfortable area with courage and determination.

Finally, it should also be noted that they may have moments of panic, in which they do not fully understand why they are doing what they are doing or that their values and principles are being reviewed. For example, it is possible that by the mere fact of having a diversity in spaces and formats of activities some participants feel uncomfortable, but if the reflection is correctly led, the participant should be able to understand that when leaving their area of comfort is when they are learning.
Tip: Keep a flipchart on the learning zones in your training room, throughout the entire training, as it can be a good reminder for any moment of “panic” or “too comfortable”. Making people visually see where they are standing throughout the activities can help you in addressing potential issues or concerns.

Finally, as UNOY Peacebuilders, through non-formal learning methodology, we hope to bring in a multiplier effect: provide the tools and inspiration for the participants to further share and replicate it with their peers and other circles of influence.

Methods

What? Methodology, and now methods? Are they not the same?

Sorry to have to tell you no, they are not.

And it is actually important that you understand the difference between the two.

Methodology functions as your overall guiding principles or approach for the educational activity you are conducting. Through non-formal education, you will mainly aim to have methods that allow learning through experience, that are inclusive, diverse and holistic.

Methods are the answer to “how” you will conduct the activities to actually manage to reach and respect your principles: What processes will you use? How will you do it?

So, here we go, some common methods used in non-formal education:

1. **Icebreakers**: activities or games that help the participants to break the ice and to be more comfortable as a group. They are short activities that support building trust among the group and creating a safe space.

2. **Energisers**: short activities (preferably not longer than 5 minutes) before a session or in between sessions that can help in putting some humour, be relaxing and bring back some energy.

3. **Games**: from sports to table game, if developed and adapted to the subject of the learning objective and content of the session, games can prove to be very valuable tools to promote a relevant learning experience.

4. **Group discussion methods**: some concepts could be interesting for participants to discuss in smaller groups. This might help them in getting more space for sharing and reflecting on the specific topic and to build common ground. This can be done for instance through: brainstorming, world café, open space technology, jigsaw and small group discussions.

5. **Role play**: participants are invited to experience what it means to take over someone else’s role. They become someone else, different from their usual reality, representing the other’s behaviors, thoughts, reactions and so on. This method allows participants to develop empathy and understand its value. Although it is for a short time, participants are invited to feel what it means to be in the skin of another person.

6. **Simulation**: although it seems similar to a role play, the difference is that the participant keeps his/her own characteristics but has to simulate how he/she would react in a specific situation.
7. **Case study:** participants can be provided with a case study about a particular real or fictitious situation in which the group should read, investigate and debate based on some guiding questions. Generally, the sharing is done in plenary to allow sharing and joint learning.

8. **Debate:** participants discuss a sensitive or controversial topic, usually supported by a moderator (can be the trainer or a participant). They will discuss the issue from different positions and perspectives and you can ask them at some point to switch their positions.

9. **Quiz or test:** can be used for the pre/post assessment or to present some knowledge or inputs on an engaging topic.

10. **Storytelling:** by sharing a personal story (can be from participants, trainer or external guests), the group can reflect and discuss key issues/topics embedded in the story.

11. **Field trip:** if time permits, an interesting training method can be to organise a field trip for your group to learn in situ. By being directly exposed to their environment, they can learn by interviewing people in the communities, visiting certain historical sites, etc.

12. **Inputs:** some sessions can be less proactive or engaging and can come in a presentation format, with direct inputs provided by the trainer or an external expert on a specific topic. Input presentations that allow some interaction between the trainer and participant (i.e. with Q&A in between, or sharing of examples from the group) would be ideal when using non-formal methodology.

In conclusion, this non-exhaustive list of methods used under the non-formal education methodologies allows you to implement and practice the principles of active participation, holistic learning and flexibility, among others.

**YOU WANT TO KNOW MORE**

- Methods ([SALTO Webpage](http://www.salto-youth-europe.org))

**Types of activities**

While this toolkit is mainly providing examples of educational activities that would mainly be happening in the framework of a regular training course, there are other types of activities under non-formal education:

- **Training course:** “An educational learning programme on specific topics, aiming to improve participants’ competences, knowledge, skills and attitudes” ([EC Programme Guide Youth in Action](https://ec.europa.eu/programmes/youth/); p.75).

- **Training of Trainers:** An educational programme with the objective to build or strengthen the competences of participants so that they can implement and facilitate their own training courses. This will imply a strong focus on facilitation skills.
- **Seminar**: “An event organised to provide a platform for discussion and exchange of good practice, based on theoretical inputs, around a chosen theme or themes which are relevant to the youth work field” (*EC Programme Guide Youth in Action* p.75).

- **Study Visit**: “An organised study programme, for a short period, that offers a view of (youth) work and/or youth policy provisions in one country. Study visits focus on a theme and consist of visits and meetings to different projects and organisations in a chosen country” (*EC Programme Guide Youth in Action* p.75).

- **Conference**: A formal meeting of people with a shared interest, typically one that takes place over several days (Wikipedia).

- **Forum**: “Form of assembly that encourages round-table discussion, talk or argument. In other words, it is open and empowers its attendees or participants” (*Quora*).

- **Workshop**: Day or two-day long event, dedicated to discussing a specific topic (*Conference Monkey*).

### 2.2. Designing your programme

So, are you now so excited about all these topics that you cannot wait to start implementing your own educational activity? But where to start? No worries, we will try to provide you with the key steps to make it as successful as possible.

Before starting anything, we suggest that you have at least an understanding of the context of where (the locality) you will intervene, or where your activity will take place. Read on the history of the conflict, for instance, or at least have a general aim and objective of what you have in mind. If the area has a conflict background, maybe time for a quick conflict analysis (see part 1, page 16-19)? It is also important to have a main theme for what you want to do, and be as concrete as possible. Please note that this theme might be fixed as per donor or funding requirements.

Is your main theme about conflict transformation? Reconciliation? Transforming narratives? Dealing with the past? Once you have it defined, then you will be able to start defining it more in detail and to customise it:

**Needs assessment**

This is one of the most important steps to take in planning an educational programme, but sometimes we tend to skip it because of time or limited resources to conduct such an assessment. Please don't do this because it actually is crucial.

**Why?** It is indispensable that you ensure your programme is addressing needs, whether of young people or the community you will be intervening. **It is not enough to assume that your target group needs something or to just go with the flow of the latest most popular topics.** Through UNOY Peacebuilders’ experiences, we have noticed that consulting your target group about what it needs and expects does not only bring credibility and legitimacy to your activity, but also relevance and ownership. If your group feels consulted and part of the initiative, there is a higher chance participants will remain engaged and your programme can be more sustainable. The main objective of your needs assessment is to get an understanding of what participants need to improve their work on the specific area you are trying to have an impact on. You can also get insights on their hopes and aspirations.

**When to do your needs assessment?** You could do it as a very first step, once you know the target group (their profile and background) - even if the people consulted might not be the ones who eventually participate in your activity, you would have ensured they fairly represent the group you are targeting - or once you have your participants selected you can directly ask them more about their expectations, etc.
**How to do this?**

There are different kinds of needs assessment:

1. **Online**: Create a form online and ask key questions to better understand young people’s needs and profile. Attention! Be aware that if you do it online, for certain contexts, this would mean only youth who have access to internet and who are digitally skilled will be able to respond to that assessment and it might provide a biased understanding of the context. See an [example](#) here.

2. **Onsite**: Go to the targeted area/community, meet with the young people, organise a group discussion, individual interviews, etc. Of course, this option means you would need perhaps a certain budget for the travel, to organise the meetings, to secure some spaces and mobilise the youth - but it might be more efficient and also provide you with a first contact with your group, which can help to break the ice! Of course, it might be that you already know the group and have easy access and contact with them. If so, then we would suggest an onsite needs assessment.

The needs assessment will also help you decide on which type of format to implement for your educational activity (a study visit, a training, a seminar, etc.).

**Tip**: Conflict analysis can be used a pre-assessment tool before starting any project and be more conscious of the type of intervention to be implemented or even about our own biases towards that conflict.

**YOU WANT TO KNOW MORE:**

- [A community Needs Assessment Guide: Needs Assessment Survey](#)
- [Needs Assessment tool: Interviews](#)
- [Needs Assessment tool: Focus Group Discussions](#)
- [Needs Assessment tool: Photo Interviews (example)](#)
- **Needs Assessment process - T-Kit on Training Essentials, Council of Europe** (p.39)

## Defining learning objectives, outcomes and its indicators

Once you are clear on the needs of your target group and you have defined the main theme of your training, including its objectives, you also develop the learning outcomes and its indicators.

The objectives are what you intend to accomplish while the learning outcomes are the results you expect to see among your participants in the long term in terms of competencies (attitudes, skills, knowledge). At the same time, for you to evaluate if indeed your educational activity was able to trigger and enable those learnings, you will have to set indicators. Indicators are the “specific evidence that enables you to determine whether the learning outcomes of an educational activity have been achieved. Indicators can relate to all aspects of a competence: knowledge, skills and attitudes” ([Designing Learning for Peace 2016](#), p.49).

Here are some examples:

- **Learning objective** (in this case of an attitude): Development of tolerance

- **Learning outcome**: Participants will demonstrate attitudes of acceptance and respect for persons who are different from themselves in terms of race or ethnicity.

- **Possible indicators**: When asked to work together to complete a task in a group composed of peers of varying racial or ethnic groups, students will cooperate effectively. Students will demonstrate that they can refrain from using racial or ethnic stereotypes in their speech.

Source: [Designing Learning for Peace, 2006 p.50](#).
Youth4Peace Training Toolkit - Part 2

YOU WANT TO KNOW MORE:

• Learning Needs, Objectives, Outcomes & Indicators
  *(Designing Learning for Peace 2016, p.48)*

Monitoring and Evaluation

If you implement a learning programme, it is as important to properly prepare as it is to properly monitor and evaluate your programme. So, let’s make sure we understand the difference between monitoring and evaluation:

**Monitoring**: The systematic collection and analysis of information during the implementation of a project or program to make necessary changes when needed. *(Youth Impact for Peace, 2015, p.9)*

**Evaluation**: The systematic assessment of an ongoing or completed project, programme or policy; its design, implementation and results *(Youth Impact for Peace, 2015, p.9)*.

Kindly note that evaluation is usually done on educational activities with two objectives in mind: 1. to improve our practice, how we deliver, how we transfer competences and 2. for external purposes, to report back to other partners, stakeholders or donors (accountability).

In brief, through M&E, we are trying to assess to what extent the programme we implemented brought a positive change. Different levels of that change:

1. **Outputs**: New activities, projects and services that are implemented or delivered as planned.
   Examples:
   • 20 participants participated and completed the Training course on Conflict Transformation
   • 24 participants developed an action plan for a small-scale local training

2. **Outcomes**: Actual changes as a result or consequence of any output. Examples are changes in attitudes, like being more open to the ideas of others, or developed skills, like conflict transformation, cultural expression or digital competence.

3. **Impact**: Sustainable changes in social reality that can be reasonably attributed reached outcomes. An example of impact can be the reduction of violence in the respective setting or community where one or more of the participants are living and or working.

*Source: The Learning Curve, online evaluation guide UNOY Peacebuilders.*

And how to know if I am achieving my goals? **Indicators!**

Indicators are tangible and measurable markers that visualise results at all these levels. They help to assess the progress towards the achievement of the expected results. There are two main types of indicators: quantitative (i.e. number of participants, percentage of young people with conflict resolution skills) and qualitative (i.e. presence of an attitude of dialogue, quality of interactions) *(The Learning Curve)*.

**How to do it?**

**Step 1**: Develop your M&E plan against your learning objectives and the indicators set. Please see: Defining learning objectives, outcomes and its indicators.

**Step 2**: Define what you are monitoring or evaluating: the activity? The methodology? The entire programme? The satisfaction of the participants?

**Step 3**: Select the best method!
## MONITORING & EVALUATION METHODS

Here we present to you a few methods that we have been using as UNOY Peacebuilders:

<table>
<thead>
<tr>
<th>Description of the method</th>
<th>What for?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Post self-assessment survey:</strong> Based on your learning objectives, you can have a pre-assessment survey (right before your programme starts) to evaluate the learnings of your participants by making a comparison with the pre and post assessment. Both assessments would have the same questions. Be mindful that since it is self-assessment, participants might rate themselves quite high in the survey. The post-assessment is a form with the same questions as in the pre-assessment but in the past (&quot;what is, after your participation in this training, your understanding/skills on...&quot;) See <a href="#">here</a> an example.</td>
<td>Evaluation of learnings objectives</td>
</tr>
<tr>
<td><strong>Participants’ intentions:</strong> If you ask your group on the first session what their learning objectives for this programme are, you may also want to see by the end of the programme to what extent they actually achieved it. You could use informal sharing in plenary or in groups, or any particular activity, but this could provide some useful information about their evaluation of the programme</td>
<td>Evaluation of their expectations</td>
</tr>
<tr>
<td><strong>Parking Lot</strong> Throughout the whole programme you can make sure to have a space (could be a flipchart, a box...) where participants can freely express any doubt, suggestion, ideas they have.</td>
<td>Monitoring (learnings, methodology) Integrate suggestions</td>
</tr>
<tr>
<td><strong>Daily reflections:</strong> If your programme is longer than one day, it might be interesting to have a reflection moment at the end of each day for participants to reflect on what they liked, what they learnt, what they did not understand, what they would change/improve for the next day, and this could give you daily feedback that you could review with the team and incorporate the next day. Two methods that have been used by UNOY Peacebuilders: 1. In groups (usually groups of 4), participants will discuss their answers to the main questions and add their answers on post-its and jointly on a common flipchart; 2. In smalls groups, participants will discuss their personal answers to each question and one rapporteur for each group (preferably rotating every day) summarises their joint answers to the trainer(s).</td>
<td>Monitoring (learnings, methodology) Integrate suggestions</td>
</tr>
</tbody>
</table>
**Team meetings during the programme:** Usually the team would meet every day at the end of the programme to debrief and reflect on how the day went. It might be interesting to reflect on the group dynamics, learning, elements that worked well or not so well, review the daily reflections from participants and discuss how to review/adapt the programme for the following day.

**Monitoring (learnings, methodology)**
Integrate suggestions

**Formal and informal final evaluation:** At the end of the programme, it is highly recommended that you have an evaluation that can be informal or formal or combined depending on your format.

Evaluation of the learning objectives

If it is only one workshop or session, you may have an informal discussion with participants about their learnings, how they liked the methodology, etc. If longer, you may want to have a formal form for them to fill in and reflect more in detail about the programme. Find an example [here](#).

**Tips:** Always ask questions related to the objectives of the programme so you can assess if your programme has achieved the expected outputs, outcomes and some cases even impact, if the learning objectives were fulfilled, etc. You may also want to add a section for any comments they may want to add.

This can be done through a form right after the activity has finished so that participants can reflect on their learning when memories are still fresh. A second form (or brief interviews) can be conducted a few months after the activity to assess to what extent new developed competences have been applied and exercised in practice. Additionally, you can also include questions about newly implemented actions or projects, level of cooperation among participants (for example, have they stayed in touch? Have they organised follow-up projects together?)

**Certificates** are something we would usually encourage to prepare and give to participants who have been participating in the entire programme. It might be important for certain context where non-formal education is usually not recognised. You may want to add a section in the certificate for participants to reflect on what they gained and learned out of it. A template to use yourself can be found here, as well as an actual example.

**YOU WANT TO KNOW MORE:**
- Monitoring & Evaluation (Youth Impact for Peace: Monitoring, Evaluation and Learning in Six European Youth Organisations)
- Creating Educational Pathways (Designing Learning for Peace)
Designing your programme content and flow

DECIDING ON THE CONTENT OF YOUR PROGRAMME

As you are developing your programme, you should also start deciding on the particular sessions and related content you are delivering. The content of the session needs to be primarily connected to your overall objective and needs to address the needs of your group. The planning of your content and sessions needs to answer that question first before deciding on the activity/methodology. If you first choose the activity it might mislead you on a different topic/learning as certain activities can be used for very different learning objectives.

Tip: Make sure you develop your sessions based on objectives you want to reach: what do you want your group to learn out of the session? This is why we strongly recommend that you first set and define the learning objectives for each session rather than deciding on the activity.

In part 4, we provide you with some samples and templates. You might want to use others, but keep in mind to, at least, be clear with your objectives, methodology, time and materials needed.

WHAT IS A USUAL FLOW OF A PROGRAMME?

This is very important tool as it can have a great impact not only in the learning of your group but also on its dynamics. You cannot start discussing a sensitive topic if the participants do not trust each other.

1 Welcome, introductions, getting to know each other and teambuilding

The first days or first session should be dedicated to framing your activity: introductions to the activity, methodology and objectives, getting to know each other, building the team and sharing expectations and contributions. We hereby present key elements that are usually introduced in these sessions:

In these boxes you can find a brief introduction to these sessions, explaining what is usually the flow of that session and key elements to be approached. Please note that the order of the sessions in the boxes might differ. For a more concrete flow and detailed session outlines, kindly refer to part 4 of this toolkit.

Objective and methodologies: Short or long trainings, it does not matter, it is always important to start presenting your programme: the overall aim, the learning objectives, what is expected from participants, if this is part of a larger programme composed by different phases, etc. Depending on your time, you would also present the methodology of the training, that it is based on non-formal education and that will address different types of learnings. Participants need to be clear on why they are there and how and why this programme came to be.

Getting to know each other: From a first round of names to more elaborate activities to get to know one another in more depth, participants need to be given time to know who is in the room, from personal and professional perspectives.

Tip: Make sure to review the profiles of your participants to adapt the activities accordingly. No need to spend a lot of time on getting to know each other if the group is familiar with each other. However, it would always be needed (even briefly) as they might not know you or the rest of the training team!
**Expectations (Intentions), Contributions and Fears.** Discuss with your group their expectations of the programme: What do they expect to learn/to gain out of their participation in your programme? What are the experiences, knowledge, skills, attitudes they can bring and share with the group throughout the programme? It is equally important to understand how each participant can contribute: what is their particular experience and expertise that they will be able to share and bring into the discussions? And finally, what are their fears or worries regarding this training; any challenge they anticipate?

**Tip:** it can be a bit tricky because you might have participants that will have very high/non-realistic expectations about the programme and/or expect everything to come from the trainer. We can suggest that you state very clearly that everyone in the room has the obligation to support each other in fulfilling their expectations, and that primarily each one of them is responsible for their own learning. You may also want to use the word “intention” instead of “expectation”: keep changing and transforming the narrative! Example of a guiding question: “what is your personal intention in this training?”

**Tip:** being aware of the experience of your group will help you in identifying participants that might be able to contribute to certain sessions right from the beginning. Remember that they are here to learn from each other.

**Tip:** if participants have filled in an application form where you asked about their experiences and motivation, we suggest you prepare a summary of those in a flipchart. This is for your participants to realise you have not only read what they wrote but also worked on it; this will certainly be very positive and appreciated.

**Teambuilding:** this moment is crucial, and we believe that it should always be included in any educational activity. The group needs to feel confident and in a safe environment where they can express themselves without being judged while respecting core values (such as diversity or nonviolence).

In this session it is usually the moment in which the rules of coexistence (or group contract or working principles) are established. The group decides on attitudes and principles they will work with together throughout the programme.

**2 Sharing, learning, unlearning**

Once your group has agreed on how to work together, you can start with some activities that gradually increase in difficulty but also sensitivity. You may want to start with the core concepts and sharing experiences. Introducing new knowledge or skills might be done in a way that you are building from one session to another. You are navigating your group from analysing and reflecting to incorporating new knowledge or unlearning old knowledge to finally creating common ground and understanding as a group. For the methods, you can refer to the previous part on “methods”. In Part 4, we also provide you with concrete samples of session outlines (refer to part 4 page 92).
Tip: If your programme is 7 days or longer, you may want to include a free afternoon for participants to refresh, disconnect but also visit the surroundings. This is particularly important for participants who travel for the first time to this place as the programme might not allow other free moments. In addition, you can also suggest some tourist sites or organise a guided visit to a particular site. **End of the day informal sessions.**

In UNOY Peacebuilders’ experience, we usually add some informal sessions at the end of each day where participants can relax and continue to get to know each other at different levels. Most common session that we have planned are:

- **Organisations fair/Networking:** provides participants the opportunity to present the work of their organisations. You can ask them to bring materials, make a collage or to prepare some stands/stalls where participants can freely visit, similar to a market place.
- **Multicultural night:** this can be particularly enriching if your group comes from different cultural backgrounds; you can ask them to present their cultures through different (interactive) means (food, dances, traditional costumes, etc.).
- **Farewell night:** organise a nice space for the last evening where participants are able to enjoy an informal session to say goodbye and perhaps show their hidden talents?

**Tip:** These activities can be led and organised by the participants themselves; make sure you encourage inclusion and respect for diversity. You can also keep one evening free for them to decide what to do. Other options could be: movie night, talent show, theatre...

**3 Reflections**

In our experience, in programmes of more than one day we dedicate a session per day for participants to express themselves in a constructive way and to propose improvements and changes to the programme (kindly refer to M&E part on page 61-63).

**Tip:** If you are asking your participants for feedback during your programme with the aim of reflecting daily and being able to improve and adapt some sessions, you will have to make sure that you are open to it and comply with feedback given. How frustrating would it be for participants to provide feedback that is not actually being considered? That does not mean that you will be able to address every single piece of feedback or that you should change your entire programme; trust your methodology and sessions and most important keep any changes within your framework and your main objectives.

**4 Planning the follow-up and final evaluation**

Towards the end of your programme, we usually dedicate at least one session to plan the follow-up. As we hope the activity is a first step for your group to continue implementing and multiplying the learnings from your programme, this is also the moment to wrap up the programme and end with a closure.

**Evaluation:** It is essential that each programme ends with a formal and non-formal evaluation where you evaluate to what extent the learning objectives were achieved and the competences goals reinforced. In addition, this is also a space for the participants to express themselves regarding the whole programme; about the content, methodology and relevance of the methods used, the spaces, the logistics, etc.
Group development

Be aware of group dynamics: just as your programme follows a certain flow, your group of participants is also in constant development. According to Bruce Tuckman (1965) it goes through different phases:

1. **Forming**: the participants are yet to feel comfortable amongst each other, they are getting to know each other and are assessing how to work with each other.

2. **Storming**: the participants feel more at ease and have a better understanding of the programme and methodologies. They start to state strongly their opinions and beliefs and conflict might arise.

3. **Norming**: in this phase, the group is both more clear on how they feel about each other as well as on how to work together and they start developing their own rules, dynamics, “norms”.

4. **Performing**: the participants are more comfortable with each other and have created their own rules on how to work together, which they now start implementing. It is the time for action.

5. **Adjourning**: this is the moment for the participants to break apart as their objectives have been fulfilled. It is usually the end of the training and the moment to think about the next steps to move forward.
**Format**

You will need to decide on the format of your programme. First question: is it online or onsite? Or a combination? UNOY Peacebuilders has lately been working on onsite trainings that have an online component, where most of the time the preparation part of the training is done online, such as reviewing online key concepts, and getting to know each other etc.

The second question you need to think about is if your programme is residential (i.e. participants will stay overnight) or not.

We present here a review of the options with some advantages and disadvantages (this is not exhaustive but based on our experience):

<table>
<thead>
<tr>
<th>Format</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Onsite</td>
<td>· Nothing like the human connections!</td>
<td>· Not all participants can afford to come to an onsite programme: budget, security, permissions, visa and entry requirements etc.</td>
</tr>
<tr>
<td></td>
<td>· You can better understand the dynamics in the group, mingle with your participants, have informal chats during breaks and get closer to each other.</td>
<td></td>
</tr>
<tr>
<td>(Onsite)</td>
<td>· Supports creating strong ties among your group as they spend 24 hours together.</td>
<td>· You need the budget for it!</td>
</tr>
<tr>
<td>Residential</td>
<td></td>
<td>· Very demanding as you will need to be with your group 24 hours.</td>
</tr>
<tr>
<td>(Onsite)</td>
<td></td>
<td>· Depending on your context, you might need to assess the security conditions: is it safe for your group to stay overnight?</td>
</tr>
<tr>
<td>Non-</td>
<td>· Good option if your budget is limited.</td>
<td></td>
</tr>
<tr>
<td>residential</td>
<td>· Can provide the opportunity for the participation in certain contexts of groups who have traditionally been less empowered such as women who might not be allowed to stay overnight.</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>· Open to participants that might not have the chance to travel (visa require-ments, coming from areas with difficult access or having a limited budget).</td>
<td>· It will be only accessible for youth who have access to internet and computer skills (you might exclude those who do not).</td>
</tr>
<tr>
<td></td>
<td>· You can have a bigger group and give more youth the chance to participate.</td>
<td>· You miss the human contact</td>
</tr>
<tr>
<td></td>
<td>· In difficult conditions, it can be the only option due to security concerns (youth not being able to travel to a training venue etc.)</td>
<td>· Participants should be able to work independently, as the follow-up might be more limited than onsite.</td>
</tr>
</tbody>
</table>
In addition, you will need to consider:

- **Number of days:** You can have a one day workshop with 1 to 4 sessions or trainings/programmes or multiple days with up to 5 sessions per day. Of course, this may depend on the budget you have and also the availability of your group. During your needs assessment, it is recommended to also ask about the practicalities of your programme: when could the youth attend? You might need to have it take place after school/university, during holidays or weekends. And for how many days? Depending on your objectives, you might decide on a shorter or longer version of your programme. Most importantly, it satisfies the needs of your group and your objective. According to UNOY Peacebuilders’ experience, we usually run trainings for a duration of 7 full days (excluding the days for travel).

- **Length of sessions:** From our experience, we usually suggest to have sessions between 1h and 1h30. If sessions run longer it can be difficult for participants to stay focused, and shorter sessions mean it would be hard for you to explore in depth. If your programme is longer than one day, we suggest to start every morning with an overview of what will happen throughout that day. It is also good to end the day with some reflections/feedback as this helps you to understand how the participants are progressing and how they are achieving the learning objectives you have set. Also, if you request daily feedback on elements that could be improved, make sure you are actually considering it and take actions to adapt/review your programme. A suggestion is that you start the next day by also sharing their feedback from the day before and reflect on how you have incorporated it or not. Be honest! If you were not able to address some of their requests, it is also completely fine but at least make sure to explain it to your group. This also contributes to building trust between you and the participants. Finally, regarding breaks, we suggest to have at least one coffee/tea break in the morning (15-30 min) and two in the afternoon, depending on the group size.

- **Size of the group:** You need to decide on the size of your group. Through UNOY Peacebuilders’ experience, most of the trainings have counted with a maximum of between 20-24 participants in on-site training (it can go up to 70 in online trainings) as it seems a good number to handle dynamics, to make it participatory and based on non-formal learning methodology. However, the size can vary.

### 2.3. Practical preparations before the start of your programme

**Call for participants**

Time to identify your group! Depending on how widely you open applications for your activity and how you select your participants, it might affect your overall activity and the group dynamics.

When you prepare the call for participants, include some background information about the programme (how it came that you are organising this), the objectives and criteria to apply. Then provide the form to apply for the programme (you may have questions around experiences and motivation/intention most of the time). Find an example [here](#) as well as an example of an actual application form.

There are a few options:

- **Open call:** The open call has the advantage of being a transparent process and being accessible to anyone who is aware of the call and matches the criteria. Of course, this means that you need to be aware of the places where your call will be visible: is it only on online platforms? Which ones? Who has access to it? In which language is your call? Do you also have it available in printed forms? Can youth apply through other means (through a motivational video for instance, as not all might have the same level of literacy depending on the context you are working).
• **Semi-open call:** This might be useful if you are working with a certain group or organisation and you make your call only open for the youth of that group/organisation. Of course, this means that you would not have people from “outside” that group but you might still want to select from those, the ones who have more interest or motivation.

• **Closed call/no call:** Your group is pre-identified and you know from the start the participants you will be working with. If this is the case, you may want to consider having a targeted needs assessment with them.

• **Selection:** It is important that the call reflects the criteria of selection so that it is transparent for everyone what the selection will look like. Some people choose to reflect the rate for each question, to specify the criteria of selection and/or which groups are given priority. The most important, or so we feel, is to be honest and open. Most common criteria of selection that we use are: experience, personal motivation from the participant and content but also gender and geographical locations to ensure a balanced and diverse group.

**Tip:** If you select certain participants based on personal connections or interests, or if you make some exceptions, be ready for critique and for being called out by participants at some point about this, as it is quite likely that your group will find out that some people were treated differently. It will directly impact the trust and values in your training.

**Infokit**

A good practice is to provide information beforehand to your participants for them to prepare for the programme they are about to take part in it. One option is to send them some pre-assignments that can be done online. Alternatively, you can simply share some reference documents that you encourage them to read before they join the training. Of course, you cannot guarantee that they will actually read or prepare, but at least some of them will and it can help in starting your programme from a common ground.

From experience, we believe it is essential to at least provide your participants with an infokit that compiles key information about the programme: venue, logistics, programme, objectives, methodology used, information about the trainer(s), materials they should bring or even about reimbursement procedures (if it applies to your programme).

Find an example [here](#).

**Logistical considerations**

**Venue:** The choice of your venue can have quite an impact on how your programme will flow, so we suggest you do not underestimate this part. Key elements we suggest you consider before choosing the venue:

• **Accessibility:** Is it easily accessible for participants, including those participants who are differently abled?

• **Spaces and surroundings:** How much space can you use? Do you have outdoor spaces you can use? Can you split your group in groups using different spaces if needed? Is the venue surrounded by a noisy environment that could affect your training? Is it a public space where people come in and out and could easily distract your group? Do you have natural light coming in (in a dark space or only artificial light participants can tire very quickly)?

• **Training room:** Is your training room in alignment with your programme, methodology and size of your group? Can you move the chairs and/or tables?
• **Equipment:** Does your venue have the sounds/light equipment that you might need? If not, you can of course always bring it yourself but make sure to put it on your to do list.

• **Food:** Does the venue provide the food or do you need to pick it up from somewhere else (and in this case, who will be in charge of it)? Does the place provide vegetarian, vegan, halal options? And do not forget to ask participants about their food preference and/or allergies/intolerances.

• **Safety/connotations:** Is it a safe space for participants to go? Is it a space related or controlled by a security force (is it for instance controlled by the army or police) or by a particular religious/ethnic group that could make some people reluctant to take part?

• **Materials:** Do not forget to buy, borrow or gather all needed materials for your programme! This should be based in line with the development of your session outlines that indicate the required materials for each session. Basic materials that we usually need in a training are: markers, flipcharts, A4 sheets, coloured papers, scissors, glue, tape, notebooks, pens, post-its, flashcards, etc. Do not forget to print the programme, evaluation forms, pre- and post-assessment forms and the certificates, in case you don’t use online forms!

**Language**

The language in which you will deliver your programme definitely makes a difference who would be able to attend your activity. If you are conducting an international programme, you may choose English by default, but remember that it might not be the native language for most of your participants. This might affect not only the way they will express themselves but also how confident they feel in interacting.

**Tip:** If English is also not your native language, an easy way to break the ice is to tell them that you also do not speak the language perfectly, but that you are trying your best and encourage your group to do the same.

During your needs assessment, or at least during the selection process, you have analysed this and therefore prepared your programme accordingly. It is important that your programme design and methods are also diverse so that it can allow your group to participate in different formats.
Translation

If you are communicating in a foreign language and need translation during your programme, this would require some preparation beforehand.

1. First, you need to be sensitive to your context as you might be perceived as an outsider coming to “teach” them as if nobody in their context could do so. In this case, you may want to first assess if there is a local trainer that could lead the programme and you could be there as a support. This may support ownership but of course you would not be leading and would be less in control of what is happening in the training room.

2. If you go for the option of having a translator, you may want to meet your translator one or two days before to check on the terminologies used. For example, in some languages conflict and violence are translated into the same word! It is important that you are aware of it so you can prepare accordingly. Also try to learn some words in the local language to break the ice with your group and most importantly make sure you understand the context of where you are delivering the training. Important! If you have translation, be mindful of time as it takes usually twice as long and you need to calculate and reflect this into your session outlines. Also, opt for simpler activities and make sure you give your translator a copy of the activities you are implementing. Also, try to have a translator who is familiar with the terminologies and concepts, it will help a lot to ease the process along and make sure that everything is well understood.

3. Finally, do not forget that languages are not only the spoken ones, you also have sign language. If you have participants who speak sign language, you might need to ensure proper interpretation for them but also the adequate methodology so that they feel included.

Template: as you can see, there are many things that need to be kept in mind and where we need to properly follow up and to be prepared. You can create your own to do list, or you can use this preparation form template.

2.4. Implementing your programme

The training team

In most of the programmes we deliver, it is not only us, the trainers, who develop and implement the programme, but we are usually supported by a team. Who are those people and what are the different roles of each one?

- **Coordination:** There is usually a person who is the overall coordinator of not only the educational activity but also the project this activity falls under: supervising the whole process from developing the project, including the budget and finances to the monitoring and evaluation.

- **Logistics:** You may have one or more person from your organisation, from the host organisation or from outside who will be in charge of the logistics: from picking up participants from a certain place and making sure they arrive to the venue, to ensuring the coordination of meals, to being in charge of the materials, etc. Very important: this person might also be in charge of buying/preparing materials needed for the programme.

- **Trainee(s):** Depending on the length of your programme and the size of your group, you may need to have more than one trainer - highly recommended when you group is larger than 15 participants. It would then be very important that you carefully prepare together the design, flow and session outlines of the programme, and that you are clear on the roles and responsibilities of each one and to get to know each other (in particular in terms of strengths and weaknesses when delivering a programmes) well in advance.
• **External resource persons:** For certain sessions you may want to invite some external resource persons who have a particular experience or expertise to share with the group that you as trainer cannot provide. This can be done by inviting a professional photographer who can show how to use images and media to create alternative narratives, or a policy maker working on security issues at the municipality or national level, or a youth-led organisation representative sharing their work at a grassroots level. This is usually beneficial for participants to get new perspectives or to discuss some more technical questions with a particular expert. However, remember that as a trainer you are responsible for the learning process of your group and you need to be present during those sessions in order to be aware of dynamics, concerns and to reflect back in other sessions or during feedback moments.

**Tip:** Make sure that your team is also balanced and diverse in terms of gender, geographical areas, ethnicities, religions, cultures... You can only be the perfect example for your group! In particular, we usually deliver trainings that are co-facilitated and we would strongly recommend having a gender balanced trainers team. In addition, if you are organising an international educational activity with an intercultural team and trainer, include at least one local trainer who should be familiar of the local context and respective conflicts.

**Difference between facilitator and trainer:**

The trainer is the one who, based on a training programme with clear learning objectives, seeks to provide and share a series of competencies with the participants through inputs and experiential and participatory methodology. On the other hand, the facilitator does not aim to lead the acquisition of skills and in particular knowledge, but instead aims to facilitate the process. Of course it can be that there will be some learning, but that is not the main goal. It is rather to ensure a space that encourages a process (networking, developing initiatives, in a seminar, etc.).

Excellent! You ended part 2, reviewing or discovering all the key elements that compose a training, from its design to its implementation. We will now move on to understanding how to manage your group and most important the key values and attitudes we hope you will carry as a trainer in peacebuilding.
Bibliography | Sources Consulted

PART 2

- Partnership between the European Commission and the Council of Europe in the field of Youth, Training Kit (T-Kit) 6 on Training Essentials. Available online at: https://pjp-eu.coe.int/documents/1017981/1667921/kit6.pdf/459e262b-11f9-4af8-834f-c10c4cf4d30a

WEB REFERENCES CONSULTED

- http://www.allianceforpeacebuilding.org/2013/08/selected-definitions-of-peacebuilding/
- http://experience.jumpfoundation.org/what-is-debriefing-and-why-should-we-debrief/
- https://www.coe.int/en/web/no-hate-campaign
- http://www.nonviolentcommunication.com
- https://www.salto-youth.net/tools/toolbox/
- http://www.transcend.org
- https://workingnarratives.org/article/why-stories/
- http://www.c-r.org
- http://www.workingwithconflict.wordpress.com
- https://www.coursehero.com/file/29203319/CONFLICTS-IN-INTERNATIONAL-RELATIONSdocx/
This toolkit is supported by a grant from the European Youth Foundation of the Council of Europe. We would like to take this opportunity to thank them for their support.

**Use the toolkit, share it, copy it!**

Just mention that it came from UNOY Peacebuilders. Suggested citation: 
This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.