POSITIVE PEACE IN ACTION GUIDE

How to Implement the Positive Peace Framework

Photo by Chris Offer

Guide framework developed by PartnersGlobal

Copywritten and designed by Summer Lewis

Edited by Staci Hauschild

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How to Navigate this Guide

- **Table of Contents:** Each section of this guide is listed in the TABLE OF CONTENTS and is hyperlinked within the document - click on the section you want to go to from the Table of Contents, and you will be taken directly to that section.
- **External Links:** Links to external resources are linked in blue within the text - simply click on them to open the weblink in an internet browser window.
- **Internal Document Links:** Links to activities, content, and other sections of the guide are cross-referenced (linked) in blue within the text - just click on the blue text to be taken to that item's location in the document.
- **Bookmarks Bar:** If you are viewing this in Adobe Acrobat, go to the toolbar, click on "View" → "Show/Hide" → "Navigation Panes" → "Bookmarks." This will allow you to see the Table of Contents and main sections of the guide in a sidebar as you scroll.

Enjoy the journey!

I. INTRODUCTION

Peacebuilding and Conflict Prevention: Understanding Our Rotary Vision

Thank you for your leadership in supporting Rotary's commitment to peacebuilding! We hope this guide will be helpful as you consider designing and implementing events to promote Positive Peace in action. Your efforts are an important part of connecting Rotary's diverse grassroots work to our global, interconnected peacebuilding mission.

Rotary International envisions a global surge in local efforts to promote peace with the involvement of Rotarians throughout the world. The concept of peace is not universally understood. In fact, the word peace conjures up receptive as well as resistant opinions, for a number of reasons, including the association of peace with political idealism and antiwar movements.

Rotary International has partnered with the Institute for Economics & Peace (IEP), an independent, nonpartisan, nonprofit think tank dedicated to shifting the world's focus to peace as a positive, achievable, and tangible measure of human well-being and progress.

This section introduces IEP, examines the related notions of peacebuilding and Positive Peace, and aims to help club and district leaders understand the challenges of promoting peace.

Peacebuilding and Conflict Prevention Area of Focus: Statement of Purpose and Goals

The Rotary Foundation enables Rotarians to advance peacebuilding and prevent conflict by:

- Enhancing the capacity of individuals and communities to transform conflict and build peace
- Training community members in peace education, peace leadership, and conflict prevention and resolution
- Providing services that help integrate vulnerable populations into society
- Improving dialogue and community relations to determine how best to manage natural resources
- Funding graduate scholarships for career-minded professionals related to peacebuilding and conflict prevention

Rotary's Partnership with the Institute for Economics & Peace

IEP achieves its goals by developing new conceptual frameworks to define peacefulness; providing metrics for measuring peace and uncovering the relationships between business, peace, and prosperity; and promoting understanding of the cultural, economic, and political factors that create peace. IEP produces the Global Peace Index annually, which ranks more than 160 independent states and territories according to their level of peacefulness.

Positive Peace, a term introduced more than 50 years ago, is featured in IEP's work and now in Rotary as a path toward positive social and global changes. Differentiated from more idealistic or moralistic concepts of peaceful societies that emerged in the past, the IEP Positive Peace Framework is empirically derived and relies on statistical analysis to identify the common characteristics of the world's most peaceful countries.

Rotary now aligns with IEP to approach peace through evidence and avoid subjective value judgments about the drivers of peace. The purpose of this partnership is to help you - local clubs and districts - promote peace anew through community partnerships and outreach. Rotary wants Positive Peace to be referred to pervasively in regard to the commitment of Rotarians worldwide to build peaceful communities, regions, nations, and international relations. This guide makes promoting peace easier.

Peacebuilding and Positive Peace

Peacebuilding is ultimately an elastic concept, encompassing a wide range of efforts by diverse actors at the community, national, and international levels. Within the world of Rotary, if you asked 100 Rotarians to give their definitions of peace, you would likely get 100 different answers. So what is a current understanding of peacebuilding and conflict prevention for Rotary members?

Photo by Chris Offer

We intend to dispel the limiting belief that peace is political. In order to strengthen our communities - however big or small - we need to eliminate fear because peacebuilding happens far from areas of armed conflict and, as we hope you will see, begins with deliberate and coordinated efforts at home. People directly affected by violence may legitimately associate peacebuilding with risks, but Rotarians can care deeply about strengthening communities and global relations and get involved in meaningful peacebuilding activities without exposure to harm.

The Positive Peace in Action Guide encourages active engagement with peacebuilding by offering a framework for thinking about and working toward practical shifts that nudge community members, leaders, and institutions in the direction of a more peaceful society. An outcome of greater attention on peacebuilding and conflict prevention is the opportunity for local clubs and districts to amass relational capital. Relational capital sounds economic, and it is to the extent that we might exchange time, energy, and resources within our communities in order to prevent conflict, reduce tensions, and build Positive Peace together.

Why Positive Peace?

The term Positive Peace is attributed to Johan Galtung, a Norwegian sociologist and the principal founder of the discipline of peace and conflict studies. Galtung made a distinction between socioeconomic conditions that are ripe with cooperation and harmony (positive) and basic security that brings about the end of violence or fear of violence (negative). Both are necessary, although conventional concepts of peace often focus on the negative state, which includes the absence of war or the lack of direct violence or fear of violence. This short-term thinking about peace focuses

merely on ending violence and trauma rather than building longer-term conditions that enable society to reconcile, unify, and flourish.

The maxim that you should behave toward others as you want them to behave toward you provides language that compares do with do not in how we treat other people, and Galtung introduces the same comparison with Positive Peace and negative peace. Thus, the aims of IEP and Rotary toward Positive Peace emphasize what we can do to foster lasting peace. This begins by recognizing the related nature of eight broad categories (Pillars of Positive Peace), which provide a Positive Peace Framework to understand how attitudes, institutions, and structures function together to create attitudes, institutions, and structures that create and sustain peaceful societies.

The Pillars of Positive Peace

The Institute for Economics & Peace has identified eight key domains, or Pillars, that comprise Positive Peace.

The eight Pillars are highly interconnected and interact in varied and complex ways. These Pillars interact together systemically to build a society's attitudes, institutions, and structures. High levels of Positive Peace occur where attitudes make violence less tolerated, institutions are more responsive to society's needs, and structures underpin the nonviolent resolution of grievances.

Text from IEP Positive Peace Report

Positive Peace is a transformational concept because it focuses on what we can do to contribute to the economic and social well-being of our societies, rather than concentrating only on removing threats or negative factors that inhibit peace. Global and time-tested research reveals an intersection of the Pillars, and ongoing analysis of precise global data enables IEP to empirically show how even small positive changes in one area can directly or indirectly lead to peace-positive shifts in other areas. Consistent and coherent synthesizing of data with objective analysis shows how we might improve peacefulness by growing economies, preparing societies to absorb shocks and be more resilient, enabling greater social inclusion, and managing natural and human resources responsibly.

Positive Peace and Rotary

Interrelatedness is also a central idea of the eight Pillars of Positive Peace, which states that stable and flourishing societies depend on well-functioning governments, good relations between neighbors, low levels of corruption, acceptance of the rights of others, high levels of human capital, sound business environments, the free flow of information, and equitable distribution of resources. The transformational power of the Positive Peace Framework starts with understanding how each Pillar depends on the others. Thus, effective projects that target the business environment or access to resources, for example, will affect or be influenced by shifts within the other Pillars.

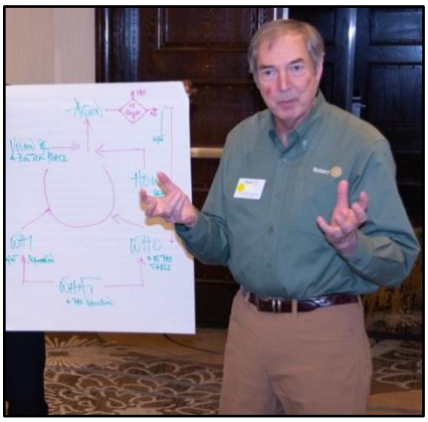


Photo by Chris Offer

Rotarians are already working on the issues identified within the Pillars of Positive Peace. That means Rotarians are actively contributing to peacebuilding, though they may not consider themselves to be peacebuilders or realize that their volunteer initiatives impact peace. This guide aims to build awareness of the concepts within Positive Peace and create alignment around a peacebuilding agenda that will support Rotarians as they work on these Pillars with others, both globally and locally. The actions we outline will help Rotarians build skills and lasting capacity in their communities and discover the power of systematically approaching permanent improvements.

Positive Peace Pilot Events 2017 - 2019
First and Second National Encounters "A Stronger Mexico: Pillars of Positive Peace" (Mexico) and "Positive Peace for Colombian Youth" (Colombia)

Rotarians in Mexico City and Bogotá, together with their international partner clubs, tested a new curriculum for Positive Peace seminars and training of trainers. They focused on emerging youth leaders in Mexico and Colombia.

Photo by PartnersGlobal

Through a global grant, The Rotary Foundation provided support to local Rotarians, who designed activities and collaborated with PartnersGlobal, an international peacebuilding organization, and local affiliates Partners Colombia and Centro de Colaboración Cívica in Mexico. The two project teams coordinated with each other, with Rotary International, and with IEP to implement these pilot experiences and capture the learning outcomes and practical guidance for Rotarians who want to replicate the experience in clubs around the world.

Photo by PartnersGlobal

Peacebuilding events, on the scale achieved in our pilot projects, can be relatively cost-effective for clubs to arrange and conduct. The combined experiences of Rotarians involved in pilot testing, supported by IEP and PartnersGlobal's regional affiliates, established a starting point and an impetus for initiating worldwide, refocused attention on peacebuilding and conflict prevention.

II. GETTING STARTED: PLANNING AND DESIGNING AN EVENT

Step One: Determine the Type of Positive Peace Event

This guide is meant to prepare Rotarians and their communities to plan and conduct an event that promotes peace. References to peace in this context entail exploring new opportunities or re-examining ideas that promote social harmony and that strengthen communities. Therefore, the scope of a Positive Peace event depends on first deciding the level of community engagement that makes sense in your area:

Level 1 - Hold a one-day event: Positive Peace Forum. This kind of event effectively showcases the Positive Peace Framework in order to educate Rotarians and others and to stimulate new thinking. Effective one-day events require tight time management. These forums have less time available for forming relationships and for applying the Positive Peace Framework to actual scenarios that may emerge as participants discuss strategies that connect all eight of the Pillars.

Level 2 - Hold a two-day event: Positive Peace Workshop. IEP routinely conducts two-day Positive Peace workshops worldwide. This has emerged as a standard because of evidence that groups are more likely to internalize and apply the Positive Peace Framework when the event spans two or more days. Some advantages of a two-day Positive Peace workshop include more group cohesion and more complete conceptual understanding, reflection, and action-oriented outcomes. This is in part because facilitators have more time to develop the content through activities and discussions.

Level 3 - Hold a three-day event: Positive Peace Seminar (with optional Training of Trainers). The seminar mirrors the workshop but emphasizes the networking and skill-building components in ways that help participants design and implement Positive Peace actions in their communities.

Sensitivity: How Peacebuilding and Conflict Prevention Can Be Controversial

Rotary supports peacebuilding and conflict prevention training, education, and practice through initiatives that help transform conflict in our communities and around the world. For Rotary, conflict transformation involves identifying and working with the underlying conditions, relationships, and social structures that give rise to conflict. Through this process, we move beyond conflict resolution or management to transforming our environments - so that conflict subsides and lasting peace prevails.

A cautionary note to representatives of Rotary, especially event facilitators:

This guide helps you plan and implement events that have the potential to generate ideas and momentum for making systemic changes. Producing positive outcomes necessitates an openness to including everyone, without bias or assumptions. For instance, members of Rotary clubs and districts are likely to attach their own meanings to the peacebuilding and conflict prevention area of focus.

Do not assume that all Rotarians or members of various communities share a common perspective or interest. Rather, begin by finding common ground. Those who participate in locally-sponsored initiatives may respond to the Positive Peace Framework, which should be separated from political, value-laden, or moral preconceptions of peace.

Facilitators should be careful to remain objective and represent Positive Peace as a framework that can be applied irrespective of politics or value priorities, and without judgment. The strength of the Rotary-IEP partnership is objectivity and a shared interest in reinforcing and building attitudes, institutions, and structures that allow societies to flourish.

	POSITIVE PEACE EVENT OPTIONS		
	One-Day Positive Peace Forum	**Two-Day Positive Peace Workshop**	**Three-Day Positive Peace Seminar (with optional Training of Trainers)**
DESCRIPTION	Consolidated introduction of the Positive Peace Framework, intended to draw attention to systemic community peacebuilding approaches	Well-paced assimilation of the Positive Peace Framework with attention devoted to strategic thinking and activating the eight Pillars for systemic changes	Expanded Positive Peace workshop that empowers Rotarians and participants to extend the impact of the Positive Peace Framework
OBJECTIVES	- Position the Positive Peace Framework as a practical tool - Introduce a systems approach to create lasting change - Invoke the evidence that shows how sustainable changes emerge when all (not just one) of the Pillars converge on a common issue, therefore helping participants visualize how each of the eight Pillars affects common issues and how strategically aligning actions in all of the Pillars produces the conditions for sustainable change - Empower participants to apply the Positive Peace Framework - Allow potential strategic collaborators to network - Allow participants to form their own visions that analyze and link the eight Pillars	- Position the Positive Peace Framework as a practical tool - Introduce a systems approach to create lasting change - Invoke the evidence that shows how sustainable changes emerge when all (not just one) of the Pillars converge on a common issue, therefore helping participants visualize how each of the eight Pillars affects common issues and how strategically aligning actions in all of the Pillars produces the conditions for sustainable change - Empower participants to apply the Positive Peace Framework - Form strategic connections among participants - Activate various peace projects with practical and measurable actions	- Position the Positive Peace Framework as a practical tool - Introduce a systems approach to create lasting change - Invoke the evidence that shows how sustainable changes emerge when all (not just one) of the Pillars converge on a common issue, therefore helping participants visualize how each of the eight Pillars affects common issues and how strategically aligning actions in all of the Pillars produces the conditions for sustainable change - Empower participants to apply the Positive Peace Framework - Form strategic connections among participants - Activate various peace projects with practical and measurable actions - Train participants how to duplicate a Positive Peace event for broader audiences

Step Two: Design Your Positive Peace Event

1. **Connect the Rotary area of focus with your local vision.** Peacebuilding and conflict prevention is one of Rotary's seven areas of focus. The Positive Peace Framework suggests that the other six areas - disease prevention and treatment; water, sanitation, and hygiene; maternal and child health; basic education and literacy; community economic development; and supporting the environment - coincide with peacebuilding and conflict prevention. In fact, each area is an arbitrary initial point that, when combined with the other areas of focus, catalyze dramatic behavior changes. The eight Pillars of Positive Peace encompass Rotary areas of focus but extend to a wider range of attitudes, institutions, and structures. Facilitating a Positive Peace event can be the catalyst for designing systemic, socially important, and enduring outcomes.

2. **Consider the intent of your event.** As you decide on the location and scale, consider how a one-day, two-day, or three-day Positive Peace event can help local Rotarians see peacebuilding as a social imperative with clear economic drivers. Peace has been an elusive concept, and our partnership with IEP can help Rotarians make sense of it in order to promote multifaceted projects that have long-term economic and social impacts.

3. **Collaborate locally.** Positive Peace may be a new term for your club, district, or community. Forming a sturdy Positive Peace foundation will ensure that your investment of time and resources will endure. To achieve a lasting impact, begin with the foundation. Within your community, you are likely to find leaders, organizations, and people with whom to collaborate.

4. **Consider working with experts.** During the Mexico and Colombia pilot experiences, Rotarians partnered with local peacebuilding organizations to facilitate yearlong Positive Peace events and activities. The sensitive nature of local conflict dynamics and the complexity of the materials can make some Positive Peace actions potentially difficult for non-experts to implement alone. We recommend that Rotarians consider allying with a professional peacebuilding organization or consultant to assist in managing, mentoring, and evaluating your event. Consult the XII. PARTNER ORGANIZATIONS AND RESOURCES APPENDIX for information on potential partners.

Positive Peace Event Partners: Rotary Positive Peace Activators

The Rotary Positive Peace Activator Program is an international network of peacebuilders trained in the IEP Positive Peace Framework, equipped to provide peace training and project support to Rotarians. See the XII. PARTNER ORGANIZATIONS AND RESOURCES APPENDIX to connect with an Activator.

5. **Plan to measure your impact.** Consider who will sustain you in helping to measure the impact of future initiatives. Global grants require a robust monitoring and evaluation plan to track the results achieved by the grant.

Step Three: Budget and Fund Your Positive Peace Event

Once you have determined the type and intent of your Positive Peace event, there are several potential sources of funding: direct fundraising at the club level; local sponsorships from area businesses (engage local citizens and organizations to participate); or absorbing event and travel expenses through district grants or global grants (when you collaborate with international club

partners). Costs for each type of event will vary widely depending on the local economy of the club or district hosting the event. Depending on the type of event, some costs to consider include:

	TYPE OF EVENT		
	One-Day Positive Peace Forum	**Two-Day Positive Peace Workshop**	**Three-Day Positive Peace Seminar (with optional Training of Trainers)**
Essential Components			
Venue costs for hosting event(s)	x	x	x
Food and beverages during event(s)	x	x	x
Consultants or experts (honorariums, travel)	x	x	x
Travel for participants		x	x
Lodging and meals for participants		x	x
Materials and printing (banners, conference booklets, pens, other teaching materials)	x	x	x
Communications (photographer, video production, event logo design)	x	x	x
International transfer fees or local taxes	x	x	x
Optional Components			
Event t-shirt	x	x	x
Small gifts for participants	x	x	x
Awards ceremony for top Positive Peace actions in the field (venue, materials, food and beverages)			x
Financial prize for winning Positive Peace projects to continue their field work			x
Travel for international club partners to attend events in sponsor club country	x	x	x
Production costs for summary report (consultant time, design and printing costs)			x
Production costs for event video (videographer, editing)	x	x	x

Step Four: Assemble a Positive Peace Event Coordination Team

Social systems are like ecosystems - small shifts can cause lasting ripple effects, especially when change is "nudged" from all eight directions (reflected by the eight Pillars). Because of the complex implications of the Positive Peace Framework and the potential for establishing legitimate and far-reaching connections, it is wise to involve a range of key actors or organizations as you discuss and develop your Positive Peace event. Diversity from within your community will strengthen your event and make planning more inclusive. It is also important to establish clear roles and responsibilities, especially when collaborating with individuals and organizations outside of Rotary.

1. **Decide who to invite to participate and to help plan.** Once you have determined the type, intent, and cost of your Positive Peace event, identify the audience you wish to reach and who can help you convene the right experts, leaders, and participants. Think about existing trusted relationships, including previous partnerships or personal relationships.

   A Positive Peace event can also be instrumental in building new relationships that introduce others within your community to the impact of Rotary. Treating this event as a public relations opportunity, as well as genuinely promoting peacebuilding, has the potential to further identify local Rotarians as peacebuilders. Therefore, involve members of the community at all stages of planning and execution.

   To create a successful Positive Peace event, intentionally identify, connect with, link together, and establish relationships with many diverse community groups. Bring the right coordination team together to represent elements within government, business, media, civic organizations, and the public. The main point is that Rotarians should not work alone - working collectively within your community is Positive Peace in action.

2. **Consider co-hosting your Positive Peace event.** First, evaluate who (or which organization) can substantively help attract participants and manage the duties required to execute a Positive Peace event.

Event Target Audience Profile	Potential Co-Host or Coordination Team Member
Government participants	Government agency International organization (e.g., UN Sustainable Development Solutions Network) University program on good governance or peacebuilding
Business sector participants	Chamber of commerce Business schools Business-focused media partner
Civil society leaders	Civil society networks Nonprofit groups Religious groups Community-based coalitions Foundations or other philanthropies
Youth	Youth organizations (e.g., Rotaract, Interact, YMCA, Boys & Girls Club, school club)
Mixed Group	Small coalitions of respected leaders with connections to all community sectors Media-savvy collaborators

3. **Select your team.** Your coordination team should not be too large (no more than five to six people) and should include:
   - Local Rotary club project coordinators
   - International Rotary club sponsors (if a global grant is obtained)

- Expert facilitator or trainer from within Rotary or connected with Rotary
- Co-hosts or co-conveners (depending on the target audience)
- Logistics coordinator (from your club or district, or from other volunteers)

4. **Define team roles and expectations.** Rotarians serve as the conveners of the coordination team, and we strongly recommend that an initial meeting be held to clearly define roles and responsibilities between groups and individuals before the start of the project. If a global grant is involved, then the coordination team should be identified and involved in the development of the grant proposal from the earliest stages. A memorandum of understanding (MOU) should be signed prior to implementing the grant with all partners or expert consultants. Consult the XI. TEMPLATES APPENDIX for an MOU template.

Photo by Chris Offer

Recommendations for responsibilities to define:

- **Identification and selection of participants:** For your Positive Peace event to have a lasting impact, it is vital to carefully identify the right participants. All project partners should be consulted, but the process of mapping potential participants needs to be clarified upfront. The decision-making process of selecting and inviting participants should be clear. See the III. MAPPING ROTARY CONNECTIONS AND PARTICIPANTS section for detailed instructions.
- **Technical coordination from within the coordination team:** The technical coordinator will be responsible for the agenda and orchestration of the event and will be vested with final authority to streamline decision making, although your coordination team should actively engage in the process from start to finish. The technical coordinator should establish an agenda with input from team members and work with them to identify opportunities to engage experts and members of communities to participate in aspects of the event. Limit the number of people who are directly coordinating the event to avoid confusion and misalignment.
- **Expert facilitation:** Sample agendas are included in this guide with suggested content and activities for each type of Positive Peace event. However, depending on the scope of the event, the local context, and the intended audience, you should tailor the design of the agenda, activities, and facilitation process to ensure its coherence and desired impact. You should rely on an experienced facilitator for direction on how to carry out your event, rather than deciding by coordination team consensus. Members of the team may suggest ideas to a qualified facilitator who will manage and deliver the training.
- **Logistics coordination:** Not everyone on the coordination team needs to be directly included in all the logistical details, but everyone should be kept well-informed. When participant travel and lodging are involved, someone with event coordination experience should be asked to work directly with traveling participants to ensure smooth handling of their logistics and to work within the project's budget. The technical coordinator and logistics coordinator should work closely together to oversee venue procurement and setup and to ensure that audiovisual needs and necessary materials are ready in advance, according to the facilitation needs and local context. Include communications with participants before, during, and after the event, as well as publicity and social media communications.

- **Financial coordination:** Rotarians give generously to volunteer projects. Carefully manage the funds for any Positive Peace event and give concerted attention to the cost of materials for each activity you choose to implement. Anticipate possible additional costs and rely on a qualified and experienced Rotarian to oversee the finances. All decisions regarding the budget should be transparent, auditable, and agreed upon by the entire coordination team.
- **Monitoring and evaluation:** If you are implementing a global grant, there are strict requirements for monitoring and evaluating the impact of any project. However, even if you are not operating within the requirements of a global grant, you should still determine the projected and actual impact of your Positive Peace event. Within the coordination team, determine who will be chiefly responsible for monitoring and evaluating the impact of your event. See the VIII. MONITORING AND EVALUATION: MEASURING IMPACT section for more information.

Tips on Working Together for Rotarians and Partners

Be conscious of each group's level of professional or volunteer involvement. Professional peacebuilding organizations and consultants have financial considerations necessary to sustain their work and may expect remuneration for their involvement. If non-Rotarians are paid for their part in your event, it is important to be sensitive to the perceptions of those who volunteer time and resources and to manage expectations.

Some tips for collaborating:

- Ensure alignment between partners (in terms of values and ways of working)
- Establish clear terms of engagement (volunteer or remunerated)
  - Openly discuss (time) availability
  - Establish expectations of each partners' level or effort and what they will deliver
  - Define partner involvement in any pre-event processes (e.g., community assessment, grant planning, meetings)
- Write and sign a memorandum of understanding (MOU) (see XI. TEMPLATES APPENDIX)
  - Put all roles, responsibilities, deliverables, and expectations "on paper" so everyone is on the "same page"

III. MAPPING ROTARY CONNECTIONS AND PARTICIPANTS

The success of a Positive Peace event depends largely on the intentional selection of the participants and the design of an agenda and follow-up process. Design your event based on the real-world experience and concerns of those you are convening. The Pillars of Positive Peace represent a holistic approach to peacebuilding that requires Rotarians and their partners to have an expansive vision of their community's commitment to social change and to discover new opportunities to work together.

Therefore, we strongly recommend that the coordination team invest time and resources into an initial mapping process to help define potential sources of recruitment and participant profiles, reach out to existing organizational resources in their communities, and identify ongoing efforts and priority areas for future Positive Peace actions. All of this information will then be incorporated into an effective and tailored design for your event and allow for meaningful follow-up with participants, especially if your club wants to continue with a capacity-building training of trainers event and/or community projects.

Community Assessment

If you are applying for a global grant, you must conduct a community assessment before applying for the grant. This mapping tool will help you collect the information you need.

Mapping Background and Objectives

The type of event, your geographic circumstances, and your target audience will help you determine the resources and how much time to spend on a mapping process. This step is particularly important if you will be implementing a training of trainers event with follow-up Positive Peace actions. Regardless, for any Positive Peace activity, Rotary recommends conducting a mapping process. Mapping will help you uncover new connections and priorities that will enable your group to continue to work on Positive Peace by connecting a wide range of leaders to new or existing issues. The mapping process clarifies the full spectrum of people and organizations that might contribute to Positive Peace initiatives, which can promote positive social change over the long term.

Step One: Determine Who Will Do the Mapping

Depending on whether your event is national, regional, or community-focused, select appropriate people to participate in the mapping process. For example, during Positive Peace pilot events in Mexico and Colombia, local Rotaract clubs volunteered to convene several preliminary discussions with focus groups in target regions of Positive Peace events and then implemented outreach activities to promote the event to a broad constituency. The young leaders who volunteered to help facilitate the mapping were then invited to participate in the training of trainers following the seminar event.

Depending on the focus of your event, you might include Rotaractors, former Rotary Peace Fellows, Rotarians, Interactors, or other community leaders connected to Rotary to help conduct the mapping. Remember to include any costs involved with mapping travel or meetings in your project budget.

To decide who to involve in leading the mapping process, consider the following criteria:

- Connection to and familiarity with the aims and ethics of Rotary

- Ability to engage in dialogue within and outside of Rotary
- Previous experience in communications, social development, or peace and conflict resolution
- Ability to relate to the desired audiences (e.g., same stage of life or in existing relationships)
- Time availability to participate in focus groups, event preparation, and follow-up activities
- Awareness of and aptitude with social media

Step Two: Preparatory Meeting with the Coordination and Mapping Teams

The mapping process will include a combination of focus groups with leaders in your area whom you consider potential participants to begin gathering information about their work, projects, and passions, and how those factors may already be contributing to Positive Peace in their communities.

The mapping process should also include a brief assessment to collect information on organizations, programs, and resources that participants will be able to access or engage with during or after your event. Use the Positive Peace Pillars as your guide to narrow the focus of your research.

A preparatory meeting of the coordination team serves three purposes: to clearly establish benchmarks and roles and responsibilities for the coordination and mapping teams; to ensure seamless implementation of the mapping schedule; and to leverage the connections and knowledge of the full group to allow for more diversity of people and resources during the mapping process.

Recommendations for starting the mapping process include:

1. **Create a list of Rotary stakeholders.** Create a list of the Rotary, Rotaract, and/or Interact clubs in the target regions or districts. Where are the clubs or other project partners located, and when and where do they meet?
2. **Identify other organizations affiliated with your target audience.** Identify other prominent organizations in each district or geographic area that should be invited to the focus group discussions, depending on your target audience (e.g., youth organizations, universities, business associations, civil society leaders, or nonprofits).
3. **Identify other organizations with connections to Rotary.** Consider other organizations with whom Rotary works, or look into other initiatives in your region to identify potential collaborators:
    - In what ways have Rotarians or partners been involved in peace initiatives in the past? What initiatives are known to the Rotary clubs or partners?
    - With which organizations is Rotary closely aligned?
    - Which other agencies, government affiliates, businesses, community groups, organizations, or influencers would respond favorably to a pragmatic event to promote peace?
    - How would a Positive Peace event focused on sensible peacebuilding intersect with existing and ongoing initiatives inside or outside of Rotary?
4. **Create a list of other organizations affiliated with your target audience.** Create a list of all the institutions and organizations that work with your target audience. For example, if you want to focus on convening youth for your event, reach out to community institutions, local law enforcement foundations, reconciliation centers, courthouses, municipal programs, nonprofit organizations, school programs, religious organizations, universities, and businesses that may already engage in youth programs. From these organizations, generate a list of names, contacts, and program descriptions:
    - What are these organizations' areas of focus? For example, note how they relate to your target audience (e.g., through health, education, violence prevention, civic engagement, reconciliation, etc.).

- Within your community, who is not publicly involved in local peacebuilding processes but would be a strategic ally?

5. **Create your event "elevator speech."** Develop key messages to present the event in a consistent manner. Scripting and practicing the delivery of the key messages with unambiguous and enthusiastic invitees will enable your team to speak cohesively to potential partners.
6. **Set up and meet with identified organizations.** Meet with the organizations and key individuals identified in the initial mapping process to present the Positive Peace event concept and invite them to participate in focus group discussions. The coordination team can help make connections and lobby for participation in the focus groups.
7. **"Cascade" your connections.** Remember, each time the event is discussed, make sure to ask if there are other leaders or organizations that should be included in the mapping efforts. The objective is to guarantee broad and diverse inclusion. Reach beyond the obvious participants in your local Rotary circles.

Step Three: Convene Focus Groups

Focus groups offer a powerful opportunity to gather information from your target audience and to make your Positive Peace event more effective. Many potential participants will have strong opinions, especially active young people and passionate social change leaders. Diverse perspectives minimize groupthink, guard against narrow views, and highlight needs existing within a target community. The power of the Positive Peace Framework is its ability to show the interplay among several factors that contribute to social change, social justice, prosperity, and a peaceful society.

The focus group mapping process in your target geographical area aims to:

- Reveal diverse opinions and perspectives, frame existing priorities, and harness community energy
- Identify known leaders as well as emerging leaders
- Facilitate connections between organizations and community, regional, or national leaders so that collaboration might lead to positive shifts in behaviors, policies, attitudes, and actions.

The mapping coordinators can determine how many focus groups to hold depending on the context, connections, and interests identified in their geographic scope. We recommend that the mapping focus groups be relatively small in order to guarantee substantive participation. When determining a location to meet with the focus groups, consider community spaces and rotary clubs.

Considerations for focus groups during the mapping process:

- **Ideal size for the focus group:** 15 people (maximum 20)
- **Suggested time for the focus group:** two to three hours (depending on the number of people)
- **Roles:** The mapping coordinator should do three things: serve as a facilitator; ask anyone with good handwriting and artistic abilities to be the designated "flip chart writer" and keep a visual record of the discussions; and ask another person to be a "note-taker" to capture the results of the meeting. It might be appropriate to designate a timekeeper, too.
- **Room configuration:** Ideally, arrange participants in a circle without tables. The room should be large enough so that participants can move their chairs and divide into smaller groups. Make sure to have a registration sheet to record the participants' names and contact information (and other relevant information such as profession, school, organization, club, etc.). Place a large piece of paper on the wall (or tape together flip chart sheets) ahead of time with a heading (e.g., "ROTARY DISTRICT 0000") and a title ("OUR SOCIAL MAP").
- **Materials:** Name tags; flip chart paper (enough for various groups), flip chart stand or easel (or dry-erase boards); markers; Post-it notes; paint-safe tape to attach flip charts to wall (or use charts with adhesive); phones/cameras to capture content-related images from the discussions.

Sample Focus Group Agenda

Time (min.)	Activity	Description	Facilitator Notes
10	Introductory presentation about your Positive Peace event	Describe the general purposes of the mapping process and the Positive Peace event in order to: - build knowledge of and support for different ways to work toward peace in communities - understand the focus group's opinions, priorities, worries, and passions for social change It is important to be clear that some (if not all) of the participants in the mapping process will be invited to participate in the Positive Peace event, with the expectation that they will then share their knowledge and support in promoting and sustaining Positive Peace in their communities.	The intention of this introduction is not to fully describe or present the Positive Peace Framework, but to gather information on social change initiatives and to identify leaders who can be incorporated into the design of your event.
10	Participant presentations	Ask participants to form pairs. Ask those pairs to then share for five minutes: - their names - how they would describe peace - what they do professionally or as volunteers - a memorable experience that has happened to them in the region or area (e.g., "I met my partner here," "I learned how to ride a bicycle here," etc.) Ask two or three participants to briefly share with the rest of the group the memorable moments they heard from their partners.	Keep this exercise and discussion moving. Your goal is to create a sense of shared commitment to the geography where the participants are based and to begin to establish connections. Allowing participants to share with one another also helps generate greater group cohesion.
15	Our community in an ideal world	Ask each person to reflect for a moment and share a short response to these questions: - What would your community or region look like in an ideal world? - What characteristics would it have? Make sure the discussion advances in a fluid manner and write words or phrases on the flip chart to organize the discussion. Make sure the words and phrases are visible in the room as a source of inspiration and to generate participation and engagement. If there is consensus, summarize participants' shared vision. If there is disagreement, look for intersections and focus on answers that reflect common interests. You might say: "Let's look at common interests. The ideas that are controversial will eventually need to be discussed, but for now it appears we can agree on a few common ideas."	Diverse focus groups are likely to raise some ideas that may be mutually incompatible. As a facilitator, acknowledge diversity as you record these ideas without bias. You might say: "One of the objectives of coming together from many different viewpoints is to create a safe space to be honest and to put aside any desire to judge one idea or another. Let's keep this openness going."

25	Group discussion: worries and anticipated changes	Divide participants into groups of four to five people and give each group a flip chart and markers. Also ask each group to appoint someone to be a reporter once back in plenary. Ask each group to write responses in 12 words or fewer to the following questions: - What is practically needed to reach this (common) ideal vision in our community? - As an individual, what limitations or barriers do you face to reach this vision in your community? - Personally, what strengths can you bring? - What would inspire members of the community to become more involved, or what would encourage those changes reflected in your vision? Promote creativity: Invite participants to draw as well as write in order to present their thoughts. Let them wrestle with developing a shared vision statement. Monitor the room to make sure that all participants are fairly represented and involved. Also allow for questions and answers with the participants.	If a group cannot agree on a shared vision, observe this early and intervene by saying: "Isn't it interesting, even with a small group such as this, we run into the very barriers that show up in everyday life? In a focus group, it won't always be possible to sit with like-minded others, but what we can do is reframe the question that you're trying to answer. I'll share an interesting fact about zebras and ostriches. Did you know that they look out for each other? Zebras sense danger, but their eyesight is poor. For ostriches, it's the other way around: They can't smell or hear very well. So the two animals often travel together and warn each other of the presence of danger. In this example, they form a community with shared needs. We're neither zebras nor ostriches, but our community has shared needs. In what ways do we need to look out for each other?"
20	Group presentations: worries and anticipated changes	Have the groups hang their flip charts on the wall and ask each group's reporter to present their findings.	To keep things moving, you may wish to time each reporter's presentation.
5	**Quick stretch break**		
45	Networks or links and existing efforts	Acknowledge ongoing peacebuilding efforts in the area or region and add that the group should recognize and harness existing leaders and strengths already present in the community. Hand out Post-it notes to each person and do the following: 1. Ask participants to write their name in big letters on a Post-it note. 2. On a separate note, ask them to write the name of any program, individual, group, or institution that they believe shows social leadership in the community. 3. Ask participants to attach the notes with their own names to a large paper sheet or to a designated place on a dry-erase board on the wall. Next, ask them to place their other notes nearby. (For example, a Post-it note with the name of an influential social organization or community leader should be attached to a dry-erase board or paper sheet next to the names of focus group participants.) Invite participants to draw lines from	The intention of this final exercise is to have a baseline for future networking. Follow up with participants to make connections and to explore opportunities to meaningfully engage other leaders or organizations in the Positive Peace event.

		their names to the other Post-it notes to show connections to programs, individuals, or groups with which they have some relationship. This exercise produces a "connections mural." 4. Once everyone in the room has placed the notes, ask the group to review the list of names and organizations to see if there are any other connections with others in the room. If this is the case, ask participants to trace a line from their name to the other person or organization.	
15	Conclusions and closing	To conclude, form a circle in the center of the room, with participants standing, and without chairs, if possible. Ask each person to briefly respond to these questions and capture short answers on a flip chart: - In what ways has today's discussion related to your job or other daily activities? - Has our brief conversation opened your mind to anything in particular? - If so, what exactly? As you close, let participants know that they will receive a summary that describes the meeting's findings (as well as the findings or conclusions from other similar meetings in the region), and that they will receive an invitation (or be able to apply) to participate in the Positive Peace event. Remind them that you plan to have a follow-up meeting after the event to explore the next steps.	Close the session with optimism and energy. Congratulate the group for the connection map that they generated, as it demonstrates how there are many great and committed people within their community.
End of event	Final considerations for facilitators	Before leaving the room, make sure to take photos of the flip charts and send them by email or text to the coordination team. (Make sure the information is legible.) The mapping coordinator should review the focus group notes and highlight any remarkable points that were made during the conversation. The mapping coordinator should then send a short report on the focus group to the coordination team.	

Step Four: Summary of the Focus Group Results

After the focus group, the coordination team and the mapping coordinator should meet to review the assessment and focus group results. This will allow them to: determine the list of potential participants for the Positive Peace event; begin to design the agenda for the event, including potential guest speakers; and create local application and local examples of peace efforts that fit within the Pillars of Positive Peace.

To promote and host a valuable Positive Peace event, the mapping coordinator should provide:

1. **Potential participants.** Generate a targeted list of potential participants in the area or region. Make sure that the audience represents the full spectrum of potential groups, genders, ethnicities, and religions; non-Rotarians; and economically diverse participants. Each mapping coordinator should specify the names of people, programs, and organizations with a known commitment to peacebuilding or positive social change, or connections to such individuals and groups. Share with the coordination team a list of "highly recommended participants" based on focus group feedback.
2. **Draft summaries.** Summarize the findings of the focus groups and include the list of participants and their contact information, as well as images of all the flip charts and the connections mural. At a minimum, summaries should include images that indicate community concerns and issues. In addition, the technical coordinator will need local examples of issues or initiatives that can be incorporated into the presentation of the Positive Peace Framework.
3. **Existing organizations in the region.** Include the results of desk research that examines existing organizations working on social change initiatives or with the target audience (civil society, young people, businesses, government, etc.).

A recommended outline for the mapping report for the coordination team:

1. **Present the information organized by district or geographic region.** Summarize how the participants defined peace in their communities, the urgent problems they identified or priorities for social change efforts, and the photos of the interconnections that were revealed through the social map.
2. **Summarize the list of organizations and the regional contacts who work with the target audience or issues.** Include a brief description of their missions and programs.
3. **Identify overarching topics**. List common problems identified by several focus group participants that may be shared at a national level.
4. **Include appendices.** List the core group of recommended participants, the organizations involved in the focus groups, and the complete participant list, with names and contact information.

Step Five: Final Preparations

Based on the mapping process information, the coordination team should work together to:

1. **Finalize the list of invitees for the Positive Peace event.** Review the recommended participant list and reflect on the diversity and composition of the main group of participants. If needed, reach out beyond the main group to include others. Consider extending personal invitations.
2. **Reflect on priority issues and how to link those issues with the Positive Peace Framework.** As appropriate, if substantive topics have been identified at a national level, the coordination team should identify other possible national organizations that work on those issues and invite their representatives to the event, either to speak or to attend. This will lay the foundation for networking and future collective action on priorities identified during and after the focus group meetings.

3. **Determine if it is necessary to carry out additional recruitment for participation in the event.** Ideally, the coordination team will have a sufficient number of identified participants from the mapping exercise. Otherwise, the coordination team may develop an open call for applications or invitations.
4. **Prepare a public report.** The public report should be sent by email to everyone who participated in the mapping process and focus groups. You must follow up with focus group participants. The credibility of your event and of Rotary hinges on communication from the organizers. You told participants that they would receive a summary that describes the meeting's findings (as well as the findings or conclusions from other similar meetings in the region). Encapsulate those findings, and with the approval of the coordination team, share a meaningful summary with participants. At the same time, invite them again to participate in the Positive Peace event.
5. **Use social media and other modes of communication to promote the event.** Where internet is available, ask participants to use it to promote the event. (Social media is generally not the most appropriate way to invite participants to your Positive Peace event, as you are curating your audience based on your mapping and intended results. However, social media is an important tool for promoting and engaging members of various communities as you build awareness.)

IV. EVENT LOGISTICS AND PREPARATION

Once you have selected the leaders who will participate in your Positive Peace event, it is time to arrange the logistics and other important matters for the event to be a success.

Venue and Room Setup

The selection and preparation of the venue is too often neglected when planning an event. Pay attention to the location, the type of space, affordability, venue services and restrictions, and the reputation of the venue.

When planning your Positive Peace event, choose a space that is suitable for the type of event you are holding and the size and profile of your participants. There are many types of venues where you can hold your event: hotels, convention centers, schools, community auditoriums, etc. You can decide what works best given the goals and type of your event, as well as your budget. (You do not need to spend a lot of money on the event venue, as there are many places that can meet the basic criteria.) Some important characteristics you should consider in selecting an event space include:

- **Natural light and good ventilation:** Lighting, flow of air, and temperature will have an impact on the learning environment and also on the mood and well-being of the participants. This is particularly important for longer events; however, even if you are holding a one-day event, it is important to choose a place that has natural light and ventilation and, ideally, an adjacent outdoor space where you can conduct certain activities.
- **Size of space:** Make sure you select a venue that can accommodate the number of expected participants. Take into account that group activities may require participants to move around, and furniture, such as tables and chairs, may need to be rearranged. Avoid spaces that have columns or other architectural elements that might block participants' view of others or hinder their ability to move around.
- **Accessibility and basic needs:** Also think about accessibility for participants with disabilities. Look at the venue beforehand to determine the suitability of meeting rooms or outdoor spaces to facilitate activities. Make sure the space has access to toilets.
- **Location:** Unless you are providing transportation for participants, make sure to select a place that is easily reachable. Remember that the commute to the event is their first impression.
- **Wireless internet access:** Be sure to ask if there is internet and, when applicable, if the cost is included in the venue rental.
- **Snacks and meals:** If you plan to provide snacks and/or meals during your event, you should determine if the venue allows this. Ask if you are required to use their food services, and what the related costs are. If you will be bringing food in from an outside establishment, determine what your needs are and from where food will be bought or delivered. Be sure to include these costs in your budget.

Recommendations for ensuring room arrangement is conducive to effective learning and networking:

- **Tables and chairs setup:** Avoid using an auditorium or classroom-style seating. Even if you are holding a large event with more than 100 participants, use a room that allows people to see and interact with one another.
- **Decorations and ambiance:** Create a welcoming and fun environment for participants. Decorate the walls with relevant images, pictures, and phrases using colors and different materials. Appropriate music can also contribute to positive energy as participants mingle.
- **Facilitation materials:** Be sure to have flip charts, butchers' paper, markers, colored paper, Post-it notes, and other materials for the participants to use during activities.

- **Anti-stress materials:** Have pipe cleaners, moldable clay, small toys, table mints, pens, or other simple items for participants to "play with" and manage stress and energy during the event. Working with these materials helps participants stay focused and stimulates creative thinking.
- **Audiovisual equipment:** Secure and test the necessary equipment for your event, including computers, projectors, microphones, sound system, etc.
- **Name badges:** Options include adhesive name tags, which are easy to find and relatively inexpensive in many regions, or have participants create paper name tents, out of printer paper or large notecards, that can be displayed at the tables where participants sit.

"Greening" Your Event

In keeping with Rotary's commitment to sustainable change, consider how you can minimize the environmental impact of your event. Some suggestions include:

- Provide digital copies of manuals or materials to participants prior to the event and/or after the event
- Post the agenda and any pertinent information in the event space rather than printing a copy for every participant
- Forgo creating any branded materials
- Inform participants to bring their own pens, pencils, highlighters, notebooks, etc., as these will not be provided
- Request that participants bring a reusable travel mug or cup for coffee, tea, or water to avoid excessive use of plastic

Participant Pre-Event Preparation

1. **Provide participants pre-event "homework."** Regardless of the type and format you choose for your Positive Peace event, you are constrained by time. Preparation and familiarity with facilitation materials will enable you to adapt. Evaluate whether it makes sense for your participants to do the following on their own time before the event:
   - Complete the online Rotary Positive Peace Academy. This free course consists of modules that provide a basic introduction to IEP, their research methodology and data, Positive Peace, and its application. Completion of the online course prior to attending the event will prepare participants with a deeper understanding of the Positive Peace Framework. Completing this online preview might also make it easier for participants to apply concepts during the Positive Peace event, especially within their areas of interest.
   - Read the IEP Positive Peace Report and Global Peace Index. This preparatory activity will provide insight into IEP's research, Positive Peace, and its application. Reading IEP reports aids in a greater understanding of the research underpinning the Positive Peace Framework.
   - Identify needs. Participants who arrive at the Positive Peace event will benefit if they have thought about specific issues or needs within their communities, regions, or nations.
2. **Communicate with participants about logistics.** As you prepare your participants for the event, you will need to communicate with them regarding event logistics. You can do this via email or by creating a Facebook or WhatsApp (internet-based text messaging) group. The information you provide might include:
   - An event schedule and/or agenda
   - Suggested dress code and what materials to bring to the event
   - Logistics information related to flights, lodging, transport, and meals (if applicable)
   - Expectations of participants (attendance, post-event follow-up, etc.)

Protocols and Opening Procedures

When preparing for your Positive Peace event, think about the protocols and procedures you want to incorporate into the agenda. For example, in Australia, it is customary to recognize the aboriginal peoples who share claims to the land on which public and private events take place. When culturally appropriate, reflect the values of Positive Peace and always respect local customs. This is particularly true for Rotary, a global institution with more than 110 years of traditions and more than 1.2 million members. When thinking about procedures and protocols, also identify the people who might need to be present at the opening of your event to give welcoming remarks (e.g., a club president, the district governor, heads of supporting institutions, key community members).

Recommendations for your event's protocol and opening procedures:

- **Make the event respectful of and relevant to different audiences.** Incorporate formal Rotary protocols and procedures where appropriate and depending on the audience. If event participants come from outside Rotary, introduce Rotary. If your participants are primarily Rotarians, Rotaractors, or Interactors, focus more time on explaining strategic partnerships, especially the global partnership with IEP.
- **Keep the opening short and simple.** Explain the reasons for and relevance of the event, but reserve the most time for practical discussions and application.
- **Be inclusive.** Acknowledge guests and event team, and if you choose to have a head table, make sure it represents the diversity in your community and event.
- **Inspire and energize.** Set a tone that motivates. Avoid long, consecutive speeches or drawn-out acknowledgments, and focus instead on energizing people. Consider showing Rotary's "The Impossible Is Calling" video, IEP's "Rebooting Peace" video, or another video on peacebuilding.
- **Include an icebreaker activity.** Examples of icebreakers and group cohesion activities can be found in X. ACTIVITIES APPENDIX.

Guest Speakers

You might invite relevant guest speakers to contribute to a specific session, module, or activity of your event or to participate fully and serve a specific role in facilitating certain activities. Featured speakers can be very beneficial to your event because they can provide in-depth analyses or technical knowledge on specific topics or approaches related to peacebuilding, understanding of Positive Peace, or insight into local contexts. Meet with the guest speakers in advance and clarify the goals of your event and the profile of your participants. Jointly agree on how they will participate and provide materials ahead of time.

Photo by Chris Offer

Guest Speakers: Ignite-style Talks

Envisioned by Brady Forrest, Ignite is a presentation format that pushes a speaker to be direct, concise, and engaging. An Ignite speaker is allowed to prepare a 20-slide PowerPoint presentation as a visual aid. However, each slide is shown only for 15 seconds, giving the presenter exactly five minutes to convey a message. If time permits, you can identify a known local leader to introduce a session about peace in the community or other relevant topic using the Ignite format. We recommend modifying to give the presenter 15 minutes to deliver their message.

Guest speakers can be thematic experts, local leaders, participants in previous Positive Peace events, Rotary Peace Fellows, IEP Ambassadors, etc. You can determine whether to have guest speakers based on your event's goals, funding, timing, and/or agenda. Insist that guest speaker participation is aligned with the Positive Peace Framework and harmonizes with your event.

As part of the "Positive Peace for Colombian Youth" pilot event in 2019, organizers invited an internationally renowned expert to speak about forgiveness and reconciliation initiatives that were instrumental in rebuilding the social fabric and contributing to the long-term sustainability of the 2016 peace accord. In preparation, the organizers and facilitators discussed with the expert how best to frame his message in terms of Positive Peace.

For the Second National Encounter "A Stronger Mexico: Pillars of Positive Peace" in 2019, organizers invited some participants from the first National Encounter (2017), as well as other youth activists and leaders, to present their perspectives on the local context, youth engagement in the country, and how they were applying the Positive Peace Framework as youth leaders.

Handouts, Online Resources, and Other Relevant Materials

Some participants might appreciate having additional resources and references that provide more in-depth information and data on peacebuilding in practice, Positive Peace, and other relevant topics. While planning your Positive Peace event, identify relevant teaching materials, such as reports, summaries, and indices, that should be made available to participants to enhance their learning process. Think of these materials as additional resources that participants can consult and analyze before the event (as "homework" - see Participant Pre-Event Preparation section), as well as during and after.

Rotary and IEP are advocates of world peace. Many other organizations feature valuable reports and research that relate to the themes of your Positive Peace event. IEP is politically neutral, and its research is based on objective data sets that are empirically analyzed without bias. Be careful as you consider other available material for your event to be sure that it avoids subjective opinions, especially around sensitive issues. Introducing biased material during your event could undermine inclusivity or contradict the objective of Rotary to promote peace (rather than to divide communities).

You should decide what materials are relevant to your event depending on the profile of the participants, the detailed agenda, planned activities, and the goals and type of event. Also determine which materials can be provided digitally to reduce unnecessary use of paper.

Recommendations for materials to share with participants:

- The IEP Positive Peace Report
- The IEP Global Peace Index
- Brief description of the Positive Peace Framework and the eight Pillars of Positive Peace
- Locally-focused materials on peacebuilding or the country or regional context

You may consider contacting IEP in advance of your event to see if they can provide summaries or copies of their materials. Consult the IX. BACKGROUND INFORMATION AND CONTENT APPENDIX for more materials and content.

In a Positive Peace event for Colombian youth leaders, organizers provided a short synopsis to participants on the history, content, and current state of the government's 2016 peace accord with guerrillas. They also provided briefings on forgiveness and reconciliation processes as well as truth and historical memory initiatives in relation to sustaining Positive Peace.

Social Media and Promotion

You want to generate energy and excitement around your event, so be sure to get the word out using social media and other modes of communication. Consider involving participants in promoting the event at each stage.

Recommendations for promoting your event:

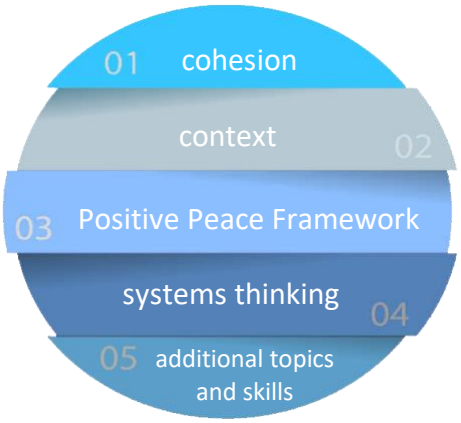
- **Create an official event logo.** Creating an event "identity" is especially important if you will host a longer event with follow-up actions in communities.
- **Promote your event.** There are many ways to promote your event, including: a web page; a Facebook group, page, or event; a Twitter handle and hashtag; or other social media platforms. Create a press release for media outlets and write articles and blogs promoting the event both before and after the event. This generates interest and motivates participants; it also invites other community actors to learn more about the event.
- **Take photos and get permission to share.** You will want to document and share the excitement of your event with photos. However, due to privacy laws, you should obtain permission from photographer(s) and anyone featured in a photo. We suggest you have photographer(s) and participants fill out any forms either before the event (and submit digitally) or when they first arrive at the event. See Rotary guidelines for promotional content for more information and resources.
- **Publicize during and after your event.** Social media is an important tool for promoting and engaging members of various communities as you build awareness around peacebuilding. Where internet is available and when appropriate, use hashtags and encourage participants to "tweet" during the event. Ask participants to share what they have learned, including new skills and connections, on the social media platform(s) you create for event promotion.

Recognition and Acknowledgment

Depending on the audience, you may want to prepare and provide participants a certificate of completion at the end of your Positive Peace event. You can do this with a paper copy during a final event ceremony, or you can send participants a digital copy afterward. Be sure to recognize the coordination team and other collaborators that helped make the event possible.

V. CORE ELEMENTS OF A POSITIVE PEACE CURRICULUM

One-day, two-day, or three-day Positive Peace events should include five adaptable core elements:



1. Build Cohesion

The different types of Positive Peace events presented in this guide provide networking and relationship-building opportunities. With this in mind, you should allocate enough time during your event for participants to interact with one another and learn from one another. Group cohesion activities are particularly important at the beginning of your event because participants need to feel safe and comfortable with one another to discuss complex issues surrounding peace in their communities. As time permits, incorporate additional group cohesion activities throughout your event, as they can spur positive collaborations.

Group cohesion activities that were used in the pilot events in Mexico and Colombia that work well to build cohesion include (consult the X. ACTIVITIES APPENDIX for activity options and detailed instructions):

- **Mailboxes of Hope:** Participants each create and decorate "mailboxes" and write a "letter" with their expectations and commitments for the event to themselves; they also write encouraging "letters" to one another during the event. Participants are reminded throughout the event to use the mailboxes and then take their mailbox and letters home with them as a memento.
- **Express Yourself Mural:** During breaks and free moments, participants decorate a large paper mural with images, quotes, and symbols representing the group's vision of peace. The mural is presented at the start of the event and remains a work-in-progress throughout the event.
- **Our Life and Leadership Stories:** Participants share a photo from their childhood that represents leadership qualities they have learned. Participants guess "who's who" in the photos and present their stories. The activity is a great kick-off for an event, especially a training of trainers, and helps develop empathy and connection among participants.

2. Context Analysis: Peace as They See It

One principle of adult learning is that new information must be relevant to the lived experience of the student in order to be fully understood and applicable (see Principles of Learning in IX. BACKGROUND INFORMATION AND CONTENT APPENDIX). The IEP Global Peace Index (GPI) provides valuable information on the level of peace in the world and larger trends, tensions, and conflicts. It is important to include information about the GPI in your Positive Peace event in order to give participants tools to assess the state of peace and potential conflict in a country or region.

In order to make GPI information relevant to participants' lived experiences, presentations on data and research should be accompanied by activities that allow participants to digest and apply learnings to their own context. This can be done through hands-on activities as well as through discussion. It is important to note that allowing participants to talk in unstructured discussions can be both effective and risky. The benefit of open discussion is engagement; the drawback is loss of control, which is more likely with inexperienced facilitators. Thus, Rotary recommends starting Positive Peace events with facilitated group discussions and context analysis activities that allow participants to explore their own experiences and familiar contexts.

Recommended steps for carrying out a context analysis with event participants:

1. **Introduce the IEP Global Peace Index (GPI) and rankings.** A brief presentation on the GPI at your Positive Peace event can help participants better understand the global and national context in which they are operating. A presentation can include key points highlighted in the GPI, adapted to the event location. Consult The Global Peace Index in the IX. BACKGROUND INFORMATION AND CONTENT APPENDIX for detailed information and presentation content.
2. **Carry out an activity to analyze context.** After a GPI presentation, it is important to give participants the chance to analyze, reflect, and "make local" the report's findings, as well as exchange opinions about the state of peace in their communities. Consult Context Analysis Activities in the X. ACTIVITIES APPENDIX for activity options and detailed instructions.
3. **Lead a facilitated discussion to further reflect on context.** If time permits, you can continue the context analysis conversation by leading a facilitated discussion in which participants help shape the context of peace challenges and opportunities in their community or region.

3. Positive Peace Framework and the Pillars of Positive Peace

Photo by Chris Offer

Regardless of the type of Positive Peace event, key elements are content and activities on the Positive Peace Framework and the Pillars of Positive Peace. Because the concepts of Positive Peace apply broadly across eight interrelated categories, the framework should be grounded in the lived experiences of your audience, not presented only as a theoretical model. As with the Global Peace Index presentation, it is important to ensure that new information on Positive Peace is made relevant to participants' lived experiences.

Recommended steps for covering the Positive Peace Framework with event participants:

1. **Introduce negative peace, Positive Peace, and the eight Pillars of Positive Peace.** A presentation on Positive Peace should include content on the characteristics and importance of Positive Peace and the Pillars and provide participants a framework to understand the factors which construct and strengthen more peaceful societies. Consult The Positive Peace Framework in the IX. BACKGROUND INFORMATION AND CONTENT APPENDIX for detailed information and presentation content.
2. **Carry out an activity to connect the Pillars of Positive Peace.** After learning about the Positive Peace Framework and the eight Pillars of Positive Peace, it is time for participants to dissect the concepts and connect them to their local contexts with a hands-on activity. Consult Positive Peace Framework Activities in the X. ACTIVITIES APPENDIX for options and detailed instructions.
3. **Lead a facilitated discussion to further reflect on the Pillars.** Any Positive Peace event should involve explaining Positive Peace, the Pillars, and the framework, but with the aim of ultimately

supporting participants in strengthening the knowledge, skills, and attitudes necessary to build Positive Peace in their communities. If time permits, you can delve into this application aspect further, leading a facilitated discussion in which participants apply core concepts to potential action in their community or region.

4. Systems Thinking and Positive Peace

Once participants have a grasp of the Positive Peace Framework, it is important to discuss the systemic nature of the eight Pillars of Positive Peace. This is a key learning moment, as there is a risk that participants approach the eight Pillars as independent parts of the framework instead of as a set of interconnected and related elements. In this component, it is paramount to highlight that all eight Pillars are highly connected and that they interact in varied and complex ways.

Recommended steps for covering systems thinking and Positive Peace with event participants:

1. **Introduce the concept of systems thinking.** A brief presentation on systems thinking should help participants understand the interconnectedness of the eight Pillars of Positive Peace and how the state of Positive Peace can change over time. Consider showing an introductory video to start the presentation. Consult Systems Thinking and Positive Peace in the IX. BACKGROUND INFORMATION AND CONTENT APPENDIX for details, presentation content, and videos.
2. **Carry out a systems thinking activity.** After learning about systems thinking, participants should experience how the eight Pillars of Positive Peace relate to one another and how each person, as part of the system, can contribute to building and sustaining Positive Peace. Consult Systems Thinking Activities in the X. ACTIVITIES APPENDIX for activity options and detailed instructions.
3. **Lead a facilitated discussion to further reflect on systems thinking.** Following the dynamic activities, you can further explore systems thinking and the eight Pillars of Positive Peace in a facilitated discussion, focusing on how participants experience and "live" these concepts in their community and context.

Be sure to emphasize that the eight Pillars of Positive Peace interact together systemically to build a society's attitudes, institutions, and structures. High levels of Positive Peace occur where attitudes make violence less tolerated, institutions are more responsive to society's needs, and structures underpin the nonviolent resolution of grievances.

5. Additional Topics and Skills

After covering the core elements of context analysis, the Positive Peace Framework, and systems thinking, your coordination team should determine any additional topics or skills you want to impart during your event. The IX. BACKGROUND INFORMATION AND CONTENT APPENDIX contains ideas for additional topics and skills, related content, and resources.

Any additional content should be contextualized to the geographic area and target audience. For example, the Second National Encounter in Mexico featured IEP's annual Mexico Peace Index as a core element in the workshop agenda. In the case of the "Positive Peace for Colombian Youth" pilot event, the peace accord signed in 2016 and its implementation was an essential topic to cover.

The results of your pre-event mapping process will help you define any additional topics or skills that are most important for your target audience. You want to be as responsive as possible to their issues and passions in designing your event, which is one of the central tenants of applying design thinking to your event planning.

Design Thinking

Design thinking is a concept popularized by David Kelley, founder of the design firm IDEO, and by Stanford's design institute. The idea is to put the "user" at the center of any experience - an approach that works well with the design of conferences and other training events. Start by putting your own expertise and agenda aside and thinking about the people who will be attending your event. Develop empathy for them by asking three sets of questions:

1. Who is going to be in the room, and what are their needs?
2. Who won't be in the room but will nevertheless be affected by your event, and what are their needs?
3. In what broader culture and environment are you operating, and what are some of the overarching challenges and opportunities?

Ask yourself: If this event is successful, what will people feel, know, and do as a result? What would it look like for you to infuse your event with a bit of fun? To begin and end in an unexpected way? How can you use film, images, poetry, or music to spark ideas? To create an opportunity for personal sharing and connection? While this might sound frivolous, it is actually extremely important for a successful Positive Peace event.

Your gathering is an opportunity not only to share information but also to inspire and create connections. Keep the audience's perspective and needs central in your mind when you are planning any additional topics as a core element of your gathering.

Text adapted from Harvard Business Review article

Some examples of how to tailor additional event content to specific audiences:

- **Youth:** For an audience of primarily young people, you should customize your approach for engaging a youthful audience and consider other inspirational topics of youth empowerment for peacebuilding. The United Nations Youth, Peace, and Security initiative has many resources, support organizations, and content you can use for your event.
- **Business:** An event designed for a business association might focus more on the economic impact of Positive Peace. The technical coordinator should make sure to spend more time on the benefits to the private sector of investing in Positive Peace actions and their return on investment. Make sure to be prepared with concrete examples. The United Nations Global Compact is a good source of information, case studies, and other resources.
- **Government:** For an event targeted to government officials, you may want to spend more time on the importance of access to information and government transparency and accountability. The Open Government Partnership has many resources available that you can incorporate into your event.

VI. EVENT FACILITATION OPTIONS AND SAMPLE AGENDAS

	ONE-DAY POSITIVE PEACE FORUM
	TWO-DAY POSITIVE PEACE WORKSHOP
	THREE-DAY POSITIVE PEACE SEMINAR
	TRAINING OF TRAINERS

ONE-DAY POSITIVE PEACE FORUM

One-Day Positive Peace Forum Background and Objectives

A one-day Positive Peace forum provides a consolidated introduction to the Positive Peace Framework and is intended to draw attention to systematic community peacebuilding approaches. Specifically, this type of event has these objectives:

- Raising awareness: Participants learn about the Positive Peace Framework and the eight Pillars of Positive Peace, understand how they can connect their work to a broader peace agenda through the framework, and know where to find additional information and resources.
- Building relationships: Participants make new connections with one another and their work through the Positive Peace Framework, establish communication channels among themselves, and find inspiration to keep working together.

Key Elements to Consider for a One-Day Positive Peace Forum

- Build a spirit of group cohesion throughout the event. You can encourage participants to connect and build group cohesion during the event by incorporating certain elements:
  - Express Yourself Mural: Participants decorate a large paper mural with images, quotes, and symbols representing the group's vision of peace during breaks and free moments. The mural is presented at the start of the event, but remains a work-in-progress throughout the event. Consult Express Yourself Mural in the X. ACTIVITIES APPENDIX for detailed instructions.
  - Icebreakers and energizers that build relationships: After breaks, lead a quick icebreaker or energizer to bring the group back together and to get ready to work again. Choose activities that help participants get to know one another and find commonalities. Consult Icebreakers in the X. ACTIVITIES APPENDIX or the PartnersGlobal collection of energizers and icebreakers.
  - Participant-led icebreakers and energizers: Another way to encourage participants to engage is to task them with creating and leading energizing activities. Right before each break, ask for a group of participants to volunteer for this role. The icebreakers and energizers should not be longer than seven minutes, and participants should be encouraged to think creatively about how to foster more communication and engagement between one another through their activity.
- Provide participants additional resources and information. You will not be able to cover everything during your event, and participants will most likely have an appetite for more information. Be sure to have additional resources ready for participants, including: a comprehensive bibliography, links to relevant websites, additional documents, and reports. You can provide participants printed or digital copies of these materials. Strongly consider using digital copies to avoid unnecessary paper waste.
- Solicit participant feedback. You should plan to administer a (paper or digital) survey to the participants at the end of the event to gather their feedback. Consult the VIII. MONITORING AND EVALUATION: MEASURING IMPACT section of the Positive Peace in Action Guide and Monitoring and Evaluation in the IX. BACKGROUND INFORMATION AND CONTENT APPENDIX for more information.
- Evaluate the event as a team and recognize efforts. As a best practice, all coordination team members should plan to meet right after the event for an "after-action review" to share what went well and what they would improve for any future events. This is also an important moment for Rotarians and their partner organizations to express appreciation for their partnership and acknowledge each individual's contribution to the success of the Positive Peace event. This will ideally spur motivation for continued collaboration in the future.

One-Day Positive Peace Forum Sample Agenda

ONE-DAY POSITIVE PEACE FORUM			
FORUM START: 09:00			
Module: Protocol and welcoming remarks (09:00 - 10:00)			
Time (min.)	**Topic**	**Content/Activity Options**	**Key Messages**
5	Protocol	n/a	- Welcome participants and thank organizers and sponsors - Convey respect and enthusiasm
10	Opening remarks	n/a	- Immediately engage participants and frame expectations - Outline event objectives
15	Presentation of event agenda and rules	Our Code of Conduct	- Establish event code of conduct (rules) - Manage group dynamics - Create a safe space for learning and sharing
30	Establish expectations, contributions, and commitments	The Apple Tree: Our Contributions to a Fruitful Event	- Participants set event expectations and make personal commitments to meet those expectations - Participants recognize that they are responsible for their own learning and for the success of the event
Module: Building a sense of community and group cohesion (10:00 - 10:50)			
Time	**Topic**	**Content/Activity**	**Key Messages**
25	Participant introductions	Icebreakers - Connecting Us through Music or - Conference Bingo	- Participants are diverse, and so are their life stories, experiences, and perspectives - Diversity enriches our understanding of the world, and we should be able to recognize and celebrate this - Participants can establish rapport with peers and elicit similarities that can translate into collaboration
25	Group cohesion	Express Yourself Mural	- Participants create a shared vision of peace with peers - Encourage participants to visit and add to mural during event
Break (10 min): 10:50 - 11:00			
Module: The Global Peace Index and context analysis (11:00 - 12:30)			
Time	**Topic**	**Content/Activity**	**Key Messages**
15	Ignite-style talk on a relevant topic	PowerPoint Presentation	Suggested topics: - "We are all peacebuilders" - "The role of (young) leaders in peace" - "Building infrastructures for peace"
30	The state of peace in our country: the Global Peace Index (GPI)	The Global Peace Index	- The state of peace in participants' country can be determined based on the GPI - Tensions, conflicts, and crises affect most parts of the world, and changes in the context can be sudden
45	The "lights" and "shadows" of the context	Lights and Shadows: Small Group or Lights and Shadows: Medium or Large Group	- Participants analyze and apply the GPI to their local context - Participants have diverse perspectives on the "lights" and "shadows" in their local context; it is important to make visible, understand, and accept these different visions and experiences
Lunch (60 min): 12:30 - 13:30			**Reminder: visit "Express Yourself" mural + "Apple Tree"**

Module: The Positive Peace Framework (13:30 - 15:00)			
Time	**Topic**	**Content/Activity**	**Key Messages**
20	The Positive Peace Framework	The Positive Peace Framework	- Peace is much more than the absence of violence (negative peace) - Positive Peace refers to the attitudes, institutions, and structures that create and sustain peaceful societies
70	The eight Pillars of Positive Peace	Pillars of Positive Peace World Café	- The Positive Peace Framework is relevant for all contexts, but understanding local context is important to make sense of the eight Pillars - Participants consider the Pillars through a local lens
Break (30 min): 15:00 - 15:30			**Reminder: visit "Express Yourself" mural + "Apple Tree"**
Module: Systems thinking (15:30 - 16:45)			
Time	**Topic**	**Content/Activity**	**Key Messages**
30	Systems thinking	Systems Thinking and Positive Peace	- Systems thinking offers a more complex view of Positive Peace through the mechanics of mutual feedback loops - Participants explore the systemic nature and interconnectedness of the eight Pillars of Positive Peace
45	Positive Peace and systems thinking	- Positive Peace Web: Small Group or Positive Peace Web: Medium or Large Group or - Regional Positive Peace Activity	- Positive Peace is systemic and complex, and the eight Pillars of Positive Peace are interconnected - Changes in one Pillar affect all others, and the best way to create and sustain Positive Peace is by improving all Pillars - Participants consider how they are part of the system, and how they can contribute to sustaining peace
Module: Conclusions (16:45 - 17:30)			
Time	**Topic**	**Content/Activity**	**Key Messages**
15	Closing remarks and next steps	n/a	- Participants can return home and use the Positive Peace Framework in their different projects and initiatives - Participants are connected to similar-minded and committed people working toward peace and can better coordinate actions - Presentation of certificates of participation (if applicable)
15	Participant takeaways and farewells	- The Apple Tree: Our Contributions to a Fruitful Event (harvest) or - Offering Our Hearts to Service	- Everyone has something to contribute to peace, and individual commitments are important
15	Participant event evaluation	n/a	- Evaluations by participants (paper or digital) - Indicate if anonymous and how information will be used
END OF FORUM: 17:30			

TWO-DAY POSITIVE PEACE WORKSHOP

Two-Day Positive Peace Workshop Background and Objectives

A two-day Positive Peace workshop is designed as a space to share information and raise awareness about Positive Peace and to spur networking and opportunities for collaboration. The two-day workshop also seeks to build participants' skills to understand more fully and put Positive Peace into practice in their communities. Specifically, this type of event has these objectives:

- Raising awareness: Participants learn about the Positive Peace Framework and the eight Pillars of Positive Peace, understand how they can connect their work to a broader peace agenda through the framework, and know where to find additional information and resources.
- Building relationships: Participants make new connections with one another and their work, establish communication channels among themselves, and find inspiration to keep working together.
- Developing skills: Participants develop, practice, and strengthen skills and attitudes to operationalize Positive Peace and enhance their own initiatives and work using the Positive Peace Framework.

Key Elements to Consider for a Two-Day Positive Peace Workshop

- Build a spirit of group cohesion throughout the event. Encourage participants to connect and build group cohesion during the event by incorporating specific elements into your agenda, including: "Express Yourself" Mural (see X. ACTIVITIES APPENDIX for detailed instructions); icebreakers that build relationships (see Icebreakers in the X. ACTIVITIES APPENDIX or the PartnersGlobal collection of energizers and icebreakers); and participant-led icebreakers and energizers.
- Assess participant skills to tailor agenda. The two-day workshop on Positive Peace covers all five core elements (cohesion, context, the Positive Peace Framework, systems thinking, and application) of the curriculum with more depth and emphasizes skills development and networking. In order to focus on developing and strengthening specific skills, you should assess the participants beforehand to tailor the skills component(s) of the agenda accordingly.
- Incorporate skill-building modules. The sample agenda activities seek to contribute to the skill-building goal of this type of Positive Peace event. You can edit and adjust these based on your assessment of participant skills and needs. Skills might include: Do No Harm; coalitions and coalition-building; effective communication; and facilitation skills. Consult the IX. BACKGROUND INFORMATION AND CONTENT APPENDIX for additional skills-related content.
- Enable coalition-building and networking. The extended time together gives participants more opportunities to connect, learn from one another and their initiatives, and ideally identify opportunities for collaboration or even joint action. Continuously encourage participants to interact in meaningful ways. If time and logistics permit, incorporate other networking activities, such as:
  - Organizing an informal networking activity in the evening of the first day of the workshop.
  - Using lunches as networking opportunities by asking participants to sit according to their areas of interest (e.g., have a table for people working on social justice; health; education; etc.).
- Design Positive Peace actions. You want participants to rethink or understand their work in terms of Positive Peace and be able to articulate their passions and future initiatives using the framework. The sample agenda incorporates a session for participants to learn about successful applications of the framework when they are designing initiatives and actions, and to brainstorm potential Positive Peace actions to improve their communities in small issue-based working groups. Consider providing participants with additional resources for planning purposes during or after the workshop. Consult the Positive Peace Action Planning Template in the XI. TEMPLATES APPENDIX.

- Solicit feedback from participants and assess progress. Because the objectives of this event include building new skills and relationships, at a minimum you should plan to administer a self-assessment of skills to participants before the event and again afterward. You may also want to give participants the chance to provide input and recommendations for the event in the post-workshop assessment. Consult the VIII. MONITORING AND EVALUATION: MEASURING IMPACT section of the Positive Peace in Action Guide and Monitoring and Evaluation in the IX. BACKGROUND INFORMATION AND CONTENT APPENDIX for more information.
- Evaluate the event as a team and recognize efforts. As a best practice, all coordination team members should plan to meet right after the event for an "after-action review" to share what went well and what they would improve for any future events. This is also an important moment for Rotarians and their partner organizations to express appreciation for their partnership and acknowledge each individual's contribution to the success of the Positive Peace event. Use this time to plan any follow-up actions needed.

Two-Day Positive Peace Workshop Sample Agenda

TWO-DAY POSITIVE PEACE WORKSHOP			
DAY 1			
WORKSHOP START: 09:00			
Module: Protocol and welcoming remarks (09:00 - 10:30)			
Time (min.)	**Topic**	**Content/Activity Options**	**Key Messages**
10	Protocol	n/a	- Welcome participants and thank organizers and sponsors - National anthem (if appropriate) - Rotary anthem or guiding principles (if appropriate) - Convey respect and enthusiasm
10	Opening remarks	n/a	- Immediately engage participants and frame expectations - Peace is one of the central areas of interest for Rotary, as it relates to and affects Rotary's areas of focus - Rotary and IEP have a strategic partnership to advance Positive Peace around the world and empower local leaders to take action - Outline event objectives
25	Symbolic opening procedures	This Is Me, This Is You, This Is Us	- Participants bring their experiences and stories to this workshop - Participants feel the importance of being together and connecting with other leaders - Participants understand they need to be intentional in creating connections that can bolster their own practice or work
15	Presentation of event agenda and rules	Our Code of Conduct	- Establish event code of conduct (rules) - Manage group dynamics - Create a safe space for learning and sharing
30	Establish expectations, contributions, and commitments	The Apple Tree: Our Contributions to a Fruitful Event	- Participants set event expectations and make personal commitments to meet those expectations - Participants recognize that they are responsible for their own learning and for the success of the event
Break (10 min): 10:30 - 10:40			
Module: Building a sense of community and group cohesion (10:40 - 11:55)			
Time	**Topic**	**Content/Activity**	**Key Messages**
25	Participant introductions	Icebreakers - Connecting Us through Music or - Conference Bingo or - Five Handshakes	- Participants are diverse, and so are their life stories, experiences, and perspectives - Diversity enriches our understanding of the world, and we should be able to recognize and celebrate this - Participants can establish rapport with peers and elicit similarities that can translate into collaboration
25	Group cohesion	Express Yourself Mural	- Participants create a shared vision of peace with peers - Encourage participants to visit and add to mural during event
25	Group cohesion	Mailboxes of Hope	- Participants should be intentional in creating connections with one another and building initial communication channels

			- Focus on and recognize positive attitudes and behaviors in groups
Break (10 min): 11:55 - 12:05			
Module: The Global Peace Index and context analysis (12:05 - 13:35)			
Time	**Topic**	**Content/Activity**	**Key Messages**
15	Ignite-style talk on a relevant topic	PowerPoint presentation	Suggested topics: - "We are all peacebuilders" - "The role of (young) leaders in peace" - "Building infrastructures for peace"
30	The state of peace in our country: the Global Peace Index (GPI)	The Global Peace Index	- The state of peace in participants' country can be determined based on the GPI - Tensions, conflicts, and crises affect most parts of the world, and changes in the context can be sudden
45	The "lights" and "shadows" of the context	Lights and Shadows: Small Group or Lights and Shadows: Medium or Large Group	- Participants apply and analyze the GPI to their local context - Participants have diverse perspectives on the "lights" and "shadows" in their local context; it is important to make visible, understand, and accept these different visions and experiences
Lunch (60 min): 13:35 - 14:35			**Reminder: visit "Express Yourself Mural" + "Apple Tree" + "Mailboxes"**
Module: The Positive Peace Framework (14:35 - 15:35)			
Time	**Topic**	**Content/Activity**	**Key Messages**
15	Different types of violence and our role	Violence, Victims, and Victimizers	- Johan Galtung's "triangle of violence" shows peace as a more holistic state rather than just the absence of physical violence - Participants analyze and understand their role in violence in order to take action
45	The Positive Peace Framework	The Positive Peace Framework	- Peace is much more than the absence of violence (negative peace) - Positive Peace refers to the attitudes, institutions, and structures that create and sustain peaceful societies
Break (25 min): 15:35 - 16:00			
Module: The Positive Peace Framework (cont.) (16:00 - 17:45)			
Time	**Topic**	**Content/Activity**	**Key Messages**
90	The eight Pillars of Positive Peace	Pillars of Positive Peace World Café	- The Positive Peace Framework is relevant for all contexts, but understanding local context is important to make sense of the eight Pillars - Participants consider the Pillars through a local lens
15	Conclusions for the day	n/a	- Check-in with participants - Participants may share lessons learned from the day - Announcements for following day and any other logistics
END OF DAY 1: 17:45			

TWO-DAY POSITIVE PEACE WORKSHOP			
DAY 2			
WORKSHOP START: 09:00			
Module: Introduction to the day (09:00 - 09:30)			
Time	**Topic**	**Content/Activity**	**Key Messages**
20	Lessons from the previous day	Catch of the Day	- Participants discuss core learning from the previous day
10	Review of agenda	n/a	- Outline schedule, activities, and any other logistics
Module: The Positive Peace Framework (9:30 - 10:30)			
Time	**Topic**	**Content/Activity**	**Key Messages**
60	Contextualizing the eight Pillars of Positive Peace: debrief	Most Significant Learning	- Debrief from previous day's eight Pillars of Positive Peace session - Participants should have a more nuanced understanding of each Pillar, as well as a clearer picture of the meaning and state of each Pillar at the local level
Break (30 min): 10:30 - 11:00			
Module: Systems thinking (11:00 - 12:30)			
Time	**Topic**	**Content/Activity**	**Key Messages**
90	Positive Peace and systems thinking	Pillar Island: Positive Peace Simulation	- Participants consider diverse points of view and understand the challenge external parties face in brokering solutions between groups with competing interests
Lunch (60 min): 12:30 - 13:30			**Reminder: visit "Express Yourself Mural" + "Apple Tree" + "Mailboxes"**
Module: Systems thinking (cont.) (13:30 - 14:45)			
Time	**Topic**	**Content/Activity**	**Key Messages**
30	Systems thinking	Systems Thinking and Positive Peace	- Systems thinking offers a more complex view of Positive Peace through the mechanics of mutual feedback loops - Participants explore the systemic nature and interconnectedness of the eight Pillars of Positive Peace
45	Positive Peace and systems thinking	- Positive Peace Web: Small Group or Positive Peace Web: Medium or Large Group or - Regional Positive Peace Activity	- Positive Peace is systemic and complex, and the eight Pillars of Positive Peace are interconnected - Changes in one Pillar affect all others, and the best way to create and sustain Positive Peace is by improving all Pillars - Participants consider how they are part of the system, and how they can contribute to sustaining peace
Break (30 min): 14:45 - 15:15			
Module: Additional skills - Positive Peace action design / coalition-building / or other identified skill (15:15 - 16:45)			
Time	**Topic**	**Content/Activity**	**Key Messages**
90	Positive Peace in Action	- Systems Thinking and Positive Peace in Action (content) and	- Presentation of example initiative designed and implemented using the Positive Peace Framework - Participant Positive Peace actions should address an issue or a problem while incorporating as many of the Pillars as possible - Lasting contributions to Positive Peace should be systemic and involve networks and relationships in a community

		- Pillars of Peace Vision and Activation (activity)	
or			
30	Coalition-building	ABC Coalition-Building	- Mapping potential stakeholders to determine where you have common causes is a crucial element of coalition-building - Participants learn the importance of building diverse coalitions and undertaking or strengthening Positive Peace actions
60		Our Positive Peace Network	- Participants reflect on the key elements that an emerging network of Positive Peace leaders should take into account - Participants understand how to form, participate, and manage a plural coalition and to establish their own network
or			
90	Additional skill	Consult the IX. BACKGROUND INFORMATION AND CONTENT APPENDIX for additional skills-related content and the X. ACTIVITIES APPENDIX for skills-based activities and instructions.	
Break (15 min): 16:45 - 17:00			**Reminder: visit "Express Yourself Mural" + "Apple Tree" + "Mailboxes"**
Module: Conclusions (17:00 - 17:45)			
Time	**Topic**	**Content/Activity**	**Key Messages**
15	Closing remarks and next steps	n/a	- Participants can return home and use the Positive Peace Framework in their different projects and initiatives - Participants are connected to similar-minded and committed people working toward peace and can better coordinate actions together - Presentation of certificates of participation (if applicable)
15	Participant takeaways and farewells	- The Apple Tree: Our Contributions to a Fruitful Event (harvest) or - Offering Our Hearts to Service	- Everyone has something to offer to peace, and individual commitments are important
15	Participant event evaluation	n/a	- Evaluations by participants (paper or digital) - Indicate if anonymous and how information will be used
END OF DAY 2: 17:45			

THREE-DAY POSITIVE PEACE SEMINAR

Three-Day Positive Peace Seminar Background and Objectives

The three-day Positive Peace seminar aims to form a strong cohort of Positive Peace leaders with the knowledge and skills to design and implement Positive Peace actions in their communities. The focus is on identifying and building collaborations with other stakeholders through those actions. Specifically, this type of event has these objectives:

- Increasing knowledge: Participants gain in-depth knowledge of the Positive Peace Framework, the eight Pillars of Positive Peace, and their application in the participants' work and initiatives.
- Creating networks: Participants create and strengthen relationships among themselves and have the necessary skills to participate in and maintain a network of Positive Peace leaders who communicate regularly and actively identify and pursue opportunities for collaboration.
- Strengthening skills: Participants develop a robust skill set that allows them to design and implement Positive Peace actions and support other initiatives in their communities.
- Developing concrete actions in participant communities: Participants design pilot Positive Peace actions to apply the Pillars within their communities. Ideally, participants envision these initiatives in a collaborative fashion and implement them jointly.

Key Elements to Consider for a Three-Day Positive Peace Seminar

- Build a spirit of group cohesion throughout the event. Encourage participants to connect and build group cohesion during the event by incorporating specific elements into your agenda, including: "Express Yourself" Mural (see X. ACTIVITIES APPENDIX for detailed instructions); icebreakers that build relationships (see Icebreakers in the X. ACTIVITIES APPENDIX or the PartnersGlobal collection of energizers and icebreakers); and participant-led icebreakers and energizers.
- Consider various events in different regions. Many countries in which Rotary develops projects have a great diversity of experiences and needs at the regional level. If the conditions exist to invest in a longer-term initiative, consider conducting various Positive Peace events in different regions. This allows your training and networking to be specific to the local reality, and you can follow up with practical Positive Peace actions so the participants can put their new skills into practice.
- Develop a Positive Peace leaders network. One key objective of this type of event is to foster the emergence of an informal yet functional and effective Positive Peace leaders network. This network can: spread knowledge about Positive Peace and its relevance as an analytical framework; leverage relationships, resources, and collective intelligence to bolster Positive Peace initiatives in communities; and support ongoing networking and collaboration for Positive Peace. Thus, a seminar agenda should include coalition-building, key elements of a Positive Peace leaders network, and dynamics to spur group cohesion. Encourage participants to find opportunities during the event to learn from one another and to identify opportunities to collaborate.
- Connect to existing initiatives and other leaders. During the mapping process, you should have identified other foundations, nonprofits, government programs, university initiatives, or businesses in the target region to participate in your event. In order to help make connections for Positive Peace that build and amplify existing efforts, the event coordination committee should invite some of these key stakeholders as guest speakers or participants in the event. This might include formal sessions in the agenda, informal presence during lunches or dinners, or networking time "off hours" with participants.
- Develop and plan accompaniment of Positive Peace actions. The three-day seminar emphasizes preparing participants to carry out Positive Peace actions in their communities post-event, so you

should incorporate Positive Peace action planning into the event agenda (e.g., during the "additional skills" modules). To facilitate this, you can use the Positive Peace Action Planning Template in XI. TEMPLATES APPENDIX. You also need to determine if you will provide accompaniment for Positive Peace actions post-event, including monitoring, mentoring, and evaluation of actions, as well as deciding who will do so, when, and how. Consult the Positive Peace Action Monitoring Template and Positive Peace Action Evaluation Template in the XI. TEMPLATES APPENDIX for more tools.

- Raise awareness of international forums and platforms. At this level of training, it is important for participants to think both locally and globally and to inspire them to connect their Positive Peace actions with global movements and networks. Share information (e.g., videos, materials) on peacebuilding resources and incorporate global theme(s) into your event (e.g., the UN Sustainable Development Goals). Consult the XII. PARTNER ORGANIZATIONS AND RESOURCES APPENDIX for ideas.
- Identify selection criteria for Positive Peace leaders if you plan to do a follow-up training of trainers. A three-day Positive Peace seminar envisions a longer-term investment through the support of a network of Positive Peace leaders to promote the implementation of Positive Peace actions. This could entail selecting a small group (10 - 30) of outstanding participants to take part in a follow-up training of trainers event (see more details below). To select this small group of participants for a training of trainers during the three-day seminar, use the following criteria:
  - Active participation: Look for participants who are engaged and focused during the training, providing relevant insights. For the training of trainers, you want participants who were active during the seminar event and who gained new knowledge and shared it with others.
  - A robust set of skills: Be attentive to specific moments, like group exercises and debriefings, where participants can demonstrate their skills and abilities. Pay attention to certain key skills, such as effective communication, analysis, and teamwork.
  - Leadership abilities: Watch for leaders with a collaborative leadership style. In other words, assess participants' capacity and openness to support others and to serve as connectors.
- Solicit feedback from participants and assess progress. Because the objectives of this event include strengthening skills, creating relationships, and implementing actions, you should have participants complete a pre-seminar assessment of skills, relationships, and actions, and do this again afterward to gauge changes. You should also have participants provide input on the event in the post-seminar assessment. Consult the VIII. MONITORING AND EVALUATION: MEASURING IMPACT section of the Positive Peace in Action Guide and Monitoring and Evaluation in the IX. BACKGROUND INFORMATION AND CONTENT APPENDIX for more information.
- Evaluate the event as a team and recognize efforts. As a best practice, all coordination team members should plan to meet after the event for an "after-action review" to share what went well and what they would improve for future events. This is also an important moment for Rotarians and partner organizations to express appreciation for their partnership and acknowledge contributions to the success of the Positive Peace event. Use this time to plan for any follow-up actions needed.

Key Considerations for Add-on Training of Trainers

To achieve the goal of building lasting capacity to further Positive Peace, the three-day seminar option can add on a training of trainers event (see TRAINING OF TRAINERS guide). This is especially applicable if you choose to conduct various events in different regions and want to invest in a longer-term program to strengthen regional leaders implementing Positive Peace actions. We strongly recommend that Rotarians choosing a seminar plus training of trainers option work with a professional peacebuilding partner organization. Conducting several regional seminars, practical field-based Positive Peace actions, and a training of trainers calls for professional program implementation and support. Consult the XII. PARTNER ORGANIZATIONS AND RESOURCES APPENDIX for more detailed information on potential partners.

Three-Day Positive Peace Seminar Sample Agenda

THREE-DAY POSITIVE PEACE SEMINAR			
DAY 1			
SEMINAR START: 09:00			
Module: Protocol and welcoming remarks (09:00 - 10:30)			
Time (min.)	**Topic**	**Content/Activity Options**	**Key Messages**
10	Protocol	n/a	- Welcome participants and thank organizers and sponsors - National anthem (if appropriate) - Rotary anthem or guiding principles (if appropriate) - Convey respect and enthusiasm
10	Opening remarks	n/a	- Immediately engage participants and frame expectations - Peace is one of the central areas of interest for Rotary, as it relates to and affects Rotary's areas of focus - Rotary and IEP have a strategic partnership to advance Positive Peace around the world and empower local leaders to take action - Outline event objectives
25	Symbolic opening procedures	This Is Me, This Is You, This Is Us	- Participants bring their experiences and stories to this seminar - Participants feel the importance of being together and connecting with other leaders - Participants understand that they need to be intentional in creating connections that can bolster their own practice or work
15	Presentation of event agenda and rules	Our Code of Conduct	- Establish event code of conduct (rules) - Manage group dynamics - Create a safe space for learning and sharing
30	Establish expectations, contributions, and commitments	The Apple Tree: Our Contributions to a Fruitful Event	- Participants set event expectations and make personal commitments to meet those expectations - Participants recognize that they are responsible for their own learning and for the success of the event
Break (10 min): 10:30 - 10:40			
Module: Building a sense of community and group cohesion (10:40 - 12:20)			
Time	**Topic**	**Content/Activity**	**Key Messages**
25	Participant introductions	Icebreakers - Connecting Us through Music or - Conference Bingo or - Five Handshakes	- Participants are diverse, and so are their life stories, experiences, and perspectives - Diversity enriches our understanding of the world, and we should be able to recognize and celebrate this - Participants can establish rapport with peers and elicit similarities that can translate into collaboration
25	Group cohesion (regional)	Balloon Party: Identity and Introductions	- Participants establish connections with other participants from the same region and recognize that even at the regional level, context can be nuanced (cities, rural areas, etc.)
25	Group cohesion	Express Yourself Mural	- Participants create a shared vision of peace with peers - Encourage participants to visit and add to mural during event

25	Group cohesion	Mailboxes of Hope	- Participants should be intentional in creating connections with one another and building initial communication channels - Focus on and recognize positive attitudes and behaviors in groups
Lunch (60 min): 12:20 - 13:20			
Module: The Global Peace Index and context analysis (13:20 - 14:35)			
Time	**Topic**	**Content/Activity**	**Key Messages**
30	The Global Peace Index (GPI)	The Global Peace Index	- The state of peace in participants' country can be determined based on the GPI - Tensions, conflicts, and crises affect most parts of the world, and changes in the context can be sudden
45	The state of peace in our country: the Global Peace Index (GPI)	Our Country's Ranking on the Global Peace Index	- Participants analyze and apply the GPI to their country context
Break (30 min): 14:35 - 15:05			**Reminder: visit "Express Yourself Mural" + "Apple Tree" + "Mailboxes"**
Module: The Global Peace Index and context analysis (cont.) (15:05 - 17:00)			
Time	**Topic**	**Content/Activity**	**Key Messages**
45	The "lights" and "shadows" of the context	Lights and Shadows: Small Group or Lights and Shadows: Medium or Large Group	- Participants apply and analyze the GPI to their local context - Participants have diverse perspectives on the "lights" and "shadows" in their local context; it is important to make visible, understand, and accept these different visions and experiences
60	Analyzing the "lights" and "shadows"	Six Thinking Hats	- Participants more deeply analyze the GPI in their local context - Participants more concretely understand that one context may yield both positive and negative feelings ("lights" and "shadows")
10	Conclusions for the day	n/a	- Check-in with participants - Participants may share lessons learned from the day - Announcements for following day and any other logistics
END OF DAY 1: 17:00			

THREE-DAY POSITIVE PEACE SEMINAR			
DAY 2			
SEMINAR START: 09:00			
Module: Introduction to the day (09:00 - 09:30)			
Time	**Topic**	**Content/Activity**	**Key Messages**
20	Lessons from the previous day	Catch of the Day	- Participants discuss core learning from the previous day
10	Review of agenda	n/a	- Outline schedule, activities, and any other logistics
Module: The Positive Peace Framework (09:30 - 10:30)			
Time	**Topic**	**Content/Activity**	**Key Messages**
15	Different types of violence and our role	Violence, Victims, and Victimizers	- Johan Galtung's "triangle of violence" shows peace as a more holistic state rather than just the absence of physical violence - Participants analyze and understand their role in violence in order to take action
45	The Positive Peace Framework	The Positive Peace Framework	- Peace is much more than the absence of violence (negative peace) - Positive Peace refers to the attitudes, institutions, and structures that create and sustain peaceful societies
Break (30 min): 10:30 - 11:00			**Reminder: visit "Express Yourself Mural" + "Apple Tree" + "Mailboxes"**
Module: The Positive Peace Framework (cont.) (11:00 - 12:30)			
90	The eight Pillars of Positive Peace	Pillars of Positive Peace World Café	- The Positive Peace Framework is relevant for all contexts, but understanding local context is important to make sense of the eight Pillars - Participants consider the Pillars through a local lens
Lunch (60 min): 12:30 - 13:30			
Module: The Positive Peace Framework (cont.) (13:30 - 14:00)			
Time	**Topic**	**Content/Activity**	**Key Messages**
30	Contextualizing the eight Pillars of Positive Peace: debrief	Most Significant Learning	- Debrief from eight Pillars of Positive Peace session - Participants should have a more nuanced understanding of each Pillar; a clearer picture of the meaning and state of each Pillar at the local level
Module: Systems thinking (14:00 - 15:30)			
Time	**Topic**	**Content/Activity**	**Key Messages**
90	Positive Peace and systems thinking	Pillar Island: Positive Peace Simulation	- Participants consider diverse points of view and understand the challenge external parties face in brokering solutions between groups with competing interests
Break (30 min): 15:30 - 16:00			**Reminder: visit "Express Yourself Mural" + "Apple Tree" + "Mailboxes"**
Module: Systems thinking (cont.) (16:00 - 17:30)			
Time	**Topic**	**Content/Activity**	**Key Messages**
30	Systems thinking	Systems Thinking and Positive Peace	- Systems thinking offers a more complex view of Positive Peace through the mechanics of mutual feedback loops - Participants explore the systemic nature and interconnectedness of the eight Pillars of Positive Peace
45	Positive Peace and systems thinking	- Positive Peace Web: Small Group or Positive Peace	- Positive Peace is systemic and complex, and the eight Pillars of Positive Peace are interconnected - Changes in one Pillar affect all others, and the best way to create and sustain Positive Peace is by improving all 8 Pillars

		Web: Medium or Large Group or - Regional Positive Peace Activity	- Participants consider how they are part of the system and how they can contribute to sustaining peace
15	Conclusions for the day	n/a	- Wrap up the day's learning - Announcements for following day and any other logistics
END OF DAY 2: 17:30			

THREE-DAY POSITIVE PEACE SEMINAR			
DAY 3			
SEMINAR START: 09:00			
Module: Introduction to the day (09:00 - 09:30)			
Time	**Topic**	**Content/Activity**	**Key Messages**
20	Lessons from the previous day	Catch of the Day	- Participants discuss core learning from the previous day
10	Review of agenda	n/a	- Outline schedule, activities, and any other logistics
Module: Positive Peace action design (09:30 - 11:00)			
Time	**Topic**	**Content/Activity**	**Key Messages**
90	Positive Peace in Action	- Systems Thinking and Positive Peace in Action (content) and - Pillars of Peace Vision and Activation (activity)	- Presentation of example of initiative designed and implemented using the Positive Peace Framework - Participant Positive Peace actions should address an issue or a problem from as many of the Pillars as possible - Lasting contributions to Positive Peace should be systemic and involve networks and relationships in a community
Break (30 min): 11:00 - 11:30			**Reminder: visit "Express Yourself Mural" + "Apple Tree" + "Mailboxes"**
Module: Coalition-building (11:30 - 13:00)			
Time	**Topic**	**Content/Activity**	**Key Messages**
30	Coalition-building	ABC Coalition-Building	- Mapping potential stakeholders to determine where you have common causes is a crucial element of coalition-building - Participants learn analytical frameworks and skills to build diverse coalitions and to undertake or strengthen Positive Peace actions
60		Our Positive Peace Network	- Participants reflect on the key elements that an emerging network of Positive Peace leaders should take into account - Participants understand how to form, participate, and manage a plural coalition and to establish their own network
Lunch (60 min): 13:00 - 14:00			
Module: Additional skills (14:00 - 15:30)			
Time	**Topic**	**Content/Activity**	**Key Messages**
90	Additional skill	Consult the IX. BACKGROUND INFORMATION AND CONTENT APPENDIX for additional skills-related content and the X. ACTIVITIES APPENDIX for activities and instructions.	
Break (30 min): 15:30 - 16:00			
Module: Additional skills (cont.) (16:00 - 17:00)			
Time	**Topic**	**Content/Activity**	**Key Messages**
60	Additional skill	Consult the IX. BACKGROUND INFORMATION AND CONTENT APPENDIX for additional skills-related content and the X. ACTIVITIES APPENDIX for activities and instructions.	
Break (15 min): 17:00 - 17:15			
Module: Conclusions (17:15 - 18:00)			
15	Closing remarks and next steps	n/a	- Participants can return home and use the Positive Peace Framework in their different projects and initiatives - Participants are connected to similar-minded and committed people working toward peace and can better coordinate actions

			- Outline of next steps: communications, follow-up on Positive Peace actions, upcoming relevant activities, etc. (if applicable) - Presentation of certificates of participation (if applicable)
15	Participant takeaways and farewells	- The Apple Tree: Our Contributions to a Fruitful Event (harvest) or - Offering Our Hearts to Service	- Everyone has something to offer to peace, and individual commitments are important
15	Participant event evaluation	n/a	- Evaluations by participants (paper or digital) - Indicate if anonymous and how information will be used
END OF DAY 3: 18:00			

TRAINING OF TRAINERS

Training of Trainers Background and Objectives

The training of trainers Positive Peace event is the continuation of a three-day Positive Peace seminar. During the seminar, you should identify 10 - 30 outstanding participants to form a smaller "multipliers cohort" to participate in a two-and-a-half day training of trainers. This training of trainers seeks to further develop participants' skills to operationalize the Positive Peace Framework as they implement initiatives to improve their communities, leveraging the connections and relationships established during the seminar. It also seeks to strengthen their abilities to raise awareness and spread knowledge about Positive Peace and the need for this holistic approach to tackle today's complex problems. Specifically, this type of event has these objectives:

- Developing collaborative leadership skills: Participants strengthen their collaborative leadership attitudes and approaches.
- Deepening learning skills: Participants explore learning principles and styles in order to more effectively spread the concept of Positive Peace and how to incorporate the framework and Pillars into existing and new initiatives that seek to promote positive social changes.
- Strengthening Positive Peace leaders network: Participants form a strong, interconnected, and effective cohort of outstanding Positive Peace leaders, providing mentorship, accompaniment, and coaching to other Positive Peace leaders and community stakeholders.

Key Elements to Consider for a Training of Trainers

- Select outstanding leaders to participate. You may have chosen to select training of trainers participants during the previous three-day seminar, or you may have chosen leaders from the community. If you chose to provide accompaniment for three-day seminar participants' Positive Peace actions, consider incorporating those actions into the training of trainers selection process (e.g., who is active and demonstrating application of learning in a Positive Peace action).
- Build cohesion and community. The three-day seminar allowed a significant amount of time for participants to get to know one another, network, and identify potential areas for collaboration. This training of trainers seeks to expand on this effort through structured and semi-structured segments and activities for participants to connect on a personal level. Personal relationships are the basis of strong, functional networks.
- Deepen learning and spread knowledge. During the training, the trainers or facilitators and the participants will always refer back to the concepts presented in the Positive Peace seminar. However, the agenda of this training of trainers focuses heavily on learning, learning styles, and transferring and translating these concepts and knowledge to other leaders and to the general population.
- Build constituencies for Positive Peace. This training strengthens participants' abilities and competencies to engage with a wide array of stakeholders and broker partnerships or alliances that can promote Positive Peace and support existing or new initiatives to effect positive social change at the local and national level. The agenda includes stakeholder identification and engagement activities to help participants develop strong messages that can resonate with different audiences.
- Strengthen a collaborative leadership approach. One key purpose of this training of trainers is to strengthen participant leadership skills as they form a "multipliers cohort." The majority of the training's agenda is dedicated to developing collaborative leadership skills and expressions and presenting specific tools for participants to use as they work to promote and sustain Positive Peace, and as they provide mentorship and accompaniment to other Positive Peace leaders and to other stakeholders working to improve the community.

- Evaluate and enhance pilot Positive Peace actions. The three-day seminar prepared participants to carry out Positive Peace actions in their communities post-event and incorporated Positive Peace action planning. Thus, participants selected to attend the training of trainers should have created or improved an existing Positive Peace action in their community post-seminar, and should come to the training of trainers prepared to share. (Organizers may wish to request this information ahead of time to prepare a presentation on participants' pilot Positive Peace actions.) During the training of trainers, create time and space for participants to work collaboratively to evaluate, tweak, and plan for further mutual peer-to-peer accompaniment of participant Positive Peace actions.
- Solicit feedback from participants and assess progress. Because the objectives of this event include strengthening leadership and learning skills, developing a network, and improving community actions, you should have participants complete a pre-training assessment of these skills, networks, and actions, and do so again after the training to gauge any changes. You may also want to give participants the chance to provide input and recommendations for the event in the post-training assessment. Consult the VIII. MONITORING AND EVALUATION: MEASURING IMPACT section of the Positive Peace in Action Guide and Monitoring and Evaluation in the IX. BACKGROUND INFORMATION AND CONTENT APPENDIX for more information.
- Evaluate the event as a team and recognize efforts. As a best practice, all coordination team members should plan to meet after the event for an "after-action review" to share what went well and what they would improve for future events. This is also an important moment for Rotarians and partner organizations to express appreciation for their partnerships and acknowledge contributions to the success of the Positive Peace event. Use this time to plan any follow-up actions needed.

Training of Trainers Sample Agenda

TRAINING OF TRAINERS			
DAY 1			
TRAINING OF TRAINERS START: 16:00			
Module: Protocol and welcoming remarks (16:00 - 17:30)			
Time (min.)	**Topic**	**Content/Activity**	**Key Messages**
10	Protocol	n/a	- Welcome participants and thank organizers and sponsors - National anthem (if appropriate) - Rotary anthem or guiding principles (if appropriate) - Convey respect and enthusiasm

10	Opening remarks	n/a	- Congratulate participants for having been selected to join this cohort and serve as "multipliers" who will spread knowledge about Positive Peace and support others to implement Positive Peace actions
			- Rotary has invested in this cohort so they can catalyze positive social changes that promote and sustain peace
			- Outline event objectives:
			  - To deepen learning skills
			  - To develop collaborative leadership skills
			  - To strengthen connections and Positive Peace leaders network

25	Symbolic opening procedures	n/a	- Show video or PowerPoint outlining timeline and benchmarks of prior training process and pilot Positive Peace actions - Celebrate participant accomplishments and explain their selection for this training of trainers based on leadership - Outline that participants are expected to further promote sustainable peace in their communities and accompany others
15	Presentation of event agenda	n/a	- Explain event agenda and activities
30	Establish expectations, contributions, and commitments	The Apple Tree: Our Contributions to a Fruitful Event	- Participants set event expectations and make personal commitments to meet those expectations - Participants recognize that they are responsible for their own learning and for the success of the event
Break (15 min): 17:30 - 17:45			
Module: Building a sense of community and group cohesion (17:45 - 19:00)			
Time	**Topic**	**Content/Activity**	**Key Messages**
60	Participant introductions and group cohesion	Our Life and Leadership Stories	- Participants bring their experiences and stories to this training - Participants feel the importance of being together and connecting with other leaders - Participant feel a sense of pride and relevance to their cohort
15	Conclusions for the day	n/a	- Check in with participants - Participants share lessons learned from the day - Announcements for following day and any other logistics
END DAY 1: 19:00			
Welcome dinner and networking opportunity: 19:00 - 21:00			

TRAINING OF TRAINERS			
DAY 2			
TRAINING OF TRAINERS START: 09:00			
Module: Introduction to the day (09:00 - 09:10)			
Time	**Topic**	**Content/Activity**	**Key Messages**
10	Review of agenda	n/a	- Outline schedule, activities, and any other logistics
Module: Learning skills and learning styles (09:10 - 10:50)			
40	The learning process and the multiplier effect	- Principles of Learning (content) and - Principles of Learning: Learning to Learn (activity)	- Learning is the process of developing new knowledge, skills, and attitudes - Participants should reflect on and understand the learning process in order to improve practice as Positive Peace leaders, particularly when educating others about Positive Peace
60	Learning styles	Learning Styles Questionnaire	- Everyone learns in different ways and we all have a dominant learning style, yet we use all styles in different circumstances - Participants should understand different learning styles and how to work with them when educating others about Positive Peace
Break (10 min): 10:50 - 11:00			
Module: Collaborative leadership (11:00 - 12:30)			
Time	**Topic**	**Content/Activity**	**Key Messages**
60	Collaborative leadership	- Principles of Collaborative Leadership (content) and - Leadership True or False (activity)	- Collaborative leadership is a process to help diverse groups find sustainable solutions to complex problems - Participants are aware of their own type of leadership and how to be more collaborative - Participants understand that collaborative leadership is key to ensuring the success of the Positive Peace leaders network
30	The Positive Peace leader and multiplier	Building the Ideal Positive Peace Leader	- Participants understand the ideal skill set and profile of an effective Positive Peace leader and multiplier - Participants better grasp personal strengths and weaknesses and how to address them in order to serve as a Positive Peace leader
Lunch (60 min): 12:30 - 13:30			
Module: Collaborative leadership toolkit (13:30 - 15:00)			
Time	**Topic**	**Content/Activity**	**Key Messages**
90	Stakeholder and power mapping	- Stakeholder Analysis and Engagement (content) and - Mapping Relevant Stakeholders for Positive	- Participants should conduct a simple stakeholder and power mapping for their region and Positive Peace actions - Participants can adapt and prioritize their interventions and communication efforts based on their map - Participants identify allies and become aware of potential adversaries who might affect their Positive Peace actions and those of other leaders in their region or community

		Peace in our Community	
Break (30 min): 15:00 - 15:30			**Reminder: visit "Apple Tree"**
Module: Collaborative leadership toolkit (cont.) (15:30 - 17:30)			
Time	**Topic**	**Content/Activity**	**Key Messages**
120	Stakeholder engagement at the community level	- Stakeholder Analysis and Engagement (content) and - Stakeholder Engagement Role Play (activity)	- A stakeholder engagement strategy is a process that involves communication, consultation, negotiation, compromise, and relationship-building and is tailored to the context and the specific stakeholder - Participants develop initial ideas and gain specific skills for engaging relevant stakeholders in their communities
Break (15 min): 17:30 - 17:45			
Module: Conclusions (17:45 - 18:00)			
15	Conclusions for the day	n/a	- Wrap-up the day's learning - Announcements for following day and any other logistics
END OF DAY 2: 18:00			

TRAINING OF TRAINERS			
DAY 3			
TRAINING OF TRAINERS START: 09:00			
Module: Introduction to the day (09:00 - 09:30)			
Time	**Topic**	**Content/Activity**	**Key Messages**
20	Lessons from the previous day	Catch of the Day	- Participants talk about the core learning from the previous day
10	Review of agenda	n/a	- Outline schedule, activities, and any other logistics
Module: Collaborative leadership toolkit (cont.) (09:30 - 10:30)			
Time	**Topic**	**Content/Activity**	**Key Messages**
60	Effective facilitation and feedback	Facilitation Skills and Feedback	- Facilitation is a communication technique and approach that enables diverse actors to work together; effective feedback is an important collaborative leadership expression - Participants understand they will serve as facilitators and need to provide effective feedback, particularly when accompanying Positive Peace actions and when establishing relationships with other stakeholders
Break (30 min): 10:30 - 11:00			
Module: Collaborative leadership toolkit (cont.) (11:00 - 12:30)			
Time	**Topic**	**Content/Activity**	**Key Messages**
90	Coaching, accompaniment, and feedback on Positive Peace actions	- Accompanying Positive Peace Actions (activity) and - Supporting Positive Peace Actions in the Field (templates)	- Participants identify links and areas of overlap among Positive Peace actions in their regions - Participants exercise collaborative leadership skills in providing feedback and designing an initial accompaniment and coaching plan to support Positive Peace leaders working in their region
Lunch (60 min): 12:30 - 13:30			
Module: Additional skills (13:30 - 15:30)			
Time	**Topic**	**Content/Activity**	**Key Messages**
120	Additional skill(s)	Based on participant and cohort's needs (identified in pre-training assessment). Consult the IX. BACKGROUND INFORMATION AND CONTENT APPENDIX for additional skills-related content and the X. ACTIVITIES APPENDIX for activities and instructions.	
Break (30 min): 15:30 - 16:00			**Reminder: visit "Apple Tree"**
Module: Conclusions (16:00 - 17:30)			
Time	**Topic**	**Content/Activity**	**Key Messages**
15	Closing remarks and next steps	n/a	- Participants can return home and use the Positive Peace Framework in their different projects and initiatives - Participants are connected to similar-minded and committed people working toward peace and can better coordinate actions - Outline of next steps: communications, follow-up on Positive Peace actions, upcoming relevant activities (if applicable), etc.
30	Participant takeaways and farewells	The Apple Tree: Our Contributions to	- Everyone has something to offer to peace, and individual commitments are important

		a Fruitful Event (harvest)	
30	“Graduation” ceremony and symbolic closure	n/a	- Presentation of certificates of participation
15	Participant event evaluation	n/a	- Evaluations by participants (paper or digital) - Indicate if anonymous and how information will be used
END OF DAY 3: 17:30			

VII. SUPPORTING POSITIVE PEACE ACTIONS IN THE FIELD

An important strategy for reinforcing the new knowledge, skills, and networks established through the Positive Peace training program is to support participants when they return to their communities to implement Positive Peace actions. In your Positive Peace event, we encourage you to use the word "actions" rather than "projects," depending on the local language. The overall goal is to encourage participants to think about their long-term engagement with Positive Peace as an ongoing commitment rather than one tied only to a specific project lifecycle.

It is with these community-based actions that Rotarians will be able to identify their efforts' return on to build the lasting capacity of leaders to collaboratively promote and implement Positive Peace in concrete ways. As noted, putting Positive Peace into action involves the way actions are developed and implemented in concert with others using a systems approach, through deep networks within the community, and by linking the various Pillars of Positive Peace together. To make lasting change, it is important that social change agents and Rotarians collaborate with like-minded individuals and organizations and build on one another's efforts to increase levels of Positive Peace.

Planning and Designing Positive Peace Actions

Photo by Chris Offer

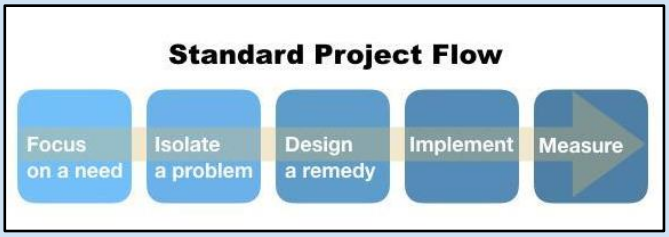
During your Positive Peace event, you may designate a section of the agenda for participants to plan Positive Peace actions to be implemented post-event. You may choose to have participants do this individually or in groups based on their passions and interests (grounded in the Pillars of Positive Peace) or regional location. This can be determined based on your type of event, amount of time, profile of participants, etc.

The idea is not to have participants start initiatives from scratch, but to uncover ways of reinforcing, adapting, or uniting efforts they are already engaged in within their communities. Based on the mapping done at the beginning of the event, the coordination team should also have a list of potential organizations and other initiatives to connect with the participants' planned actions.

There are various resources and activities to assist with the Positive Peace action planning and design process, which are linked in the individual event sample agendas. See Systems Thinking and Positive Peace in Action in the IX. BACKGROUND INFORMATION AND CONTENT APPENDIX; Pillars of Peace Vision and Activation in the X. ACTIVITIES APPENDIX; and Supporting Positive Peace Actions in the Field in the XI. TEMPLATES APPENDIX.

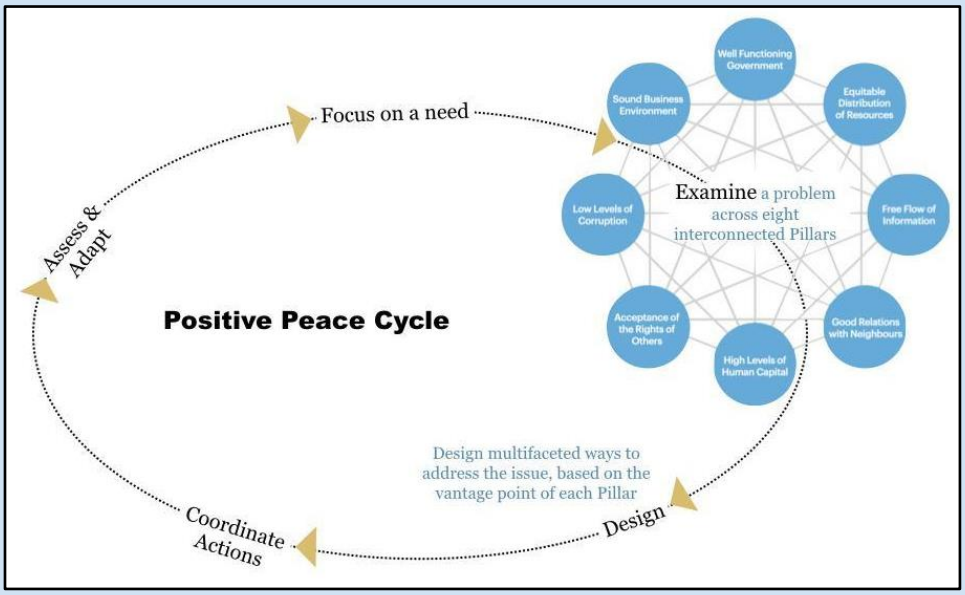
A New Way of (Systems) Thinking: The Positive Peace Framework and Projects

Simple approaches intended to improve societies, or bring about stability after conflict, can affect elements within social systems without transforming those systems. As a consequence, the core factors (or Pillars) that have contributed to instability might remain, despite isolated improvements. As a result, efforts to fix those problems can often be temporarily effective.



Rotary has traditionally followed a standard project flow when it comes to implementing actions. Although such a linear approach is simple, the current global investment of time, energy, and resources may not be the best way to bring about lasting systemic changes to create Positive Peace.

The Positive Peace Framework realistically acknowledges that systemic change occurs only when movement coincides within each of the eight Pillars. The process still begins with a needs analysis, but then examines a problem to understand how each of the eight Pillars influences underlying factors that either help or hinder change efforts.



Rotarians can lead the world in recognizing how interrelated elements need to be simultaneously addressed, even in small ways. A vision for Positive Peace might lead people to think about major reforms or sweeping changes, but realistic actions are typically narrower in scope and attempt to influence more nuanced aspects of social systems.

For example, in Uganda, a project based on the Positive Peace Framework aimed to improve school attendance rates and academic performance. Although providing school materials might have seemed the obvious approach, it turned out that providing feminine hygiene products and training to adolescent girls addressed factors contributing to female students missing school during their menstrual cycles. Examining school attendance and performance through all of the eight Pillars brought to light institutional factors, like access to learning materials, but it simultaneously illuminated psychological factors that, if left unaddressed, could mean that a generous donation of books and resources would be ultimately insufficient to change the patterns that contributed to absenteeism and lower performance among adolescent girls. (See Systems Thinking and Positive Peace in Action in the IX. BACKGROUND INFORMATION AND CONTENT APPENDIX for more information.)

Importance of Mentoring and Accompaniment

Adults learn best by doing and by reflecting with one another on their challenges and successes in order to solidify concepts and ensure continuity of efforts. Therefore, a very important success factor for this component of your Positive Peace event will be to identify appropriate mentors to support the participants during the implementation of their actions, especially if you are investing in young people. We recommend working with seasoned peacebuilders to accompany the participants, to help troubleshoot, and to make connections with other efforts and find additional support in the field. If you have engaged an expert peacebuilding organization, make sure to include their in-person and virtual mentoring for the Positive Peace actions in the field in the MOU.

In addition to engaging expert peacebuilding organizations to mentor participants, consider incorporating peer mentoring amongst participants into your program. Peer mentors and mobilizers are especially relevant if you are carrying out a three-day Positive Peace seminar with an add-on training of trainers.

Evaluating and Providing Feedback on Positive Peace Actions

Providing evaluation and feedback on participant Positive Peace actions as they are planned and implemented goes hand-in-hand with mentoring and accompaniment. You or the peacebuilding organization in charge of mentoring and accompaniment can determine the best way to do this (e.g., in-person or virtually, how often, and with what aim) and to link it to the event monitoring and evaluation process. See Supporting Positive Peace Actions in the Field in the XI. TEMPLATES APPENDIX for Positive Peace Action Monitoring Template and Positive Peace Action Evaluation Template; also consult VIII. MONITORING AND EVALUATION: MEASURING IMPACT for more information.

Giving Feedback to Participants

Many of the participants in your Positive Peace events are busy professionals and may be participating as volunteers, as are many Rotarians. Thus, the process of mentoring and accompanying the actions in the field (and managing your coordination team) should be sensitive to the dynamic of working with volunteers. This is especially true if feedback is needed to improve the implementation of the initiative or the coordination or communication within the team or with participants. Some advice about giving constructive feedback to volunteers:

- Focus on the mission of Positive Peace: We are all working for a worthy cause and want to have an impact on the community. If you need to make suggestions about improvements or necessary changes, remind the participants about your common motivation and devotion to the goal of promoting Positive Peace.
- Be specific: Identify a particular action or attitude that needs to be changed and the resulting impact that it has, and offer specific recommended changes or new courses of action.

Ongoing Responsibility of Rotary Clubs

The Positive Peace event sponsors Rotary clubs, and those who participated in the mapping process should also continue to support the Positive Peace actions in the field, potentially with additional funding, space for meetings, connections, and moral support. After the Rotarians have trained participants in Positive Peace, it is important that participants continue to feel connected to and bolstered by the local Rotary clubs.

Positive Peace Action Case Studies
2019 "Positive Peace for Colombian Youth" Colombia Positive Peace Pilot Event

"Cocinarte para La Paz" | Pasto, Colombia

The "Cooking for Peace" action was led by four young women from San Juan de Pasto to promote the Solid Business Environment and High Levels of Human Capital Pillars. They engaged closely with the Rotary clubs in their area, local businesses, the social services offices of the local government, and a cooking school. Working with women who had been victims of the conflict in Colombia, they led Positive Peace workshops and used cooking classes as a way to engage the women to develop new skills in food preparation for commercial use. A professional chef was invited to participate as a teacher and help raise awareness about the rights of these women and the potential for Positive Peace in the community.

"Diverpaz" | Quimbaya, Colombia

The "Make Peace Fun" action was led by four Positive Peace event participants and connected multiple organizations in the community: the police station, cultural center, local sponsor businesses, Rotaract, and the Quimbaya Movement (a local civil society organization). The group combined the Well-functioning Government, High Levels of Human Capital, Good Relations with Neighbors, Free Flow of Information, and Solid Business Environment Pillars by working directly within the police station to improve police-community outreach and educational programs for individuals who had committed petty offenses. Fun Positive Peace workshops involved both police and community members and included local rap and graffiti artists who continued to raise awareness through the arts. Program participants were offered the possibility of carrying out their community service by attending a Positive Peace workshop, and local businesses offered sponsorship support for the workshops to continue in the community.

"Comunarte" | Cali and Tuluá, Colombia

The "Community Art" action was led by three YMCA members and two Rotaractors who participated in the Positive Peace event. They connected with several civil society organizations working on art for peace in their communities, including a well-known local YMCA initiative called "Peace to Peace." They also established links with a formal training school to embed their training process in an ongoing education system. The group combined the Acceptance of the Rights of Others, High Levels of Human Capital, Sound Business Environment, Free Flow of Information, and Good Relations with Neighbors Pillars by training young volunteers throughout their communities on how to use art for entrepreneurship and social cohesion. Through the arts, youth were taught dialogue skills and tolerance. Then, in coordination with businesses and civic groups, they created public art installations throughout the city to share the Positive Peace message with the community.

Photo by PartnersGlobal

Photo by Chris Offer

VIII. MONITORING AND EVALUATION: MEASURING IMPACT

All Rotarians want to know that their philanthropic and volunteer efforts are making a difference in the community and that they are having a true impact on people's lives. Therefore, conducting careful monitoring and evaluation of the impact of your Positive Peace event is essential. Not only should you report back to your club, district, and other sponsors (and as a formal requirement of a Rotary global grant), you also want to ensure that the coordination team knows about any important lessons learned from the event to incorporate into future endeavors.

It may seem that measuring progress toward a more peaceful world at the grassroots level is nearly impossible and that you cannot expect that "peace writ large" will be achieved through Rotary's Positive Peace actions alone. Tracking your country's annual ranking on the Global Peace Index may serve as a helpful motivator for continuing your work, but it is not a realistic measure of Rotary's impact. The measurable change that Rotary is making through these types of projects is a lasting investment in the knowledge, capacity, and networks of community leaders, including Rotarians, who can work for Positive Peace in a sustained and collaborative manner.

Photo by Chris Offer

If your event provides mentoring and accompaniment of follow-up Positive Peace actions by participants, the level of evaluation will depend on how much time, energy, and attention that you, your team, and a peacebuilding partner (if applicable) invested in this component. At a minimum, make sure to collect key data on participant actions, including: the number of activities; number of community members who participated; partnerships established; any stories of beneficiaries who were positively affected; and sustainability of the initiative. Consult the Positive Peace Action Monitoring Template and Positive Peace Action Evaluation Template in the XI. TEMPLATES APPENDIX for basic evaluation criteria.

The coordination team will have to decide how it wants to conduct monitoring and evaluation and the appropriate resources to dedicate to that. One member of the team should assume responsibility for this aspect of the event or engage the professional services of a monitoring and evaluation expert; this may be with a professional peacebuilding partner or a third party. Regardless of who conducts the monitoring and evaluation, ensure that you plan for this from the start - before your event takes place - so that you can begin collecting data and information throughout your event, not just after it has finished (e.g., via pre- and post-event assessments of participants).

Consult Monitoring and Evaluation in the IX. BACKGROUND INFORMATION AND CONTENT APPENDIX for additional information on the importance of monitoring and evaluation, key terminology and approaches, and resources for carrying out this process. See also Monitoring and Evaluation: Positive Peace Event Indicators List for a detailed idea of indicators for a Positive Peace event.

IX. BACKGROUND INFORMATION AND CONTENT APPENDIX

Topic	The Global Peace Index
Notes	This content can be incorporated into an event and is ideal for one-day, two-day, and three-day events.
Credit	Text provided by the Institute for Economics & Peace.

Objectives of Covering the Global Peace Index

- To give participants tools to assess the state of peace and potential conflict in a country or region.
- To ensure participants are aware of the context in which they seek to build peace, from a global and national scale.

Key Points to Present on the Global Peace Index

Presenting the GPI at your Positive Peace event can help participants better understand the context (at a global and national level) in which they are operating. Specifically, your presentation can include key points highlighted in the GPI, such as:

- Background on the GPI and data
- The event country's rank in the GPI
- The most peaceful countries in the GPI
- The least peaceful countries in the GPI
- Rankings for countries in the event region
- Longer-term comparison of levels of peace worldwide over the last decade
- Reasons for changes in levels of peacefulness and conflict
- Major trends in peacefulness or conflict highlighted in the GPI that relate well to event theme(s)

Background Information on the Global Peace Index

The Global Peace Index (GPI) was one of the first peace indices in the world, and its findings can be used to influence policy- and decision-makers. It seeks to assess the level of peace in the world at national levels and tracks larger trends, tensions, and conflicts globally. Measures of negative peace - the absence of violence or fear of violence - are used to construct the GPI. The 23 GPI indicators are broken into three domains: ongoing conflict, societal safety and security, and militarization. Societal safety and security refer to internal aspects of violence, such as homicide, incarceration or availability of small arms, while ongoing conflict and militarization capture the extent of current violent conflicts and each country's military capacity.

Resources on the Global Peace Index

- The Institute for Economics & Peace (IEP) website
- IEP Global Peace Index
- IEP Frequently Asked Questions (FAQs)

Topic	The Positive Peace Framework
Notes	This content can be incorporated into an event and is ideal for one-day, two-day, and three-day events.
Credit	Text provided by the Institute for Economics & Peace.

Objectives of Covering the Positive Peace Framework

- To deepen participant understanding of the context in which they seek to build peace, from a global to local scale.
- To provide participants a framework to understand the factors which strengthen and construct more peaceful societies.

Key Points to Present on the Positive Peace Framework

A presentation on Positive Peace should provide event participants a framework to understand the factors which strengthen and construct more peaceful societies. Specifically, a Positive Peace Framework presentation should highlight key points, such as:

- Positive Peace and negative peace
- The eight Pillars of Positive Peace
- Characteristics of Positive Peace and the Pillars
- Why Positive Peace is important

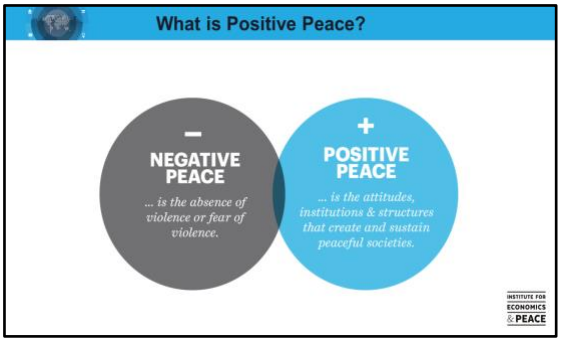
Background Information on the Positive Peace Framework

Positive Peace

IEP works with a concept called "Positive Peace," or the attitudes, institutions, and structures that form the foundation of more peaceful societies. Any Positive Peace event should involve explaining both concepts of peace - negative and positive - but ultimately focus on supporting participants in strengthening the knowledge, skills, and attitudes necessary to build Positive Peace in their communities.

What is Positive Peace?

There are two common conceptions of peace, each of which has a long history in peace studies: negative peace and Positive Peace. IEP's definition of negative peace is the absence of violence or fear of violence - an intuitive definition that many agree with, and one that enables peace to be measured more easily. Measures of negative peace are used to construct the Global Peace Index (GPI).

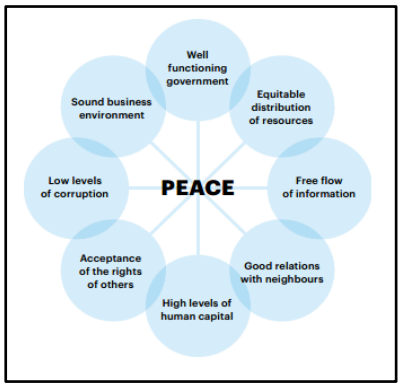


A more ambitious conceptualization of peace is Positive Peace. Well-developed Positive Peace represents the capacity for a society to meet the needs of its citizens, reduce the number of grievances that arise, and resolve remaining disagreements without the use of violence.

Human beings encounter conflict regularly, whether at home, at work, among friends, or on a more systemic level between ethnic, religious or political groups. The majority of these conflicts do not result in violence. Most of the time individuals and groups can reconcile their differences without resorting to violence by using mechanisms such as informal societal behaviors, constructive dialogue, or legal systems designed to reconcile grievances. Conflict provides the opportunity to negotiate or renegotiate a social contract and, as such, it is possible for constructive conflict to involve nonviolence. Positive Peace can be seen as providing the necessary conditions for adaptation to changing conditions, a well-run society, and the nonviolent resolution of disagreements.

Positive Peace can be the guiding principle to build and reinforce the attitudes, institutions, and structures that preempt conflict and help societies channel disagreements productively rather than falling into violence. Positive Peace also enables many other characteristics that societies consider important. For example, Positive Peace is also statistically linked to countries with higher GDP growth, higher levels of resilience, better ecological performance, better measures of inclusion (including gender), and much more.

Pillars of Positive Peace



IEP has identified eight key domains, or Pillars, that comprise Positive Peace:

1. Well-functioning Government: A well-functioning government delivers high-quality public and civil services, engenders trust and participation, demonstrates political stability, and upholds the rule of law.
2. Sound Business Environment: This involves the strength of economic conditions as well as the formal institutions that support the operation of the private sector and determine the soundness of the business environment. Business competitiveness and economic productivity are both associated with the most peaceful countries, as is the presence of regulatory systems that are conducive to business operations.
3. Equitable Distribution of Resources: Equity in access to resources such as education and health as well as, although to a lesser extent, equity in income distribution.
4. Acceptance of the Rights of Others: Formal laws guarantee basic human rights and freedoms, and the informal social and cultural norms that relate to behaviors of citizens serve as proxies for the level of tolerance between different ethnic, linguistic, religious, and socio-economic groups within the country. Similarly, gender equality and worker's rights are important components of societies that uphold acceptance of the rights of others.
5. Good Relations with Neighbors: Peaceful relations with other countries are as important as good relations between groups within a country. Countries with positive external relations are more peaceful and tend to be more politically stable, have better functioning governments, are regionally integrated, and have lower levels of organized internal conflict. This factor is also beneficial for business and supports foreign direct investment, tourism, and human capital inflows.
6. Free Flow of Information: Free and independent media disseminates information in a way that leads to greater openness and helps individuals and civil society work together. This is reflected in the extent to which citizens can gain access to information, whether the media is free and independent, and how well-informed citizens are. This leads to better decision-making and more rational responses in times of crisis.
7. High Levels of Human Capital: A skilled human capital base reflects the extent to which societies care for the young, educate citizens, and promote the development of knowledge, thereby improving economic productivity, enabling political participation, and increasing social capital. Education is a fundamental building block through which societies can build resilience and develop mechanisms to learn and adapt.
8. Low Levels of Corruption: In societies with high corruption, resources are inefficiently allocated, often leading to a lack of funding for essential services. The resulting inequities can lead to civil unrest and in extreme situations can be the catalyst for more serious violence. Low corruption can enhance confidence and trust in institutions.

Attitudes, Institutions, and Structures

The eight Pillars comprising Positive Peace are highly interconnected and interact in varied and complex ways. These Pillars interact together systemically to build a society's attitudes, institutions, and

structures. High levels of Positive Peace occur where attitudes make violence less tolerated, institutions are more responsive to society's needs, and structures underpin the nonviolent resolution of grievances.

- Attitudes refer to norms, beliefs, preferences, and relationships within society. Attitudes influence how people and groups cooperate in society and can both impact and be impacted by the institutions and structures that society creates.
- Institutions are the formal bodies created by governments or other groups, such as companies, industry associations, or labor unions. They may be responsible for supplying education or rule of law, for example. The way institutions operate is affected by both the attitudes that are prevalent within a society and the structures that define them.
- Structures can be both formal and informal and serve as a shared code of conduct that is broadly applicable to most individuals. Informally, it could be as simple as the protocol for queuing; formally, it could be as complex as tax law. Interactions are often governed by informal rules and structures, such as politeness, societal views on morality, or the acceptance or rejection of other's behaviors.

Attitudes, institutions, and structures are all highly interrelated, and it can be difficult to distinguish among them. However, what is more important than drawing clear lines between them is the understanding of how they interact as a whole.

IEP does not attempt to define the specific attitudes, institutions, and structures necessary for Positive Peace, as these will very much be dependent on the cultural norms of a specific society and its current trajectory. What is appropriate in one country may not be appropriate in another. Rather, it aims to provide a framework that each country can adopt and adapt to local contexts. This is critical because approaches to peace are best developed locally.

Positive Peace is measured by the Positive Peace Index (PPI), which quantifies the eight Pillars of Positive Peace based on three indicators per Pillar. This provides a baseline measure of the effectiveness of a country's capabilities to build and maintain peace. It also provides a measure for policymakers, researchers, and corporations to use for effective monitoring and evaluation.

Positive Peace can be used as the basis for empirically measuring a country's resilience - its ability to absorb, adapt, and recover from shocks, such as climate change or economic transformation. It can also be used to measure fragility and help predict the likelihood of conflict, violence, and instability.

Characteristics of Positive Peace

Positive Peace has the following characteristics:

- Systemic and complex: progress occurs in non-linear ways and can be better understood through relationships and communication flows rather than through a linear sequence of events.
- Virtuous or vicious: it works as a process where negative feedback loops or vicious cycles can be created and perpetuated. Alternatively, positive feedback loops and virtuous cycles can likewise be created and perpetuated.
- Preventative: though overall Positive Peace levels tend to change slowly over time, building strength in relevant Pillars can prevent violence and violent conflict.
- Underpins resilience and nonviolence: Positive Peace builds capacity for resilience and incentives for nonviolent conflict resolution. It provides an empirical framework to measure an otherwise amorphous concept: resilience.
- Informal and formal: it includes both formal and informal societal factors. This implies that societal and attitudinal factors are as important as state institutions.
- Supports development goals: Positive Peace provides an environment in which development goals are more likely to be achieved.

Why is Positive Peace Important?

Humanity is now facing challenges unparalleled in its history. The most urgent of these are global in nature, such as climate change, ever-decreasing biodiversity, increasing migration, and overpopulation. These global challenges call for global solutions, and these solutions require cooperation on a scale unprecedented in human history. In a globalized world, the sources of many of these challenges are multidimensional, increasingly complex, and span national borders. For this reason, finding solutions to these unprecedented challenges fundamentally requires new ways of thinking.

Without peace it will not be possible to achieve the levels of trust, cooperation, and inclusiveness necessary to solve these challenges, let alone empower the international institutions and organizations necessary to help address them. Therefore, peace is the essential prerequisite for the survival of humanity as we know it in the 21st century. Without an understanding of the factors that create and sustain peaceful societies, it will not be possible to develop the programs, create policies, or understand the resources required to build peaceful and resilient societies.

Positive Peace provides a framework to understand and then address the multiple and complex challenges the world faces. Positive Peace is transformational in that it is a cross-cutting factor for progress, making it easier for businesses to sell, entrepreneurs and scientists to innovate, individuals to produce, and governments to effectively regulate.

In addition to the absence of violence, Positive Peace is also associated with many other social characteristics that are considered desirable, including better economic outcomes, measures of wellbeing, levels of inclusiveness, and environmental performance. In this way, Positive Peace creates an optimal environment in which human potential can flourish.

Seen in this light, Positive Peace can be used as an overarching framework for understanding and achieving progress not only in levels of global peacefulness, but in many other interrelated areas, such as those of economic and social advancement.

Well-developed Positive Peace represents the capacity for a society to meet the needs of its citizens, reduce the number of grievances that arise, and resolve remaining disagreements without the use of violence.

Resources on the Positive Peace Framework

- The Institute for Economics & Peace (IEP) website
- IEP Positive Peace Report
- IEP Frequently Asked Questions (FAQs)

Topic	Systems Thinking and Positive Peace
Notes	This content can be incorporated into an event, and is ideal for one-day, two-day, and three-day events.
Credit	Text on systems thinking is taken from the Positive Peace Report 2019 by the Institute for Economics & Peace.

Objectives of Covering Systems Thinking

- To ensure participants understand the interconnectedness of the eight Pillars of Positive Peace and their systemic nature.
- To help participants see themselves as part of a system and how they can contribute to sustaining peace.

Key Points to Present on Systems Thinking

Presenting on systems thinking at your Positive Peace event can help participants understand the interconnectedness of the eight Pillars of Positive Peace and how the state of Positive Peace can change over time. Specifically, a systems thinking presentation should highlight key points, such as:

- What systems thinking is (consider showing an introductory video)
- Where the concept comes from and why it is useful
- The main characteristics of complex systems
- The concept of feedback loops
- How feedback loops relate to Positive Peace and the eight Pillars
- How people can internalize and incorporate systems thinking into their work

Background Information on Systems Thinking

Positive Peace and systems thinking can be used as an overarching framework for understanding and achieving progress, not only in global peacefulness, but in many other interrelated areas, including better economic progress and social advancement. High levels of Positive Peace occur where attitudes make violence less tolerated, institutions are more responsive to society's needs, and structures underpin the nonviolent resolution of grievances.

Positive Peace itself is systemic and complex. Progress in Positive Peace occurs in a non-linear way and can be better understood through systems thinking. It works as a process where negative feedback loops of vicious cycles of violence can be created and perpetuated or, alternatively, positive feedback loops, where virtuous cycles of peace are created and perpetuated.

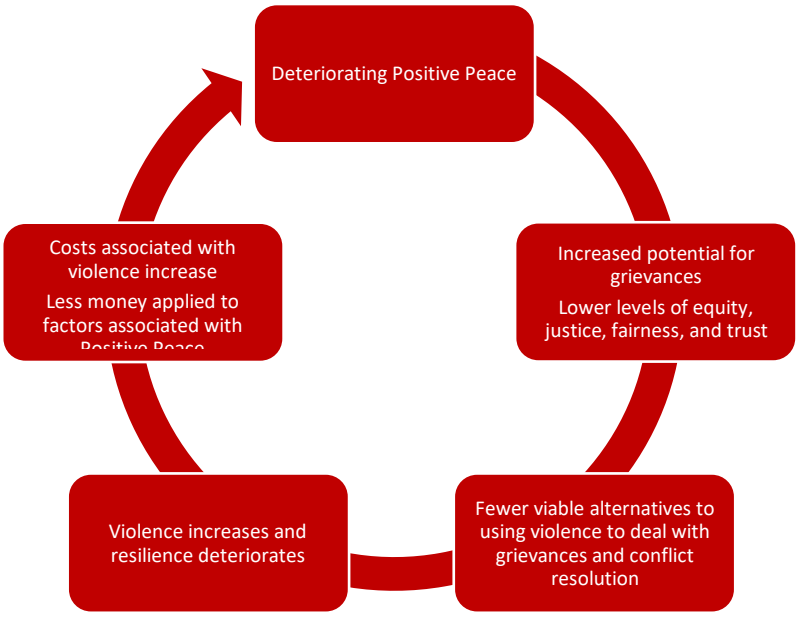
IEP's analysis shows that levels of Positive Peace can change. However, they tend to change slowly over time. We do see, though, that building strength in relevant Pillars can prevent violence and violent conflict from taking place. Positive Peace builds the capacity for resilience and the possibility and incentives for a nonviolent alternative to conflict resolution. In addition to measuring peace, it provides an empirical framework to measure resilience, an otherwise amorphous concept.

In countries that are stronger in the various aspects of Positive Peace, IEP also finds that developmental goals are more likely to be progressed towards and achieved over time. This is particularly relevant for the Sustaining Peace Agenda as well as the Sustainable Development Goals (SDGs), which are development targets established by the United Nations to be achieved by 2030. It also highlights that both formal and informal societal factors are important for building societies around Positive Peace. This implies that societal and attitudinal factors are equally as important as state institutions for building Positive Peace.

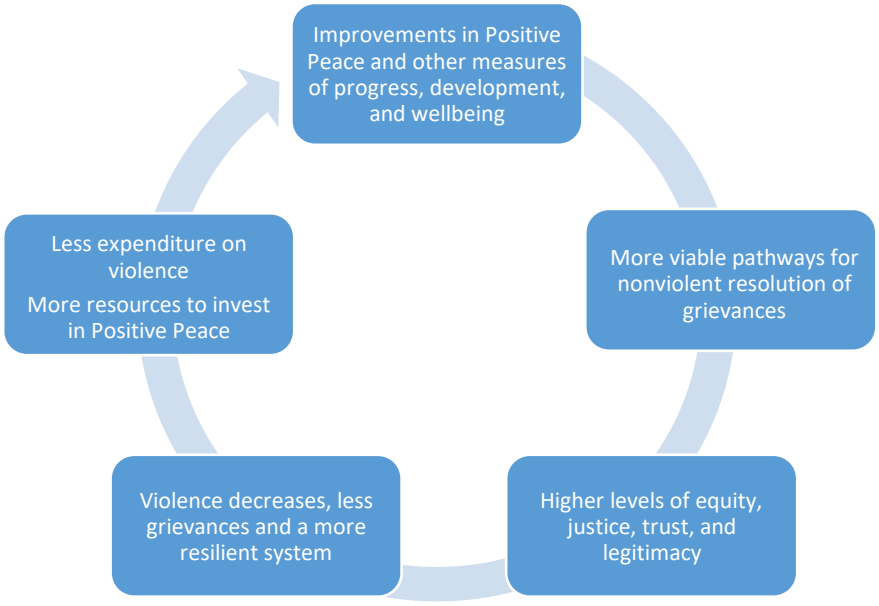
Systems Thinking

Systems thinking offers a more complex view of Positive Peace through the mechanics of mutual feedback loops. In such a view, the separation between cause and effect is blurred. A mutual feedback loop is where two interacting entities modify each other through their feedback.

Vicious Cycle



Virtuous Cycle



In systems thinking, a "cause" is seen not as an independent force but as an input to a system which then reacts, producing the effect. The difference in reaction is due to different encoded norms or values by which society self-organizes.

THE PROPERTIES OF SYSTEMS THINKING

There are four major properties associated with systems thinking:

1. The system is a whole. It cannot be reduced to its parts, as individually the parts will have a different pattern of behavior.
2. The system is self-regulating. It aims to maintain a steady state by stabilizing itself through feedback loops. The system adjusts to create balance between inputs, outputs, and internally- coded requirements so as to maintain what is termed "homeostasis."
3. The system is self-modifying. When there is a persistent mismatch between inputs and its codes, the system searches for a new pattern by which it can function. This creates differentiation from the original system and increases complexity.
4. The system does not stand on its own. It is part of a larger system but also contains its own sub-systems and interacts with other similar systems. This "system of systems" adapts together.

The concept of mutual feedback loops gives rise to the notion of causeless correlations and forms the basis of Positive Peace. Statistically significant correlations describe macro relationships, but the interactions within the dynamics of the system and the causal relationships will vary depending on the particular circumstance.

Furthermore, from a systems perspective, each "causal" factor does not need to be understood. Rather, multiple interactions that stimulate the system in a particular way negate the need to understand all the causes. Process can also be mutually causal. For example, as corruption increases, business reacts, which in turn changes the way corruption is undertaken. Similarly, improved health services provide for a more productive workforce, which in turn provides the government with revenue and money to invest in health.

Systems are also susceptible to tipping points in which a small action can change the structure of the whole system. The Arab Spring began when a Tunisian street vendor set himself alight because he could not earn enough money to support himself. The relationship between corruption and peace follows a similar pattern. IEP research has found that increases in corruption have little effect until a certain point, after which small increases in corruption can result in large deteriorations in peace.

When applying systems thinking to the nation state, it is important not to over-complicate the analysis. What is important is to view the system as a set of relationships rather than an event, and to understand the most important feedback loops. Positive Peace provides a framework from which to understand and approach change, moving from simple causality to holistic action.

Resources on Systems Thinking

- Why Use a Systems Practice video and Systems Practice Workbook by the Omidyar Group
- Systems Thinking for Peacebuilding and Rule of Law video by United States Institute of Peace
- Introduction to Systems Thinking by Daniel H. Kim
- Systems Thinker website

Topic	Systems Thinking and Positive Peace in Action
Notes	This content can be incorporated into an event and is ideal for two-day and three-day events.
Credit	Text for "Community Example: Uganda Literacy Project" adapted from the Positive Peace Report 2019 (pages 81 - 82) by the Institute for Economics & Peace.

Objectives of Covering Systems Thinking and Positive Peace in Action

- To demonstrate to participants how the eight Pillars of Positive Peace are systemic and interact with one another.
- To help participants understand that Positive Peace implementation lies in connecting with other initiatives and other stakeholders to work together on a problem.
- To develop participant capacity to design effective actions using the Positive Peace Framework.

Key Points to Present on Systems Thinking and Positive Peace in Action

Participants in two- and three-day events strengthen skills to operationalize Positive Peace and enhance their own initiatives and work using the Positive Peace Framework. Presenting on initiatives designed and implemented using the Positive Peace Framework can provide participants practical examples to guide their own Positive Peace actions. Specifically, a presentation should highlight:

- Example(s) of initiatives designed and implemented using the Positive Peace Framework
- The applicability of the Positive Peace Framework in both community and national contexts
- The adaptability of the Positive Peace Framework across cultures
- The importance of networks and relationships in implementing systemic Positive Peace actions

Background Information on Systems Thinking and Positive Peace in Action

Community Example: Uganda Literacy Project

In partnership with Rotary International and the International Peace and Security Institute (IPSI), IEP conducted a Positive Peace workshop in Kampala, Uganda in 2016. This workshop was delivered to 200 Rotaractors from clubs all over Uganda. The aim of the workshop was to encourage participants to develop a small Positive Peace project in their community, with support from local Rotary clubs.

Jude Kakuba, a Positive Peace workshop participant, implemented a literacy training program addressing each of the eight Pillars of Positive Peace in Busedde Sub County, Jinja District, Uganda. His project helped the school improve scholastic performance - moving from the bottom half of the district to the top third and increasing attendance rates by 40 percent - and demonstrates how applying the systemic nature of Positive Peace to an initiative can lead to a more holistic impact. (See chart for more details.)

Resources on Systems Thinking and Positive Peace in Action

- Positive Peace Report 2019 by the Institute for Economics & Peace
- The Ugandan Literacy Project: Transforming Lives article in IEP's Vision of Humanity Blog

Uganda Community Literacy Project		
Pillar of Positive Peace	**Project Activity**	**Impact**
Well-functioning Government	Invitation of community leaders to join planning committee	Local community leaders engaged and encouraged the community in the project by collecting construction materials and arranging labor. Community members gained the courage to demand accountability for the donated items following awareness meetings conducted by Rotaract Club.
Sound Business Environment	Construction of classroom blocks	Construction materials purchased from community businesses and paid skilled labor provided by Busedde community residents, improving business conditions, and raising household incomes.
Equitable Distribution of Resources	Construction of classroom blocks and local purchase of building materials	Household incomes improved because of paid labor and supply of construction materials.
	Provision of school materials	Providing textbooks and teaching aids improved learning experience and led to greater retention rates.
Acceptance of the Rights of Others	Provision of feminine hygiene products and training	Reduced the absenteeism rate of female students during their menstrual cycles.
Good Relations with Neighbors	Planting fruit trees	Stopped hungry students from pilfering fruit from neighboring properties.
	Provision of porridge	Reduced conflict originating from students trespassing on neighbors' plantations in search of raw food (cassava and sweet potatoes). Parents were more likely to send their kids to school.
Free Flow of Information	Media coverage by a partner (Busoga One FM)	Partnering with a local radio station that uses a native language (Lusoga) enabled dissemination of information about the project and progress of Kakuba Primary school and encouraged community participation.
	Creation of communication and monitoring committee	Identifying stakeholders (parents, community leaders, and teachers) enabled cost-effective monitoring and supervision of project activities.
High Levels of Human Capital	Construction of classroom blocks	Construction provided employment and on-the-job training to formerly unemployed youth and elderly members of the community.
	Provision of school materials	Helped to attract more students and improved the learning experience, leading to improved student performance on national exams.
	Provision of medical services	Providing free medical services to residents and students reduced recurrence of health issues (colds, malaria, and dental problems), improved worker productivity, and reduced student absenteeism rates.
Low Levels of Corruption	Branding of donated items and creation of monitoring committee	Improved sense of personal responsibility for donated items and reduced pilfering.

Topic	Coalitions and Coalition-Building Content
Notes	This content can be incorporated into an event and is ideal for two-day, three-day, and training of trainers events.

Objectives of Covering Coalitions and Coalition-building

- To provide participants with additional analytical frameworks and skills to undertake or strengthen Positive Peace actions in their communities.
- To develop participants' knowledge on coalitions, coalition-building, and the advantages and disadvantages of forming them.
- To increase participants' skill to form, participate, and manage plural coalitions.

Background Information on Coalitions and Coalition-building

Participants in two- and three-day Positive Peace events are expected to become effective Positive Peace leaders that can operationalize the Positive Peace Framework and establish lasting networks to increase their reach and guarantee collective impact. Working together as a cohort, but also having the ability to engage different stakeholders and find allies and supporters for their work will be key factors to ensuring the success of participants' Positive Peace work. This will also help ensure the sustainability of the capacity-building process that the event and facilitators have set in motion.

Resources on Coalitions and Coalition-building

- The Community Tool Box is a free, online resource providing guidance, tips, and step-by-step instructions for creating coalitions, building community, and mobilizing change initiatives. Specifically, see Starting a Coalition.

Topic	Do No Harm
Notes	This content can be incorporated into an event and is ideal for two-day, three-day, and training of trainers events.

Objectives of Covering Do No Harm

- To help participants develop new or strengthened knowledge about Do No Harm principles and conflict sensitivity.
- To provide participants with new tools to do a Do No Harm analysis when designing and implementing Positive Peace actions.
- To increase participant understanding of the different elements of the context and of their interventions that can positively or negatively impact pre-existing divisions and connections in a community/society.

Background Information on Do No Harm

Participants in Positive Peace events are expected to become effective Positive Peace leaders that can operationalize the Positive Peace Framework - designing and implementing Positive Peace actions and understanding their existing work through the lens of Positive Peace. In this sense, it is important that participants understand how their interventions and actions may have unintended negative consequences that can reinforce divisions in society.

It is important to recognize that a robust capacity-building process on conflict sensitivity and Do No Harm requires a multi-day training. Nevertheless, a strong facilitated session on Do No Harm can raise awareness among the participants and also provide them with simple tools to design, analyze, implement, and evaluate their work and their Positive Peace actions more consciously.

Resources on Do No Harm

- CDA Collaborative Learning is an organization and leader in peacebuilding, development, and humanitarian initiatives in conflict areas and is considered the founder of Do No Harm. Specifically, see their resources on Conflict-Sensitivity and Do No Harm and Conflict Sensitivity – Do No Harm Publications.

Topic	Effective Communication
Notes	This content can be incorporated into an event and is ideal for two-day, three-day, and training of trainers events.

Objectives of Covering Effective Communication

- To help participants develop new or increased knowledge on effective communication techniques and traditional barriers to communication.
- To provide participants with tools for active listening and assertive expression.

Background Information on Effective Communication

Participants in two- and three-day Positive Peace events are expected to become effective Positive Peace leaders that can operationalize and effectively communicate the Positive Peace Framework. In its simplest form, effective communication happens when the intended message is successfully delivered, received, and understood between the parties participating in the communication process. Effective communication is a key skill that participants can learn about, practice, and eventually master as they become Positive Peace leaders in their communities. Similarly, this is also an important skill for the role they will play as mobilizers, as they will have not only to engage with different stakeholders, but also to provide support and accompaniment to other Positive Peace leaders and changemakers in their communities.

The two simplest techniques that contribute to effective communication are active listening and assertive expression. Active listening involves: allowing the necessary time to understand each other; paying attention to what is being said and what is unsaid; identifying a message's impact; placing ourselves in the other person's shoes; and being willing to listen to what we do not like to hear. Assertive expression involves: demonstrating we have received a message; showing interest in what the other has to say (asking questions or paraphrasing); understanding the other's perspective based on their own worldview; knowing when to remain silent; and being clear and direct in the messages we want to communicate (but without aggressiveness).

Resources on Effective Communication

- Help Guide's Effective Communication
- Very Well Mind's How to Practice Active Listening
- Crana's Assertive Communication

Topic	Principles of Learning
Notes	This content is designed to guide the creation of content and activities for a training of trainers event.

Objectives of Covering Principles of Learning

- To enable participants to take information about learning concepts and styles and put it into practice as they design educational programs and actions in their community.
- To prepare participants to accompany and coach their peers and jointly work on replicating Positive Peace actions for different audiences.

Background Information on Principles of Learning

For the Positive Peace Framework to become relevant to participants - to enable them to put Positive Peace into action post-event - facilitators must impart new knowledge, skills, and attitudes:

- New knowledge: Includes new information or perspectives and a new understanding of something someone already knows.
- New skills: Involves having someone do something new, or in a new manner, and can be personal or interpersonal.
- New attitudes: Are illustrated by new behaviors, which are learned through study or experience.

One of the goals of a Positive Peace training program is to build lasting capacity in participants for on-going Positive Peace replication. Therefore, three overarching modalities should guide the creation of training content and activities to ensure they build capacity:

- Presenting: Providing new ideas, data, information, concepts, and models. Relying on new materials to be studied inside and outside the classroom.
- Processing: Analyzing and interpreting concepts or learning experiences and linking them with real-life situations. Turning concepts and experience into useful conclusions and lessons learned.
- Applying: Testing and exploring newly acquired knowledge, skills, and attitudes within the learning situation. Planning the transfer of lessons learned beyond the classroom.

In order to create effective training content and activities that respect learning styles and build capacity, first determine the objective of the activity, then choose a relevant modality:

- New knowledge: If the objective of an activity is for participants to know something new, then give them access to information, utilizing readings, lectures, charts, case studies, handouts, demonstrations, question and answer sessions, and examples.
- New skills: If the objective is for participants to be able to do something they cannot do now, then let them experiment, utilizing role play, simulation, tools, demonstrations, and action planning.
- New attitudes: If the objective is for participants to improve or change attitudes, then help them compare old and new attitudes, using role play, simulation, feedback, video, and self-analysis.

After learning from facilitators during an event, participants should leave prepared to replicate what they just experienced - to lead educational events in their own communities and to support their peers in the field, jointly working as a network to implement the Pillars. Therefore, through a Positive Peace training, event facilitators model a “tailoring” process that participants can emulate.

Resources on Principles of Learning

- Kolb's Learning Styles and Experiential Learning Cycle by David Kolb
- Principles of Adult Learning based on Malcolm Knowles’ adult learner research

Topic	Principles of Collaborative Leadership
Notes	This content can be incorporated into an event and is ideal for training of trainers events.

Objectives of Covering Principles of Collaborative Leadership

- To help participants understand the distinction between traditional and collaborative leadership styles.
- To allow participants to internalize concepts of collaborative leadership as a process in order for them to support diverse groups in finding sustainable solutions to complex problems.
- To encourage participants to engage in the personal reflection that collaborative leadership entails, putting individual interests and priorities aside to support others.
- To strengthen participants' commitment to network-building in order to sustain Positive Peace leaders and their network.

Background Information on Principles of Collaborative Leadership

Positive Peace training programs should be designed to prepare participants to serve as collaborative leaders. In order to ensure this, training content should be oriented to help participants better understand the features and facets of collaborative leadership and to cultivate these skills. Collaborative leadership also encompasses systems leadership and servant leadership - philosophies and practices which can further equip Positive Peace leaders to mobilize others for action in their communities post-event.

Resources on Principles of Collaborative Leadership

- The Community Tool Box is a free, online resource providing guidance, tips, and step-by-step instructions for creating coalitions, building community, and mobilizing change initiatives. Specifically, see Collaborative Leadership.
- 8 Tips for Collaborative Leadership by Carol Kinsey Goman
- Systems leadership can change the world - but what exactly is it? by World Economic Forum
- What is Servant Leadership? by Robert K Greenleaf Center for Servant Leadership

Topic	Facilitation Skills and Feedback
Notes	This content can be incorporated into an event and is ideal for three-day and training of trainers events.

Objectives of Covering Facilitation

- To help participants understand facilitation and their role as facilitators.
- To equip participants with the tools to design and facilitate effective meetings.
- To aid participants in developing concrete accompaniment plans to support peers as they implement Positive Peace actions.

Background Information on Facilitation

Participants in the Positive Peace events who go on to carry out Positive Peace actions post-event may be tasked with facilitating group meetings of other leaders and providing accompaniment, support, and feedback to their peers. As such, becoming a good facilitator will be key to their success. Thus, training content should be oriented to give participants a brief introduction to facilitation and effective meetings and give them tools to provide feedback and accompaniment to their peers. Specific content may incorporate:

- Principles of facilitation
- Facilitator roles, responsibilities, and expectations
- How to facilitate effective meetings
- Feedback principles
- Tips for giving and receiving feedback

Resources on Facilitation

- What Do Facilitators Do by International Institute for Facilitation and Change
- 14 Facilitator Typologies to Avoid by Terrence Metz
- Leader Tips: Feedback by Creighton University Student Services
- 10 Tips for Giving and Receiving Feedback Effectively by Baird Group

Topic	Stakeholder Analysis and Engagement
Notes	This content can be incorporated into an event and is ideal for three-day and training of trainers events.

Objectives of Covering Stakeholder Analysis and Engagement

- To ensure participants understand that stakeholder analysis is a strategic and collaborative process.
- To provide space for participants to reflect on their context and the potential opportunities and obstacles related to implementation of actual Positive Peace actions.
- To help participants develop an appreciation of stakeholder analysis as a dynamic process that needs to be conducted regularly as contexts evolve and change.

Background Information on Stakeholder Analysis and Engagement

Participants in the Positive Peace events who go on to carry out Positive Peace actions post-event will need to build bridges with a diverse set of stakeholders in their community. Thus, training content should be oriented to provide participants concrete tools to analyze, map, and engage community actors, to secure their buy-in and interest in collaborating in service of Positive Peace goals. This stakeholder analysis process involves identifying, evaluating, and prioritizing individuals, institutions, and groups that have influence and/or interest in a given area. Specific content on stakeholder analysis should incorporate four key stages:

- Identifying key stakeholders
- Identifying stakeholders' needs and motivations
- Determining stakeholder's power and influence
- Formulating a stakeholder engagement strategy

Resources on Stakeholder Analysis and Engagement

- What is a Stakeholder Map? by PlaybookUX
- Using a Stakeholder Analysis to Identify Key Local Actors by Grassroots Collective

Topic	Monitoring and Evaluation
Notes	This content is intended to assist Positive Peace event planners in incorporating monitoring and evaluation into their event plan. This content can also be incorporated into an event agenda for teaching participants and is ideal for two-day, three-day, and training of trainers events.
Credit	Text provided by Nicola Coakley (Monitoring & Evaluation Manager) and Summer Lewis (Co-founder) of True Roots International, based on their monitoring and evaluation work for the First and Second National Encounters "A Stronger Mexico: Pillars of Positive Peace" (Mexico).

Objectives of Covering Monitoring and Evaluation

- Participants and event organizers understand what monitoring and evaluation is and how it helps determine if an event, project, or action achieved or is achieving its goals and objectives.
- Participants and event organizers grasp how monitoring and evaluation allows stakeholders (including donors) to visualize the impact of the project.
- Participants and event organizers realize the necessity of monitoring and evaluation in order to assess how an event, project, or action can be adjusted to enhance impact in the future.

Background Information on Monitoring and Evaluation

What is Monitoring and Evaluation (M&E) and Why is it Important?

Monitoring and evaluation is a key component and process in any project or program. M&E is also known as "impact evaluation" because it does just that: documents, evaluates, and demonstrates the impact of a project. For this reason, The Rotary Foundation and many other large donor organizations require M&E for projects and programs – to systematically document and demonstrate the impact of the work that Rotary and Rotarians are doing around the world.

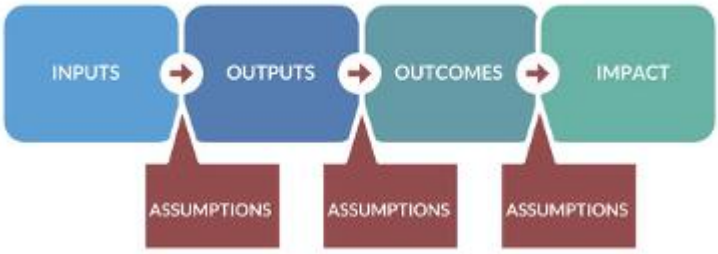
M&E takes place over a specific period of time and measures the immediate results of a project ("outputs") as well as deeper changes that take place over time ("outcomes" and "impact"). This information allows project stakeholders - including funders, organizers, and participants - to better understand:

- If the project achieved or is achieving its goals and objectives
- What sort of impact the project had on participants and if there were deeper changes
- To assess how the project can be adjusted to enhance impact in the future

Monitoring and Evaluation Approaches

There are countless established evaluation approaches to choose from in the M&E field. It is important to adapt the M&E approach based on the context of the initiative being evaluated. If you are not sure where to start, one recommended approach is "Outcome Mapping," which is centered around a Theory of Change (TOC) model.

A Theory of Change outlines the appropriate strategies (activities) that are intended to achieve certain impact objectives for target participants or audience. A TOC maps out how an organization's activities are intended to create immediate, short-term changes that are linked to deeper, more transformative changes in the medium- and long-term for stakeholders. As you can see in the graphic, the TOC also accounts for the "assumptions" being made in the links between activities and impact.



For example, during the First National Encounter "A Stronger Mexico: Pillars of Positive Peace" (Mexico), True Roots International created a TOC with event organizers and determined the following set of indicators (see 2017 evaluation report and 2019 evaluation report for more detailed information):

- Outputs:
  - Number of individuals trained
  - Number of networks formed
  - Number of hours of training completed
- Outcomes:
  - New knowledge, skills, and attitudes acquired
  - Number of youth leaders participating in collaboration networks
  - New collaboration networks formed due to the Encounter
  - Proficiency in / application of new knowledge, skills, and attitudes
  - Number of projects strengthened / created because of the Encounter
  - Number of direct beneficiaries of youth leaders' projects
- Longer-term Impact:
  - Levels of community engagement of youth leaders
  - Achievements of youth leaders at local, regional, national, and international levels
  - Dissemination of content from the Positive Peace Encounter

Overall, certain key questions drive any evaluation, and in particular, guide the creation of a TOC:

- What are the goals of the initiative?
- What impact do you aim to achieve? For whom?
- How do you envision the initiative's activities achieving the intended impact?
- What assumptions exist in this "chain" between activities and impact?

Throughout the evaluation process - particularly during the planning phase – it is important for the expert or organization in charge of M&E to communicate and collaborate with the implementing organization(s) as much as possible. All parties benefit from one another's perspectives when building an evaluation framework.

Comprehensive Data-Gathering Tools

Based on the intended outcomes and impact set forth in a Theory of Change, the expert or organization conducting M&E will develop data-gathering tools (e.g., assessments or surveys, stakeholder interviews, focus groups, etc.) to collect information on the outcomes of an initiative. In the design of data-gathering tools, one can draw on stakeholder-centered evaluation methodologies like Case Studies, Success Case Methods, and Beneficiary Assessment. The goal in M&E is to understand how stakeholders perceive and experience the outcomes of an initiative. To achieve this, it is critical to provide an opportunity for stakeholders to explain, in their own words, what the impact of an initiative has looked like for them. These accounts complement the bigger-picture data that will be gathered using assessments, surveys, or other tools that evaluate impact indicators. Some examples of programs you can use for gathering data include Kobo Toolbox and Qualtrics.

Useful Evaluation Products

In order for M&E to be most useful, it must be utilized. For this reason, it is recommended that the expert or organization in charge of M&E create deliverables (e.g. summary reports, databases, presentations) that are relevant to the needs of the event, project, or program implementers and can be used constructively. Some examples of tools and programs you can use to create interactive and engaging reports include Adobe and Piktochart.

Resources on Monitoring and Evaluation

- Global Grant Monitoring and Evaluation Plan Supplement by The Rotary Foundation
- Design, Monitoring, & Evaluation for Peace website
- What is this thing called 'Theory of Change'? by Ann Murray-Brown
- The 'Most Significant Change' Technique - A Guide to Its Use by Rick Davies and Jess Dart
- True Roots International M&E Planning Templates (including Theory of Change Worksheet) by Nicola Coakley (Monitoring & Evaluation Manager), and Summer Lewis (Co-founder) of True Roots International

Topic	Monitoring and Evaluation: Positive Peace Event Indicators List
Notes	This content is intended to assist Positive Peace event planners in incorporating monitoring and evaluation into their event plans. This content can also be incorporated into an event agenda, for teaching participants, and is ideal for two-day, three-day, and training of trainers events.

Objectives of Covering Monitoring and Evaluation: Positive Peace Event Indicators List

- Participants and event organizers grasp how monitoring and evaluation allows stakeholders (including donors) to visualize the impact of the project.
- Event organizers have a detailed list of potential impact indicators for a Positive Peace event and can adjust based on their own monitoring and evaluation plan, type of event, participants, etc.

Background Information on Monitoring and Evaluation: Positive Peace Event Indicators List

As you plan your Positive Peace event and create a Theory of Change (see Monitoring and Evaluation), you will document how "inputs" (activities) of your Positive Peace event are intended to lead to certain "outputs" (immediate results) and deeper changes that take place over time (outcomes and impact). You will measure these outputs, outcomes, and impacts using indicators. Listed here are a number of specific indicators used in Positive Peace events in Mexico and Colombia in 2019 that you may adapt for your own Positive Peace event:

Rotary global grant indicators:

- Number of beneficiaries
- Number of communities that reported a reduction in levels of conflict
- Number of groups or organizations participating in peacebuilding efforts
- Number of individuals trained
- Number of conflicts mediated

Output indicators:

- Database of existing organizational resources, by region, based on the results of mapping process
- Number of attendees in mapping focus groups
- Number of people who participated in the event
- Number of hours of training provided to/received by participants in each event
- Number of hours of mentoring or accompaniment provided to/received by participants post-event

Potential outcome indicators

- Rate (percent) of participants who report approaching problems in a new way since the event and how
- Rate of participants who report an increased understanding of key concepts
- Rate of participants who report that the knowledge and skills taught at the event are relevant to their initiatives or activities
- Participant evaluation of the level of utility or practicality of the content learned at the workshop
- Rate of participants who report having applied skills or tools from the event in their initiatives
- Rate of participants who report participating in new collaboration networks formed as a result of event
- Rate of participants who report actively communicating with or forming multiple new personal connections from the event
- Participant evaluation of the level of connection with peer networks working in their sphere or area
- Participant evaluation of the utility of new connections or networks formed at the workshop
- Rate of participants who report learning about new resources available in their area of focus or geographic region

- Rate of participants who report having made use of new resources since the event
- Participant evaluation of the utility of information on new resources gathered through their involvement in the event
- Detailed participant accounts of the application of the methodologies, tools, skills, approaches, or attitudes they learned to apply to actions, projects, studies, initiatives, or leadership

Resources on Monitoring and Evaluation: Positive Peace Event Indicators List

- Global Grant Monitoring and Evaluation Plan Supplement by The Rotary Foundation

X. ACTIVITIES APPENDIX

Category	Protocols and Openings
Activity Name	This Is Me, This Is You, This Is Us
Group Size	Small (10 - 30 people)
Duration	25 minutes
Learning Objectives	• to allow participants to reflect on their own circumstances and life experiences • to ensure participants feel comfortable with one another; open up about their own perspectives, capabilities, and limitations; and get in the right mindset to discuss difficult topics • to remind participants that, despite differences, they are connected via a common goal
Materials Required	• one electronic candle • one large table • chairs, one per participant • sound system (speakers, cables, a device to play music) • a music playlist with nature sounds to serve as background music • timer

Preparation

1. Place the chairs in a circle around a center table, dim the lights, close any curtains, turn on the candle, and start the music.

*Ideally, have one member of the facilitation team set up the table during the formal event opening and participant introductions. If there is not enough space in the training room to do this, or you do not have enough facilitators, wait until participant introductions are finished, and then invite three to four participants to help you set up the chairs around the table.

Instructions

1. Ask participants to each find a chair to sit in.
2. Instruct participants to close their eyes and focus on the sound of their own breath for one minute.
3. At the end of that one minute, say: “We are all here because we are supposed to be here. Our experiences and our stories have made us who we are and have led us to this workshop, to this moment. Think about your own experiences and stories, and silently answer this question: What in my life has led me to this workshop?”
4. Ask participants to pair up with the person on their left, and share their answers to the question. Give each pair three to five minutes to discuss. (Note: If there is an odd number of participants, a group of three can be formed.)
5. Ask the group: “Does the person beside you have the same story as you?” Ask two to three people to share examples that illustrate a similarity or difference in story and experience among the cohort.
6. Again, instruct the participants to close their eyes and focus on the sound of their own breath for one minute.
7. At the end of that one minute, ask participants to silently answer the question: “Where do I see myself in five years as it relates to Positive Peace and peacebuilding?”
8. Ask participants to pair up with the person on their right, and share their five-year goal. Give each pair three to five minutes to share.
9. Ask the group: “Does the person beside you have the same goals for promoting Positive Peace and peacebuilding?” Ask two to three different people to share examples that illustrate a similarity or difference in goals among participants.
10. Say: “The name of this activity is ‘This is Me, This is You, This is Us.’” Ask: “How has the name of the activity been brought to life this morning/afternoon/evening?” Allow two to three people to

respond. Alternatively, ask: “What does sharing our past experiences and future goals with one another show us about our similarities and differences?” Allow two to three people to respond.

11. Say: “Now that we’ve had the chance to share our similarities and differences, let’s recognize and feel proud of the varied work our community members have done. During this time together, let us keep in mind that, while different, everyone in this room is connected via a common goal: to promote and sustain long-lasting peace.”

Category	Group Cohesion Activities
Activity Name	Mailboxes of Hope
Group Size	Small (10-30 people)
Duration	25 minutes
Learning Objectives	• to introduce participants to one another • to provide a channel for positive reinforcement, feedback, and connection throughout the event
Materials Required	• one large sheet of butchers' paper (at least two yards long) • A4-size manila folders, one per participant (including trainers, facilitators, observers, etc.) and some extras • paper (construction paper and/or standard printer paper) • markers (black and colored) • pens/pencils • decorating materials (ribbons, stickers, glue) • masking tape • workstations: tables and cloths to cover the floor • chairs, one per participant • sound system (speakers, cables, a device to play music) • playlist of music • timer
Facilitator Notes	• Visiting Rotarians, facilitators, and trainers are also encouraged to participate in this activity, even if they do not create their own mailbox during the designated activity time. • Facilitators should remind participants throughout the event to write letters to themselves and other participants. • At the end of the final day, facilitators should remind participants to take their mailboxes home with them.

Preparation

1. Write "Mailboxes of Hope" at the top of the butchers' paper and hang on the wall.
2. Set up the room with workstations: covered tables and chairs, floor cloths, or both.
3. Organize decorating materials and manila folders so that there are enough at each workstation. Set aside additional materials and folders.

*If this activity is done directly after the "Express Yourself Mural" activity, members of the coordination team can set up the activity while participants are designing the mural. If it is done after a break, set up during the break. If you need five minutes to set up the room for the activity, you can either give participants a quick five-minute break, or ask participants to chat with one another about a topic of your choice for five minutes until the activity is ready.

Instructions

1. Invite participants to spread out evenly among workstations (one person per manila folder).
2. Tell participants that they will be creating and decorating personal "mailboxes" for use during the event.
3. Tell participants that the manila envelopes will serve as their "mailbox." Instruct them to:
   - Take one manila envelope from their workstation and print their name in large letters (on the side with the envelope opening).
   - Use the materials at each workstation to decorate their mailbox.
4. If using music, turn it on now.
5. Give participants 10 minutes to decorate their mailboxes.
6. Turn music off/down. Ask participants to put their mailbox aside.

7. Give participants five minutes to write a letter of hope to themselves answering these questions:
   - What commitments will I make to myself during this event to guarantee that I have a successful time?
   - In what ways will I take responsibility for my own learning and growth?
8. Next, have participants present their mailbox and summarize the main ideas in their letters. If you are pressed for time, have participants do this within their workstation. If you have the time, participants can present one-by-one to the whole group. Have each participant hang their mailbox on the wall after they present.
9. Tell participants: "You each now have a mailbox of hope. Your hope – and the hope of everyone in the group – will grow if everyone agrees to send letters to each other during the event. You can do this when you recognize that someone has completed a positive action or helped another person." Elicit examples for what participants should look for in others and what they should expect from themselves. Remind participants that even the smallest gestures of kindness - those that many times go unnoticed - are worthy of letter writing.
10. Throughout the event, remind participants to write letters to other participants. These can be short notes.
11. At the end of the event, participants collect their mailbox and read their letters at home.

Category	Group Cohesion Activities
Activity Name	**Express Yourself Mural**
Group Size	Small group (10 - 30 people) Medium group (30 - 50 people) Large group (50 or more people)
Duration	25 minutes
Learning Objectives	• to work collaboratively and to discuss and illustrate visions of community peace with peers • to allow participants to interact with others in an unstructured and autonomous manner during the event
Materials Required	• one large sheet of butchers' paper (at least two yards long) • markers (black and colored) • pens/pencils • timer
Facilitator Notes	• All stakeholders, including facilitators, trainers, and observers, are encouraged to contribute to the design of the mural during the event. • To help participants stay engaged in this activity, remind participants during the day (before coffee breaks, at lunch, etc.) to add to the mural.

Preparation

1. Before the event, write "Express Yourself Mural" at the top of the butchers' paper and hang on wall.

Instructions

1. Divide participants into groups of five or less. Tell participants to discuss within their groups what peace looks like to them. Say: "What do you envision when you think of peace?" Give groups 10 - 15 minutes to discuss.
2. Then show all groups the Express Yourself Mural on the wall. Indicate that this is a space to write and draw their visions of peace.
3. Ask each group to come to a consensus on one way their group members will showcase peace during the event. (Give examples: images, quotes, phrases, symbols, etc.) Give groups five minutes to discuss.
4. Ask one representative from each group to go to the mural and write/draw the one way their group members will showcase peace during the event. If time permits, have participants stay at the mural and explain their group's response.
5. Remind participants that during breaks and in between sessions, they can visit the mural to individually add their expressions of peace and to see what other participants have shared.
6. Throughout the event, remind participants to visit the mural.

Category	Group Cohesion Activities
Activity Name	Balloon Party: Identity and Introductions
Group Size	Small group (10 - 30 people) Medium group (30 - 50 people) Large group (50 or more people)
Duration	25 minutes
Learning Objectives	• to bolster community spirit and allow participants to build relationships with peers • to get participants in the right mindset to think about their context and the connections they can establish with peers from their community or region
Materials Required	• balloons, one per participant (each community or region should have its own color balloon) • timer

Preparation

1. Determine how you will define communities or regions for this activity. Some options include:
   - Countries might have administrative regions, states, or departments. You can use these formal divisions as a starting point to create regions, but make sure you have enough participants in each region.
   - You can group several states in a country into geographical regions (e.g. "southeast," "northwest," etc.). Make sure the regions share something in common.
2. Review the list of participants and group them in different communities or regions, determine the affiliated balloon color, and ensure you have enough balloons (one for each participant).
3. Write the name of each group at the top of one piece of flip chart paper and list the participants in the group (write in the group's balloon color). Hang these on the wall in different parts of the training room so each group has enough space to work.

Instructions

1. Explain to participants how communities or regions are defined for this activity, have participants find their name on one of the flip chart papers (or read group titles and member names aloud or post on a PowerPoint slide), and ask participants to join their respective group.
2. Once participants are in groups, pass out balloons (one for each participant) and ask them to inflate them.
3. Tell participants in each group to introduce themselves, sharing three things:
   - what they are passionate about
   - the initiative(s) they are working on
   - why they are participating in this Positive Peace event

   Give each group five minutes for introductions.
4. Next, tell each group they will create a slogan or choreography, no longer than two minutes, representing their community or region. Give each group five minutes to create this.
5. Select one group to come to the center or front of the room and present their slogan or choreography. Have someone keep time and ring a bell if the group goes over two minutes.
6. Repeat until all groups have presented.
7. Note any summary observations in plenary to close the activity. Take a photo of the group holding their balloons.

Category	Group Cohesion Activities
Activity Name	Our Life and Leadership Stories
Group Size	Small group (10 - 30 people)
Duration	60 - 90 minutes
Learning Objectives	• to allow participants to reflect upon their personal journey as leaders • to provide participants a chance to get to know one another on a more personal level and encourage empathy and connection • to inspire and energize participants to continue to act as mobilizers for Positive Peace in their communities and regions
Materials Required	• heavy string or twine (at least six yards long) • tape • small clothespins, one for each participant and facilitator • butchers' paper • markers (black and colored) • paper (for printing photos or standard printer paper) • sound system (speakers, cables, a device to play music) • playlist of music • timer • bell
Facilitator Notes	This activity is ideal for a training of trainers event.

Preparation

1. Prior to the event, ask each participant to submit (email) a photo of themselves as a baby or small child. Ask that they try to find a picture that relates to something they learned about leadership during their childhood. (All facilitators should also send baby pictures of themselves to participate fully in this activity.)
2. Print out each photo, ideally on a full page of paper.
3. Prior to the start of the event, hang string along one wall using tape. Use the clothespins to hang up photos on the string (like clothes on a clothesline). Write "Our Life and Leadership Stories" on the butchers' paper and hang above the string.

Instructions

1. Invite the participants to look at all the photos and mingle with other participants. Play music, giving participants five minutes to look at the photos.
2. Depending on your audience, gather the participants either in chairs or sitting on the floor in front of the clothesline. Turn off the music.
3. Tell participants: "You were selected for this event because you have demonstrated leadership capabilities. You have a lot to learn from one another during this event. Peer-to-peer learning and mentoring is essential to be a Positive Peace mobilizer. But before moving forward, let's look back. As we get started, it's important to recognize that everyone has a story and a history behind them."
4. Pick one photo. If the group knows one another somewhat, then ask the group to guess who is in the photo. If the group does not know one another at all, ask the person in the photo to identify themselves.
5. Have the participant in the photo stand in front of the group with their photo in hand. Ask them to answer the following questions in less than two to three minutes:
   - How old were you in the photo?
   - Where was the photo taken?
   - Why is the photo meaningful to you?
   - What one lesson about leadership that you learned during your childhood does this photo evoke? (For example: experiencing hardship in childhood and learning perseverance; being an

older sibling having a sense of responsibility for others; having a loved one who was a mentor and helped you grow personally and emotionally.)

6. Repeat for each participant and facilitator, giving each person two to three minutes to answer the questions, depending on the number of participants. Have someone keep time and ring a bell when each person's time is up. Once someone has presented, have them hang their photo back on the clothesline. As participants are presenting, one of the facilitators should take note of common themes or lessons to weave into the debriefing message.
7. Once everyone has presented, debrief the group: "Leaders require a high level of emotional intelligence and empathy for others. These photos of ourselves as children inspire empathy amongst us. Each phase in life brings new lessons, and we have the power to learn and grow and continue to develop. A leader never stops evolving. Self-awareness and self-reflection are key strengths of any leader. Be aware of your own journey, where you have been, and where you want to go. In choosing to be here, now, you have committed to actively participating in the rest of the event, and to lifelong learning." Remind participants to respect confidentiality: personal stories shared during this activity/event are not to be shared outside of the group. Comment on common themes or lessons that were observed.
8. Leave the clothesline up or consolidate the string and photos in a smaller space on the wall so participants can continue to reflect on their leadership journeys throughout the event.

Category	Icebreakers
Activity Name	Connecting Us through Music
Group Size	Small group (10 - 30 people) Medium group (30 - 50 people) Large group (50 or more people)
Duration	25 minutes
Learning Objectives	• to introduce participants to one another • to energize participants and set a positive tone for the event
Materials Required	• name tags, one per participant • two types of stickers (e.g., animals or symbols) • list of prompts/questions for each round of introductions • sound system (speakers, cables, a device to play music) • playlist of music • timer
Facilitator Notes	This activity is focused on movement and/or dancing; facilitators should be mindful of participants who may have mobility concerns.

Preparation

1. Attach one type of sticker to name tags for half of the participants; attach the other type of stickers to name tags for the other half of participants. (Do this before participants collect their name tags, typically at the start of the event.)
2. Create a list of prompts/questions for each round of introductions; examples include:
   - What is your ideal type of work and why?"
   - If you could go anywhere in the world, where would it be and why?
   - What is one dream you have for the future? Why? How long will it take to achieve it?
   - What three items would you take to a deserted island and why?
   - Name a person you admire, famous or not. What do you admire about this person?
   - Share a funny anecdote.
   - What book or movie do you recommend and why?

Instructions

1. Start music. Depending on your audience, tell participants to walk or dance around the room for one minute, moving among other participants, until the music stops.
2. Stop the music and tell participants to find a partner with a sticker that is different from their own.
3. For the first round of introductions, tell participants to share:
   - their name
   - where they are from
   - what they do for work
   - the answer to one specific prompt/question from the list previously prepared
4. Give each pair three minutes for this round of introductions. Then start the music again and have participants dance around the room for one minute.
5. Stop the music and tell participants to find a partner with a sticker that is the same as their own.
6. Start a new round of introductions, asking one another the set questions and adding a new prompt/question from the list.
7. Repeat for as many rounds as time allows, having participants alternate between pairing with different or same stickers.

Category	**Icebreakers**
Activity Name	**Conference Bingo**
Group Size	Medium group (30 - 50 people) Large group (50 or more people)
Duration	25 minutes
Learning Objectives	• to introduce participants to one another • to energize participants and set a positive tone for the event
Materials Required	• bingo cards (5x5 grid), one per participant • pens/pencils, one per participant

Preparation

1. Create bingo cards (5x5 grid) using an online program.
2. Type in different "find" statements in each box on the bingo card. "Find" statements might be specific to your event, location, or related to personal tastes. Some "find" statements include:
   - Find a person from a community or region that you have never been to
   - Find a person whose favorite movie is the same as yours
   - Find a person wearing red socks
   - Find a person who knows how to play the guitar
   - Find a person who follows the same sports team as you do
   - Find a person who loves hats
   - Find a person who has done volunteer work
   - Find a person who does not know how to play the piano
   - Find a person who does not like cake
   - Find a person who has at least two pets
   - Find a person who enjoys the cold
3. Clear tables and chairs from the room so that participants have enough space to move around and meet others.

Instructions

1. Hand out one bingo card to each participant. Explain to participants they will mingle with other participants: first introducing themselves, then asking questions to answer the "find" statements on their bingo cards. Explain that every time a participant finds someone else who fulfills a "find" statement, participants must write the name of the person who fulfills the statement in the bingo square. When someone has five "filled" squares in a linear row, they should yell "bingo."
2. The facilitator asks the participant to read out the names in the squares that form their bingo, allowing the group to learn some fun facts about one another. For example, "Participant X knows how to play the guitar, Participant Y has two pets," etc. Participants can add further details they learned: what kind of music Participant X likes to play or what kind of pets Participant Y has.
3. Tell participants to begin; continue until someone calls "bingo." If you have a large group, or if someone gets bingo very quickly, you can play until two to three more participants get bingo.

Category	Icebreakers
Activity Name	Five Handshakes
Group Size	Small group (10 - 30 people) Medium group (30 - 50 people) Large group (50 or more people)
Duration	25 minutes
Learning Objectives	• to introduce participants to one another • to energize participants and set a positive tone for the event
Materials Required	• list of prompts/questions • timer
Credit	This activity is an adaptation of an icebreaker used by Outward Bound Mexico.

Preparation

1. Determine ahead of time what handshakes you will ask participants to use when introducing themselves. Examples include:
   - fishermen's handshake (using arms, mimic the movement of fish)
   - lumberjacks' handshake (hold hands and move as if sawing a tree, back and forth)
   - bus drivers' handshake (hold hands as if grabbing a wheel and turning left and right)
   - carpenters' handshake (simulate pounding a nail with a hammer)
   - dairy farmers' handshake (one person mimics a cow's udder with their hands and thumbs, and the other person "milks" the cow by holding the other person's thumbs)
2. Create a list of special questions for each round of introductions; examples include:
   - How did you come to participate in this event?
   - What is your ideal type of work and why?
   - If you could go anywhere in the world, where would it be and why?
   - What is one dream you have for the future? Why? How long will it take to achieve it?
   - What three items would you take to a deserted island and why?
   - Name a person you admire, famous or not. What do you admire about this person?
   - Share a funny anecdote.
   - What book or movie do you recommend?

Instructions

1. Tell participants a story to set the stage for their introductions: "When people started arriving in this region, they couldn't talk but had to figure out a way to communicate with each other. So they created a series of handshakes to greet each other." Demonstrate the handshakes you have prepared.
2. Explain: "There are five different handshakes and five rounds today to meet other participants. You will have to move around the room to find new people for each round. Each round involves a different handshake and a series of questions you will answer."
3. For the first round of introductions, ask participants to pair up with someone that they do not know. Once everyone is in pairs, tell participants: "First the fishermen arrived, and they had a very specific handshake to greet each other. Greet each other with this handshake while you share the following with your partner." Demonstrate the handshake and answer these questions:
   - Your name
   - Where you are from
   - What you do for work
   - One question from the list of prompts/questions previously prepared
4. Give each pair five minutes for this round of introductions. Then ask participants to pair up with someone else that they do not know. Once everyone is in pairs, tell participants: "But this new

region was big and there was plenty of space, so then the lumberjacks arrived, and they had a very specific handshake to greet each other. Greet each other with this handshake while you answer the following questions." Demonstrate the handshake and have participants answer the questions from the previous round, changing the fourth question to a new one from the list of prompts/questions.

5. Repeat for three more rounds, five minutes each, changing the script each round for a specific handshake and a different prompt/question.

Category	**Icebreakers**
Activity Name	**Leaders and Leadership Icebreaker**
Category	Activity
Group Size	Small group (10 - 30 people)
Duration	25 minutes
Learning Objectives	• to introduce participants to one another • to energize participants and set a positive tone for the event
Materials Required	• list of prompts/questions for each round of introductions • sound system (speakers, cables, a device to play music) • playlist of music • timer
Facilitator Notes	This activity is focused on movement and/or dancing; facilitators should be mindful of participants who may have mobility concerns.

Preparation

1. Prepare a music playlist.
2. Create a list of prompts/questions for each round of introductions, for example:
    - What is one important experience in your life that led you to this event?
    - What is one concept or value that you feel defines your leadership style?
    - What is one leadership skill you would like to improve? Why?

Instructions

1. Start music. Depending on your audience, tell participants to walk or dance around the room for one minute, moving among other participants, until the music stops.
2. Stop the music and tell participants to form groups of three to four people.
3. For the first round of introductions, tell participants to share within their group:
    - their name
    - where they are from
    - what they do for work
    - the answer to one specific prompt/questions from the list previously prepared
4. Give each group five to seven minutes for this round of introductions. Then start the music again and have participants dance around the room for one minute.
5. Stop the music and tell participants to form a group with three to four new people.
6. Start a new round of introductions, asking participants the same questions as the previous round, while adding a new question from the list of prompts/questions.
7. Repeat for as many rounds as time allows. With each round, tell participants to form groups with new people.

Category	Establishing Expectations, Contributions, and Commitments
Activity Name	**Our Code of Conduct**
Group Size	Small group (10 - 30 people) Medium group (30 - 50 people) Large group (50 or more people)
Duration	15 minutes
Learning Objectives	• to establish an agreement on how facilitators and participants are expected to behave and engage with themselves and others • to ensure participants feel safe • to serve as a reference should inappropriate conduct occur at any time during the event
Materials Required	• flip chart or butchers' paper • markers (black and colored)

Preparation

1. Place flip chart or butchers' paper on the wall.

Instructions

1. Depending on your audience, gather the participants either in chairs or sitting on the floor in front of the flip chart or butchers' paper. Facilitate a discussion on the code of conduct for the event and take notes on the flip chart or butchers' paper. There are a number of ways you can do this, based on the size of the group and time available:
   - For a small group, allow the group to reach a consensus on their own codes.
   - For a medium/large group, consider writing down specific "codes" (examples below) ahead of time, and allow the group to add some of their own codes.
2. Have participants vote/agree on the codes of conduct (verbally or by show of hands).

Suggested codes of conduct:

- Ask questions without fear and respond without judgment
- Start and finish sessions on time to respect everyone's schedule
- Volunteer to be a timekeeper during activities
- Keep a beginner's mindset and be open to learning new things
- Seek help from and offer help to other participants
- Use technology to support learning and not distract from it (limit mobile phone usage to breaks; turn off ringers during sessions; take/make important calls privately outside of the learning space)
- Foster collaboration by respectfully listening to others and giving them opportunities to participate
- Respect and celebrate the differences of others
- Have fun

Category	Establishing Expectations, Contributions, and Commitments
Activity Name	**The Apple Tree: Our Contributions to a Fruitful Event**
Group Size	Small group (10 - 30 people) Medium group (30 - 50 people) Large group (50 or more people)
Duration	30 minutes
Learning Objectives	• to identify participant expectations of a successful event • to allow participants to recognize their personal contributions and commitments to making the event a success
Materials Required	• butchers' paper • dark brown and red construction paper (to make seed- and apple-shaped cutouts) • scissors • masking tape • pens/pencils, one per participant • green and brown markers (to draw the tree) • timer
Facilitator Notes	• Facilitators should remind participants throughout the event to visit the apple tree at least once daily. • For a conclusion to an event, participants can "harvest" their fruit and reflect as a group.

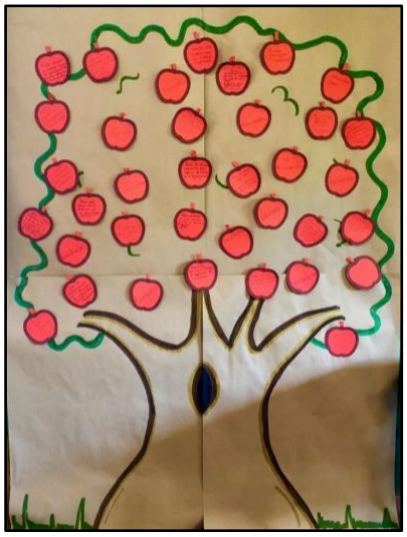
Preparation

1. Draw an outline of a large tree on butchers' paper and hang it on a wall.
2. Cut seed and apple shapes from construction paper, making three seeds and three apples for each participant.

Instructions

1. Distribute the seed and apple cutouts and pens/pencils to participants. Ask: "What comes first, the seed or the apple?" Say: "The fruit and harvest only come after planting a seed. Today, the apples represent what you want to harvest, or take away, from the event. The seeds represent what you will 'plant' to make the event a positive and successful experience."
2. Ask participants to imagine themselves as seeds, to think silently about what they can contribute to making the event a success. Elicit three responses from the group (e.g., their unwavering attention, their existing expertise, their time).
3. Give participants five minutes to write one personal contribution on each of their seeds.
4. Then ask participants to think silently about what they expect to harvest, or take away, from the event. Elicit three responses from the group (e.g., new knowledge, new connections, new skills).
5. Give participants five minutes to write one personal expectation on each of their apples.
6. Ask participants to organize into groups of five or less. Give them five minutes to share their contributions (seeds) and expectations (apples) with others in their group.
7. If time permits, allow a representative from each group to share their group's contributions (seeds) and expectations (apples) in plenary.
8. Collect the seeds and apples from participants and tell them you will hang their seeds and apples after the session. Participants can view the apple tree during the next break, at lunch, etc. Encourage participants to return to the apple tree once daily during the event, reminding them to help create an environment during the event that permits their seeds to grow and that will ensure a "fruitful" event and "harvest" at the end of the event.

9. For a conclusion to the event, participants can “harvest” their fruit. Lead a facilitated discussion, having participants reflect on what they expected to “harvest,” and what they are actually taking away with them (e.g., new knowledge, new connections, new skills).



Category	Establishing Expectations, Contributions, and Commitments
Activity Name	**Offering Our Hearts to Service**
Group Size	Small group (10 - 30 people) Medium group (30 - 50 people) Large group (50 or more people)
Duration	15 minutes
Learning Objectives	• to have participants reflect on newly acquired skills and competencies • to allow participants to identify how they can promote and implement Positive Peace in their communities after the event
Materials Required	• red construction paper (to make heart cutouts) • scissors • pens/pencils, one per participant • eight Pillars of Positive Peace graphic banner or map of participants' country • timer

Preparation

1. Cut heart shapes from construction paper, making three hearts for each participant.
2. Plan to divide up participants into groups of five. Create a stack of hearts for each group, with three hearts per participant. (For example, if there are 30 participants, you will create six groups of five participants, and each group gets a stack of 15 hearts.) You can adjust the group numbers based on total group size, ensuring that each participant gets three hearts.
3. Lay the eight Pillars of Positive Peace graphic banner or map in the middle of the floor so that participants can sit/stand around it.

Instructions

1. Ask participants to sit in groups of five (or whatever number you determine) around the graphic banner or map.
2. Pass out a stack of hearts and pens/pencils to each group. Explain: "Each one of us has a lot to offer and to contribute to our communities to help build a more peaceful, just, and inclusive society. During this event, I hope you saw, heard, experienced, and learned things that have made you a better leader that you can use in your communities when you go home."
3. Give participants three minutes to discuss the following questions within their groups:
   - What is one thing you learned during this event that positively impacted you?
   - What is one thing you experienced in or out of the sessions that is an example of Positive Peace?
   - What is one thing you heard someone say in or out of the sessions that made you think positively about humanity?
   - What is one thing you saw in or out of sessions that made you smile or feel happy?
4. Then say: "Based on what you learned, experienced, heard, and saw during the event, think of three things that you can offer your community when you return home in order to promote Positive Peace. Write one offering on each heart." Give participants two minutes to write on their hearts.
5. Next, give participants three minutes to share their offerings amongst their group.
6. Then ask: "Do you ever feel unmotivated or overwhelmed by the work you do in your community to promote positive change?" Elicit responses.
7. Next tell participants: "Look around. You are not alone. We all feel unmotivated or overwhelmed sometimes, especially when we have access to negative news 24/7. But, just like you, your peers are excited to return to their communities to make a positive impact." Ask: "Do you want to learn about their plans to promote Positive Peace in their communities and how they are going to offer their hearts to help others?"

8. Explain: “With your three hearts in hand, you will now mingle with three other participants, sharing what you will offer to your community when you return home after this event. After you have shared your ideas with three people, place your hearts around the banner or map in a heart shape.” Give participants five minutes to mingle and place their hearts.
9. When the time is up, ask everyone to stand in a circle around the heart on the floor. Ask: “How do you feel seeing all the hearts around the banner or map? Do you feel more supported returning to your communities to promote Positive Peace, knowing that everyone here will be cheering you on?” Allow two minutes for sharing.
10. To wrap up, say: “Through good and bad, the ups and downs, the successes and challenges, remember that you are not alone in your efforts. We are all in this together.” To end on a positive, energetic note, you can have participants do a final cheer: “On the count of three, let’s yell together, ‘I’m here to offer my heart!’ One…two…three… ‘I’m here to offer my heart!’”

Category	Recap and Debrief Activities
Activity Name	Catch of the Day
Group Size	Small group (10 - 30 people) Medium group (30 - 50 people) Large group (50 or more people)
Duration	20 minutes
Learning Objectives	• to provide a fun way for participants to recap what they learned or share something that surprised them in the previous day • to reflect on learning
Materials Required	• blue or gray construction paper (to make fish-shaped cutouts) • scissors • markers, any color • timer
Facilitator Notes	This is a recap activity and should take place at the beginning of the second or third day of your event.

Preparation

1. Cut fish shapes from construction paper, making at least one fish for each participant.
2. Identify some key concepts from the previous day in case no participant mentions them.

Instructions

1. Distribute the fish-shaped cutouts and to participants. Tell participants: “Think about one new thing you learned yesterday, and write it down on your fish. This is your ‘catch of the day.’” Give participants three to five minutes to write.
2. Now have participants present their “catches.” Depending on the size of the group and amount of time, you can have everyone present in plenary or have participants share in small groups. You can complement participant “catches” by adding additional key concepts that you want participants to retain.

Category	Recap and Debrief Activities
Activity Name	**Most Significant Learning**
Group Size	Small group (10 - 30 people) Medium group (30 - 50 people) Large group (50 or more people)
Duration	30-60 minutes
Learning Objectives	• to allow participants to reflect on the Positive Peace Framework and its benefits and limitations • to explore application of the Framework to participants' own work
Materials Required	none
Facilitator Notes	This activity can be carried out as a debriefing, at the end of presentations and exercises on the Positive Peace Framework and the Pillars of Positive Peace.

Preparation

None

Instructions

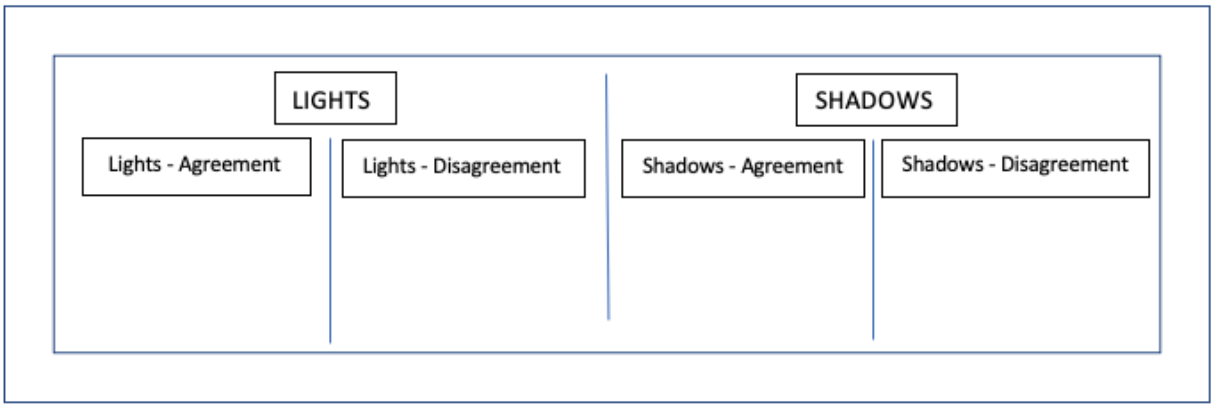
1. Lead a facilitated discussion with participants on the following questions:
   - What was the most significant thing you learned about the Positive Peace Framework and the eight Pillars of Positive Peace?
   - What is one potential limitation to this Framework and why?
   - What is one concrete way you think you can integrate the Positive Peace Framework into your work and initiatives?

   Depending on the size of the group and amount of time, you can keep everyone in plenary and call on participants to answer, or you can break into smaller groups and have a representative report to the entire group.

Category	Context Analysis Activities
Activity Name	**Lights and Shadows: Small Group**
Group Size	Small group (10 – 30 people)
Duration	45 minutes
Learning Objectives	• to allow participants to analyze, reflect, and make local the findings from the Institute for Economics & Peace's Global Peace Index • to exchange opinions about the state of peace in participants' communities while respectfully listening to differing perspectives from others • to understand that a similar context or experience may yield both positive and negative feelings, or "lights" and "shadows"
Materials Required	• one large sheet of butchers' paper • two poster-size sheets of paper (approx. 20 in. x 30 in.) • four pieces of standard printer paper • half-sheets of standard printer paper (cut full sheet in half; approx. 10 - 15 half-sheets of paper per participant) • masking tape • markers (black and colored) • pens/pencils, at least one per participant • timer
Facilitator Notes	This activity is meant to be carried out after a presentation on the Global Peace Index.

Preparation:

1. Hang the butchers' paper on an unobstructed and empty wall; divide the paper in half with a long piece of masking tape.
2. Make two posters (approx. 20 in. x 30 in.). Write "Lights" on one poster and "Shadows" on the other poster. Hang the "Lights" poster on the left side of the masking tape dividing line; hang the "Shadows" poster on the right side.
3. Make four small signs using sheets of standard printer paper. Write "Lights - Agreement" on one sheet; "Lights - Disagreement" on one sheet; "Shadows - Agreement" on one sheet; and "Shadows - Disagreement" on one sheet.
4. Divide the "Lights" poster space in half using masking tape. Hang the "Lights - Agreement" sign to the left of this dividing line. Hang the "Lights - Disagreement" sign to the right of this dividing line. (See example below.)
5. Divide the "Shadows" poster space in half using masking tape. Hang the "Shadows - Agreement" sign to the left of this dividing line. Hang the "Shadows - Disagreement" sign to the right of this dividing line. (See example below.)



Instructions

1. Divide participants into groups of five or less. Give each group a stack of half-sheets of paper (approx. 10 - 15 half-sheets per person and at least one marker per person). Depending on your audience, participants can sit in chairs or on the floor.
2. Ask: "When you hear the word 'shadow,' do you associate it with positive or negative feelings?" Elicit thoughts from the group.
3. Ask: "When you hear the word 'light,' do you associate it with positive or negative feelings?" Elicit thoughts from the group.
4. Ask participants to take one minute to reflect in silence on the "lights" and "shadows" of their community, based on what they heard during the Global Peace Index presentation.
5. Tell each participant to write "light" at the top of one half-sheet of paper. On that piece of paper, ask them to write one "light" that they identify in their community. Give them one minute to silently work on this. Repeat this step with the "shadow" aspect.
6. Tell participants they have five minutes to write as many "lights" and "shadows" as they can think of on their individual half-sheets of paper.
7. When time is up, tell participants they now have 10 minutes to discuss with their groups the "lights" and "shadows" each person identified. Say: "As each of you shares your own 'lights' and 'shadows':
   - "Write an 'A' on the half-sheets of paper where the group is in agreement." (For example, everyone in a group might agree that an increase in the homicide rate is a "shadow.")
   - "Write a 'D' on the half-sheets of paper where the group is in disagreement." (For example, some people in the group might think the increase in resources for law enforcement and the military is a "shadow" because it could increase human rights violations or punitive measures. Whereas other people in the group may see this as a "light" because it seeks to strengthen law enforcement and the prosecution of crime.)
8. After 10 minutes, give participants a one-minute warning. As a group, they should compile the half-sheets of paper they have come to agreement and disagreement on. Have the groups create four stacks of papers: one stack with the "A Lights;" one stack with the "A Shadows;" one stack with the "D Lights;" one stack with the "D Shadows." Ask each group to pass you the stacks of paper.
9. Give participants a 10-minute break. During this time, you will create four different stacks, compiling the group stacks: "A Lights;" "A Shadows;" "D Lights;" "D Shadows." One-by-one, you will tape the half-sheets of paper to the corresponding sub-section of the wall: "Lights - Agreement;" "Lights - Disagreement;" "Shadows - Agreement;" "Shadows - Disagreement." (If desired, you can classify/categorize the half-sheets within the sub-sections by themes that emerge, writing the theme on a piece of paper and taping it above that grouping on the wall.)
10. When participants return from the break, have them sit together in front of the mural of "lights" and "shadows" and provide an overview of the information on the wall. (Depending on your

audience, participants can sit in chairs or on the floor.) You can ask participants questions about what the mural reveals and have a discussion, as time permits.

11. In closing, ask: “Why is it important to recognize that ‘lights’ and ‘shadows’ appear at the same time among different people?” Invite participants to think about how people’s different experiences around the world shape how they view, understand, and accept different ideas.

Category	Context Analysis Activities
Activity Name	**Lights and Shadows: Medium or Large Group**
Group Size	Medium group (30 - 50 people) Large group (50 or more people)
Duration	45 minutes
Learning Objectives	• to allow participants to analyze, reflect, and make local the findings from the Institute for Economics & Peace Global Peace Index • to exchange opinions about the state of peace in participants' communities while respectfully listening to differing perspectives from others • to understand that a similar context or experience may yield both positive and negative feelings ("lights" and "shadows")
Materials Required	• masking tape or colored chalk • foam ball/beach ball (for throwing to participants) • timer
Facilitator Notes	• This activity is meant to be carried out after a presentation on the Global Peace Index. • This activity uses a "Margolis Wheel" to facilitate problem-solving and reflection activities through short one-on-one discussions. It emphasizes equality in power, influence, and authority within a given group; it also highlights the value of everyone's perspective. • The instructions are meant for one "universe" of 50 people. If you have a group larger than 50 people, you can divide the group into multiple "universes" that will conduct the same exercise simultaneously in different parts of the room.

Preparation

1. Mark a concentric circle on the floor with masking tape or chalk. Create one circle for up to 50 participants. (For example, if there are 100 participants, create two large circles in two different parts of the room; if there are 150 participants, create three large circles, etc.)

Instructions

1. For each circle on the floor, divide participants into two groups of equal size. (For example, if there are 50 participants, separate them into two groups of 25. If there are 100 participants, divide them up into four groups of 25.) Two groups should go to one circle on the floor and form two concentric circles, with one group of participants forming an inside circle, and the other group forming an outside circle. The inside circle should face the outside circle, so participants are "paired." (Note that every participant must be paired with another. If there is an odd number of participants, a facilitator or guest will need to participate.)
2. Ask: "When you hear the word 'shadow,' do you associate it with positive or negative feelings?" Elicit thoughts from the group as a whole.
3. Ask: "When you hear the word 'light,' do you associate it with positive or negative feelings?" Elicit thoughts from the group as a whole.
4. Ask participants to take one minute to reflect in silence on the "lights" and "shadows" of their community, based on what they heard during the Global Peace Index presentation.
5. After one minute, ask pairs to discuss, focusing on both the "lights" and the "shadows" each person notes. Say: "Based on the major issues highlighted in the Global Peace Index presentation, what situations or issues are most prevalent in your community? What are the "lights" that you see? What are the "shadows" that you see? Discuss in your pair."

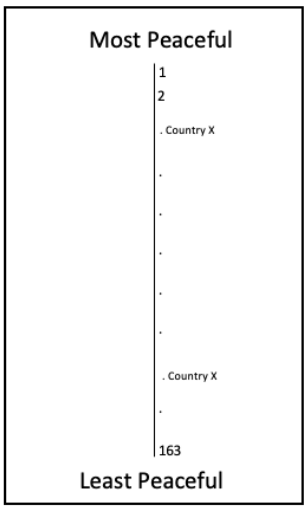
6. After five minutes, ask participants on the outside circle to rotate to the left, so that they are standing in front of a different participant. Say: “How do you feel when you look at the ‘shadows’ in your community? How does it motivate you to act? Discuss in your pair.”
7. After five minutes, ask participants on the outside circle to rotate to the left again, so that they are standing in front of a different partner. Say: “How do you feel when you look at the ‘lights’ in your community? Does this motivate you to keep the light shining in your community? Discuss in your pair.”
8. Next, ask for participants’ attention. You will ask a series of questions and participants should raise their hand if they want to answer. You throw the ball to a participant with a raised hand and that person can throw the ball back after they have answered the question, or they can throw the ball to another person to add to the discussion. Questions include:
   - What was the most encouraging or reassuring comment that you heard during your partner discussions?
   - What is the biggest challenge you face in building peace in your community?
   - What attitudes need to be strengthened to overcome this challenge and build peace?
   - What capacities and skills need to be strengthened to overcome this challenge and build peace?

   Continue with the questions and answers as time permits.
9. Next say: “Now that we’ve had time to talk with others about our individual ideas and what we learned in the presentation, let’s think about how that ties into the idea of ‘lights’ and ‘shadows.’ How might a ‘light’ for one person be a ‘shadow’ for another person?” Elicit examples.
10. Then ask: “Why is it important to recognize that ‘lights’ and ‘shadows’ appear at the same time among different people?” Invite participants to think about how people’s different experiences around the world shape how they view, understand, and accept different ideas.

Category	Context Analysis Activity
Activity Name	**Our Country's Ranking on the Global Peace Index**
Group Size	Small group (10 - 30 people)
Duration	45 minutes
Learning Objectives	• to allow participants to analyze, reflect, and "make local" the findings from the IEP Global Peace Index (GPI) • to exchange opinions about the state of peace in participants' country
Materials Required	• sticker dots in different colors • butchers' paper (at least two yards long) • markers (black) • Post-it notes • pens/pencils • chairs, one per participant (optional) • timer
Facilitator Notes	• This activity can be carried out before or after the Global Peace Index presentation, as an introduction or as a concluding discussion. (If you carry out this activity as a concluding discussion to the GPI presentation, make sure not to present the GPI results for the country where the event is taking place.) • Consider doing the activity "Six Thinking Hats" as a follow-up to this activity.

Preparations

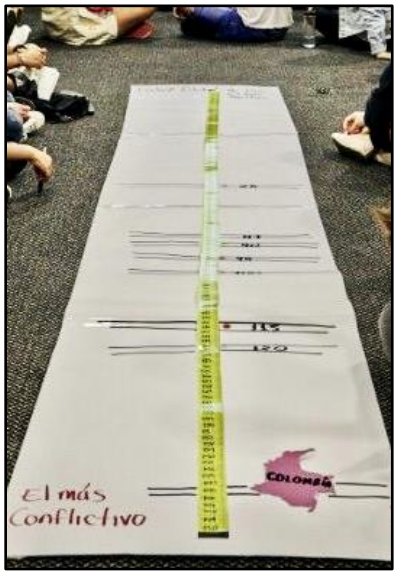
1. Place the butchers' paper vertically and prepare a ranking poster based on IEP's most current Global Peace Index (GPI). At the top, write "Most Peaceful" and at the bottom, write "Least Peaceful." Draw a line down the middle of the butchers' paper. From the top to bottom of the line, write in numbers from 1 to 163 (or the number of countries the most current GPI includes); this line with numbers should look like a ruler. You can write in certain countries (that are not the location of the event) on the ranking poster for reference (e.g., most peaceful country, least peaceful country, a country in the event region, etc.).



2. Prepare stickers: plan to divide up participants into groups of no more than five. Each group will get a specific color sticker (one per participant).
3. Prepare information on the country's most current GPI ranking.

Instructions

1. Distribute stickers at random (one sticker per participant) and ask participants to put the sticker on their foreheads.
2. Tell participants with the same color sticker to form a group. (Depending on your audience, participants can sit in chairs or on the floor.) Once the groups are formed, pass out Post-it notes to each group. Tell each group to designate one person as a note-taker/representative to report back to the whole group later.
3. Explain: "You will now reflect together as a group where you think your country ranks on the Global Peace Index and why. You will discuss each participants' perspective and then come to a consensus on the ranking. On the front of one Post-it note, write your group's ranking guess and on the back, summarize why you came to that conclusion." Give groups 10 minutes to discuss and generate conclusions.
4. Next, have the reporter come forward from one group, place their Post-it note on the ranking poster, and explain. Repeat with every group, giving each group no more than five minutes to present.
5. After each group has presented, give the official ranking of the country according to the GPI.
6. If you are doing this activity as an introduction to the presentation on the GPI, you should stop here and start that presentation. If you are doing this activity after the presentation on the GPI, now lead a facilitated discussion. Some questions to guide the discussion include:
    - Were you surprised to find out the official ranking of your country?
    - Why do you think your group was "right" or "wrong" in their ranking guess?
    - What do you think are some of the factors that determine how your country ranks on the Global Peace Index?



Category	Context Analysis Activities
Activity Name	**Six Thinking Hats**
Group Size	Small group (10 - 30 people)
Duration	30 - 60 minutes
Learning Objectives	• to further allow participants to analyze, reflect, and make local the findings from the IEP Global Peace Index • to more deeply exchange opinions about the state of peace in participants' communities while listening to other perspectives • to more concretely understand that a similar context or experience may yield both positive and negative feelings, or "lights" and "shadows"
Materials Required	• six plastic hats in six colors (blue, white, red, green, yellow, black) • chairs, one per participant (optional) • timer
Facilitator Notes	This activity can be carried out as a conclusion (final round of discussion) to the Lights and Shadows: Small Group Activity.
Credit	This activity uses the "Six Thinking Hats" methodology, created by Edward de Bono, M.D.

Preparation

1. Prepare a PowerPoint slide with the "Six Thinking Hats" and their definition (search the web for an image).

Instructions

1. Ask participants to look at the mural of "lights" and "shadows." (Depending on your audience, participants can sit in chairs or on the floor.) Ask participants to think about how the conclusions make them feel, giving them two minutes to reflect in silence.
2. Next, show participants the slide with the "Six Thinking Hats" and explain.
3. Ask participants to think about their conclusion and determine which hat reflects their conclusion.
4. Ask for participants to raise their hands to share their conclusion and their "hat." Pass the hat to the participant and have them put it on while they share their reflection. (For example, if someone's conclusion is mainly positive - e.g., they see a lot of "lights" and feel hope and energy to keep working for their community - they should ask for the yellow hat and wear it while sharing their reflection.)
5. Continue to have participants raise their hands and respond, making sure reflections use all six different hats and participants get a full panorama of views. You can choose to time participant responses or allow them to speak freely.
6. To conclude, explain: "There are different ways to understand and digest the 'lights' and 'shadows' in our context. We need to try to see them from different angles to get a full picture and better understanding of reality. Using this approach, we can also think of diverse ways to respond to these 'lights' and 'shadows.'"

Category	Context Analysis Activities
Activity Name	**Violence, Victims, and Victimizers**
Group Size	Small group (10 - 30 people) Medium group (30 - 50 people) Large group (50 or more people)
Duration	15 minutes
Learning Objectives	• to help participants understand and define different types of violence • to allow participants to reflect on their relation to and role in different types of violence
Materials Required	• PowerPoint presentation on types of violence • Mentimeter poll (optional and best if you have a large group) • computer and projector
Facilitator Notes	• This activity can be used to introduce participants to the context analysis section of an event. • The activity presents a more complex approach to and definition of violence. • The presentation and activity help participants think deeply about day-to-day violence we see and participate in, but are often unaware of.
Credit	This activity was introduced during the First National Encounter "A Stronger Mexico: Pillars of Positive Peace" at Universidad de las Americas in 2017. It was designed and presented by Jean Mendieta, co-founder and director of Acto Creativo consulting organization.

Preparation

1. Prepare images that represent different types of violence.

Type of Violence	Image Options	Image Examples (Photo credit: Google image search)	
direct violence	images that show war, military operations, or physical attacks		
structural violence	images that show unequal distribution of resources or social injustices		
cultural violence	images that show prevailing social norms or practices that legitimize or normalize direct and structural violence		

2. Place the images in a PowerPoint (one image per slide). Create the slides in this order: 1. direct violence 2. structural violence 3. cultural violence. Do not include any text. Create one slide at the end of the PowerPoint that shows Johan Galtung's Triangle, also known as the "Triangle of Violence" (search the web for an image).

3. If you have a large group and discussion time is limited, prepare a Mentimeter poll (online survey) that participants can access using their smartphones, with the following question for images 1 - 3: "Do you consider this image to be violent?"

Instructions

1. Start off by saying to participants: "Do you consider yourself to be violent? Raise your hand if you believe you are." Typically, not many participants will raise their hands. Make an observation about the responses, or lack thereof: "It appears that many of us do not consider ourselves to be violent."
2. Next, start the prepared PowerPoint slide show. Start with the slide(s) with direct violence images. Ask participants verbally (small/medium group) or via Mentimeter (large group): "Do you consider this image to be violent?" If there is time, invite one to two participants to explain their answers.
3. Continue with the PowerPoint slide show, showing the slides with images demonstrating structural violence and then cultural violence, asking the same question for each slide/image: "Do you consider this image to be violent?" Again, if there is time, invite one to two participants to explain their answers; alternatively, you could have participants share their reasons with neighbors.
4. After you have covered the slides for all three types of violence, present the slide with Johan Galtung's Triangle. Explain the following (adapted from the Wikipedia page "Violence Peace and Peace Research," a summary of Johan Galtung's 1969 article by the same title):
    - Johan Galtung is one of the founding fathers of peace and conflict studies. In 1969, he presented his violence triangle as a framework to have a more nuanced and accurate understanding of violence as a phenomenon. The three elements that he identified in his triangle are direct, structural, and cultural violence.
    - Direct violence is what we normally call violence; it is recognizable violence. Direct violence is the most visible (physical or verbal) with identifiable victim and offender/perpetrator/victimizer.
    - Structural violence is what we consider to be social injustice or inequality. It is built into the structure of society, resulting in unequal distribution of power and resources. This sort of violence is embedded within institutions in a society, and it is not always clear who the offender/perpetrator/victimizer is. Structural violence is not "physical," but rather is an avoidable impairment of fundamental human needs.
    - Cultural violence is defined as any aspect of a culture used to legitimize violence in its direct or structural form. Prevailing or prominent social norms make direct and structural violence seem natural and acceptable. Prominent beliefs become so embedded in a given culture that they function as absolute and inevitable and are reproduced uncritically across generations. Cultural violence is a foundational principle for extended conflict.
5. After explaining Galtung's Triangle, wrap up: "Violence is a very complex phenomenon. When I asked the very first question – 'Do you consider yourself to be violent?' - almost everyone answered 'no.' This is because we were thinking about direct violence and not our role, conscious or unconscious, in structural or cultural violence. Even if we do not commit direct violence, most likely all of us are participating in a system that entails structural or cultural violence."
6. Depending on time, you can lead a facilitated discussion to further delve into participants' reactions and thoughts on the activity and on the different types of violence. If appropriate, ask participants to share examples from their communities.

More resources on Johan Galtung and the Triangle of Violence:

- Analysis of violence for peacebuilders (2018) video by The Peacebuilding Practitioner
- Original "Violence, Peace, and Peace Research" article by Johan Galtung (1969)

Category	Positive Peace Framework Activities
Activity Name	Pillars of Positive Peace World Café
Group Size	Small group (10 - 30 people) Medium group (30 - 50 people) Large group (50 or more people)
Duration	70 - 90 minutes
Learning Objectives	• to help participants ground the Positive Peace Framework and connect it to their local and national realities • to allow participants to reflect on the meaning of Positive Peace and the eight Pillars of Positive Peace in their community and country
Materials Required	• four tables • chairs, one per participant (divided among the four tables) • markers (black and colored) • flip chart paper (eight sheets) • timer
Facilitator Notes	• The World Café methodology brings people together to engage in important conversations, bridging diverse worldviews and opinions. • The instructions are meant for one "universe" of 40 people. If you have a group larger than 40 people, you can divide the group into multiple "universes" that will conduct the same exercise simultaneously, in different parts of the room, with less people in each group.
Credit	The World Café Community Foundation created the methodology featured in this activity. The Foundation provides free resources, materials, and information about their World Café methodology under a Creative Commons Attribution 3 License. More information and materials are available on the World Café website.

Preparation

1. Place four tables around the room, with plenty of space between the tables. Divide up chairs into four groups, and place them at each of the four tables.
2. Write one Pillar of Positive Peace at the top of each sheet of flip chart paper (horizontal view): "Well-functioning Government;" "Sound Business Environment;" "Equitable Distribution of Resources;" "Acceptance of the Rights of Others;" "Good Relations with Neighbors;" "Free Flow of Information;" "High Levels of Human Capital;" "Low Levels of Corruption."
3. Draw a dividing line down the middle of each piece of flip chart paper. To the left of this dividing line (at the top), write "What does this Pillar mean in our community and country?" To the right of this dividing line (at the top), write "What is the state of this Pillar in our community and country?"
4. Place two sheets of paper (two Pillars) at each table.
5. Identify one "host" (qualified facilitator or expert) and one note-taker to sit at each table and help lead each of the discussion groups. The facilitators can weave local examples of Pillars into the group discussions to help guide the conversations. These roles should be filled by other facilitators or guests; participants should not be asked to carry out these functions, as they will move to different tables as the activity progresses.

Instructions

1. Place the designated "host" and note-taker at each table; they will stay at the same table throughout the activity.
2. Divide the participant group ("universe") into four and send each group to a table; each table should have no more than 10 individuals.

3. For round one: each table will cover two Pillars of Positive Peace (written on the flip chart paper at the table). The host asks participants at the table to answer the following guiding questions about Pillar 1 and the note-taker writes down responses on the flip chart paper:
   - What does Pillar X mean in our community and country?
   - What is the state of Pillar X in our community and country?

   Host repeats the same questions with Pillar 2 and the note-taker registers participant feedback. As facilitator, keep time and give each table 15 - 20 minutes for this round. Give a two-minute warning prior to the time ending.
4. To start round two, participants rotate to a new table. Hosts and note-takers remain at their original table. When new participants arrive, the host and note-taker give the new group a one-minute overview of what has already been discussed. Hosts and note-takers then repeat what they did in round one: ask the two questions about Pillar 1 and take notes; then do the same for Pillar 2. The note-taker adds information not previously mentioned to the flip chart paper. As facilitator, keep time and give each table 15 - 20 minutes for this round. Give a two-minute warning prior to the time ending.
5. Start round three. Repeat what was done in round two. As facilitator, keep time and give each table 10 - 15 minutes for this round. Give a two-minute warning prior to the time ending. (Participants should rotate to a new table each round and not return to a previous table.)
6. Start round four. Repeat what was done in rounds two and three. As facilitator, keep time and give each table 10 - 15 minutes for this round. Give a two-minute warning prior to the time ending.
7. Reconvene everyone in a final plenary. Ask each table's host or note-taker to provide a two-minute summary of the findings for each Pillar to the whole group. Then, depending on the amount of time left, open it up for discussion. Some questions to guide the discussion include:
   - What commonalities and differences do we see in the meaning of certain Pillars at a community level? At a country level?
   - What commonalities and differences do we see in the state of certain Pillars at a community level? At a country level?
   - Can we come to a consensus on which Pillars are strong and which are weak at a community level? At a country level?
   - What can we do to strengthen these weak Pillars at a community level? At a country level?

Category	Positive Peace Framework Activities
Activity Name	**Pillar Island: Positive Peace Simulation**
Group Size	Small group (10 - 30 people) Medium group (30 - 50 people) Large group (50 or more people)
Duration	90 minutes
Learning Objectives	• to have participants role play situations different from their own; to practice seeing other people's points of view • to offer a way for participants to interact with everyone in the cohort and avoid remaining within their own cliques • to highlight the difficulty of negotiating a solution between groups with competing interests
Materials Required	• colored stickers (red, green, blue, yellow, and orange) • printed out roles, rules, and goals of each group (print sheet) • flip chart • markers • timer
Facilitator Notes	• This activity builds group cohesion while building understanding of systems thinking and Positive Peace Pillars. Remind participants throughout to connect their learning and the "system" to the Pillars of Positive Peace. • This activity can become quite heated. It is important to closely facilitate it to make sure that the energy is directed in a positive manner. • Participants in the activity eventually break the rules they are assigned, either intentionally or because of a lack of understanding of the rules. This is hard to reverse if it happens, so it is best to let it go and address it at the end of the session (see instructions).
Credit	This activity is an adaptation of "Positive Peace Simulation" from the Positive Peace Workshop Manual by the Institute for Economics & Peace.

Preparation

1. Break participants into five groups: Reds, Greens, Blues, Yellows, and Oranges. (The Orange group is the NGO.)
2. Give each participant in each group a corresponding colored sticker (Reds get a red sticker, Greens a green sticker, etc.). Ask participants to place the sticker on their clothing so it is visible.
3. Set up a flip chart in the room, where you will debrief.

POSITIVE PEACE SIMULATION

PRINT SHEET

PRINT OUT **FIVE OF EACH** OF THE FOLLOWING GROUP ROLES DESCRIPTIONS...

Reds

Facts

Your population is roughly 500. Most of your area on the island is pasture-land. Livelihoods are largely pastoral. You have an abundance of food – enough to feed roughly 4,000 people, though the drought is starting to take its toll on the irrigation systems and the livestock. Without immediate attention, food supplies risk declining and will force you to isolate yourself from others on the island to protect the last of your supplies.

You have always enjoyed trading with the Blues, who in return provide you with security from the Yellows. You do not know the Greens well, although your cattle herders say they saw them pirating from neighbouring islands, which heightens suspicion.

Rules:

- CANNOT speak directly with Yellows – should they approach you, ignore them. Should you feel threatened, run to the Blues.
- Can speak directly with the Greens – but only when they approach you and only when there is at least TWO of them together.

Main Task:

- Must find a solution for your water supply.

Greens

Facts

Your population is roughly 1,000. Most of your area on the island is directly on the water. Therefore, Green livelihoods are based largely on fishing and fishing supplies.

Your top priorities are to protect your fishing area, especially from the Blue and make sure there is enough food for your population. Your only well has only a few days left of clean water since it is not deep enough to access deeper aquifers.

Although Greens have never truly interacted with the Blues because of geographic (mountains) and natural (coral reefs) barriers, recent damage to the fragile coral gardens has allowed the Blues access to your fishing and living area. You cannot trust them.

The Yellows are former Greens who left their lives by the water and decided to be more secluded in the central mountainous terrain areas. You speak the same language. You have recently started trading with the Reds, and although you are still getting to know them, you feel they are good partners.

Rules:

- CANNOT speak directly to the Blues.

Main Task:

- Must find a way to feed your population

Blues

Facts

Of the 8,000 inhabitants, you have the majority – 6,000. The only urban centre lies in your area, including the island's two schools and two health centres; all supplies come in and out of the Blue port. Most of your population depends on fishing for livelihood; however, recently fishing can only feed 1,000 people.

You frequently trade with the Reds.

You have skilled engineers that are capable of maintaining water wells and drilling.

Your main concern is to have enough food/water and to ensure that you protect your fishing areas – especially from the Greens and those from other islands. The drought has affected all of your drinking supply and there must be a solution to this immediately to stay alive.

Rules:

- You will only speak with the Greens if she/he is accompanied by a Red.

Main Task:

- You must figure out a way to feed your population.
- You must find a solution to the fish disappearing.

Yellows

Facts

Your population is roughly 500. Living in some of the roughest terrain on the island, you have always been secluded from the rest of the island. Due to harsher conditions, Yellows have unique abilities to build and repair buildings and machinery.

You speak the same language as the Greens; therefore, you have kept in touch to trade supplies when needed.

The drought has placed a heavy toll on the water supply in the higher elevation. Without immediate attention, you will be forced to move. The only available land is in the Red's territory.

Rules:

- You can ONLY speak with the Greens.
- If a Red or Blue approaches you, ignore them, unless you are with a Green.

Main Task:

- You must find a solution for drinking water.

Instructions

1. As facilitator, give Reds, Greens, Blues, and Yellows their role description explaining their role, rules, and main task. The Orange (NGO) group does not get a description, and they must not interact with any of the other groups. It is their task to observe to see if they can figure out the rules by which each group is playing.
2. As facilitator, say: "To understand how governance works, we need to break down the parts of a governance system. Governance systems are inherently complex and one of the reasons this training exists is to better understand how governance functions within a community.
   The rules, roles, and relationships that govern a local community comprise a critically important system: one that influences local stability dynamics, resilience in the face of stress, and ultimately whether or not the state is viewed as legitimate by the community/population."
3. As facilitator, continue: "Pillar Island is a tropical island with a complex social system. For years, inhabitants have lived together in relative peace with an abundance of resources. The rich soils throughout the island and the waters that surround it provide livelihoods for much of the population of approximately 8,000 people.
   Inhabitants of the island include the Reds, Greens, Blues and Yellows. All of the populations lead basic lives and can sustain themselves from the natural resources that surround them. The island does not have a formal government in place, and they have largely managed to stay isolated from one another due to linguistic differences and the mountainous terrain separating each group.
   Recently, climate change has forced much of the island's population to face severe drought and decreased fish stocks due to surrounding islands fishing further and further into Pillar Island's waters. Erosion has also caused the difficult mountain passes that separated each group to become more passable – fueling suspicion, but also curiosity, amongst each group.
   An NGO called Oranges has been asked by the UN to help Pillar Island, due to their close proximity working on other islands in the area. With limited resources, they can afford to conduct one project working with Pillar Island's population. For Oranges to deliver the project, they must better understand the dynamics of the island and have sent some analysts to the island in advance. At the end of their observation, they will ask leaders of the island for the top priority project."
4. Give the Red, Green, Blue, and Yellow groups 10 minutes to develop a plan for how they will go about achieving the aims of their group by negotiating with the other groups - in accordance to the rules they have been assigned.
5. After 10 minutes, announce that the Reds, Greens, Blues, and Yellows have 30 minutes to negotiate with one another. Oranges (NGO) do not participate in the negotiations, but simply observe. As facilitator, keep time. Give a two-minute warning prior to the time ending.
6. After 30 minutes, ask groups to stop their negotiations. Ask the whole group to come back together for a plenary debrief near the flip chart.
7. Ask the Reds, Greens, Blues, and Yellows for examples of the following from their community:
   - Roles: Who are the important actors? Decision-makers? Most local systems involve a number of actors who take on various defined roles: producer, consumer, funder, and advocate.
   - Relationships: How do all the actors interact? The interactions between the actors in a local system establish various types of relationships. Some may be commercial, others more administrative and hierarchical.
   - Rules: What are the unwritten formal and informal guidelines for the actors to interact? How are these determined? Rules define or assign roles, determine the nature of relationships between actors and establish the terms of access to the resources on which the system depends.

   Give five to 10 minutes to discuss and take notes of observations.

8. Then explain: “Community resilience relies on how well these roles, relationships, and rules intertwine. The three together are what make up a governance system, each unique to its community.” Ask for personal examples:
    - “Where have all three components helped strengthen a community?”
    - “When have one or more of the three weakened the resilience of the community?”

    Give five to 10 minutes to discuss and take notes of observations. Emphasize: “This Pillar Island activity was meant to have all groups find a way to communicate with one another and agree to a plan to address their challenges. All challenges that each group individually faces – either food or water – could have been addressed by understanding other groups’ strengths and weaknesses.”
9. Next turn your attention to the Oranges (NGO) and ask:
    - “What were the main challenges you experienced in gathering data?”
    - “Did you have the appropriate access and time?”
    - “Did you know how and what to measure?”

    Give five to 10 minutes to discuss and take notes of observations.
10. Now invite the Reds, Greens, Blues, and Yellows to report on the agreed-upon project they will request from the Oranges. Then ask:
    - “What were the main challenges in putting the plan together within the rules, roles, and relationships of Pillar Island?”
    - “How did you choose the project? Why did you decide on this project?”
    - “What would have made the plan easier to build?”

    Give 10 minutes for the discussion and make notes on the flip chart. Emphasize: “Although there was stress on the island due to the drought and fish stocks, the island had an abundance of resources and assets scattered throughout. There was a rift between Reds and Blues and Greens and Yellows. You as participants had to be able to determine the appropriate rules for the relationships to take place and THEN work as a unified unit to determine the plan for the island. What was missing was a political system for all the actors to engage, plan, and prioritize. Accessing the resources on the island meant having to understand HOW to overcome the challenges that lie in creating a system between the Reds, Greens, Blues, and Yellows to prioritize, negotiate, and politically bargain.”
11. Next, as time permits, lead a discussion with all groups. Some questions to guide the discussion might include:
    - Why is it important to understand local systems?
    - What is “resilience” in a local system?
    - How resilient was Pillar Island? Why?
    - What were the actual rules, roles, and relationships of the local system?
    - How close were the Oranges to decoding the complex local system?
    - In order to reach an agreement, rules were broken and new rules emerged. What new rules emerged in this activity?
    - How might all of this tie to the Pillars of Positive Peace?

    Emphasize: “Creating a political system means understanding the complexities and perceptions within each of the groups and how to incorporate everyone to fully access all the resources needed to overcome local challenges.”

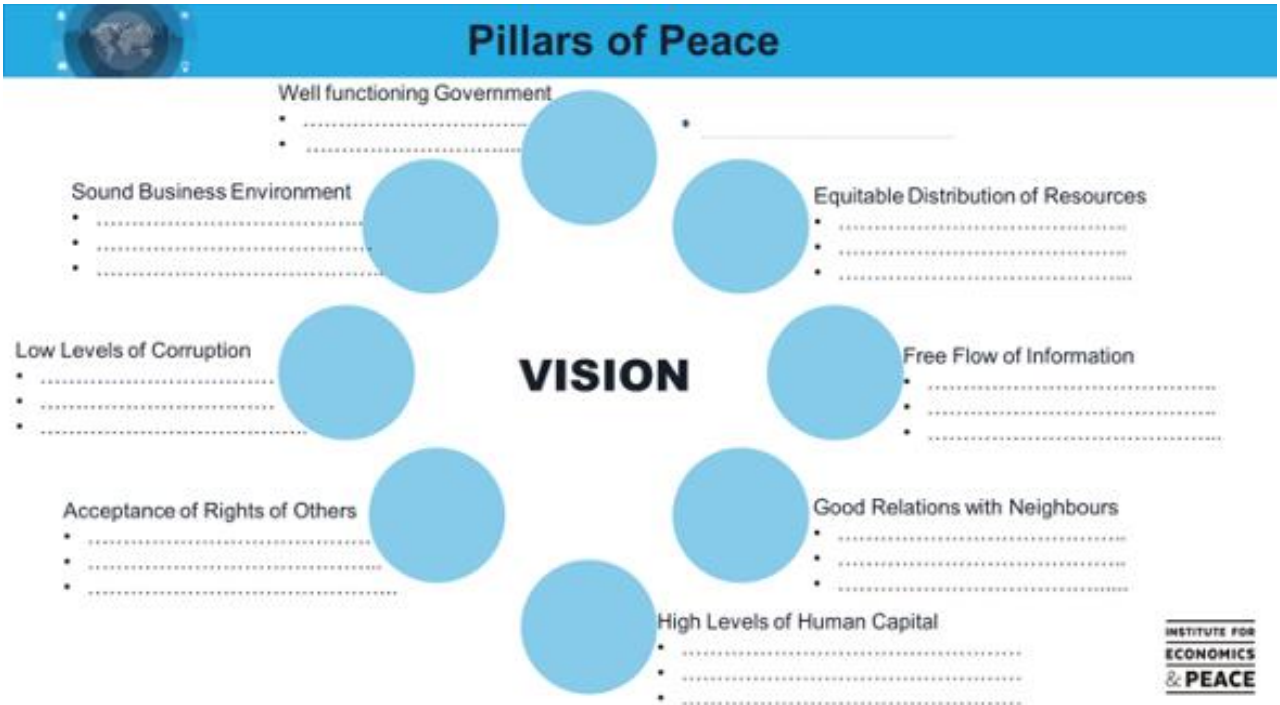
Category	Positive Peace Framework Activities
Activity Name	Pillars of Peace Vision and Activation
Group Size	Small group (10 - 30 people) Medium group (30 - 50 people) Large group (50 or more people)
Duration	30 minutes
Learning Objectives	• to allow participants to apply the Positive Peace Framework to their own context • to see the interconnectedness of the Pillars of Positive Peace
Materials Required	• Pillars of Peace Vision and Activation templates, one per participant • pens/pencils, one per participant
Credit	The Pillars of Peace Vision and Activation templates were created by the Institute for Economics & Peace.

Preparation

1. Print one copy of the Pillars of Peace Vision and Activation templates for each participant.

Instructions

1. Pass out the Pillars of Peace Vision and Activation templates to participants. Tell participants: "Think about your community of interest - a community that is important to you and to which you belong. This could be the community where you grew up, where you live, and/or where you work. Now think about where you would like to 'see' this community in 10, 15, or 20 years."
2. Explain: "Using the Pillars of Peace Vision template, write in three positive visions that connect with each Pillar of Positive Peace that you have for your community." Give participants 10 minutes to fill in their templates. Examples of "positive visions" might include:
   - Having the nation's most popular sporting team led by an ethnic minority (High Levels of Human Capital)
   - Establishing a new industry that creates new markets, skills acquisition, and employment opportunities (Sound Business Environment)
   - Developing a community radio station (Free Flow of Information)
   - Fairly electing a first-nations person to local, state, and/or federal government (High Levels of Human Capital)
   - Building and maintaining community infrastructures, such as schools, hospitals, community centers, and sporting centers (Well-functioning Government; Low Levels of Corruption)
   - Having regular, open, respectful dialogue between previously conflicted communities (Good Relations with Neighbors; Acceptance of the Rights of Others)
3. Next, move on to the Activation template, explaining to participants: "Now you are invited to think about actions that can be undertaken now to progress your vision. Using the Pillars of Peace Activation template, write in three actions that connect with each Pillar of Positive Peace and that connect with the vision you have." Give participants 10 minutes to fill in their templates.
4. Depending on time and the size of the group, lead a facilitated discussion on participants' vision and activation templates.


Pillars of Peace
Well functioning Government
Sound Business Environment
Equitable Distribution of Resources
Low Levels of Corruption
VISION
Free Flow of Information
Acceptance of Rights of Others
Good Relations with Neighbours
High Levels of Human Capital
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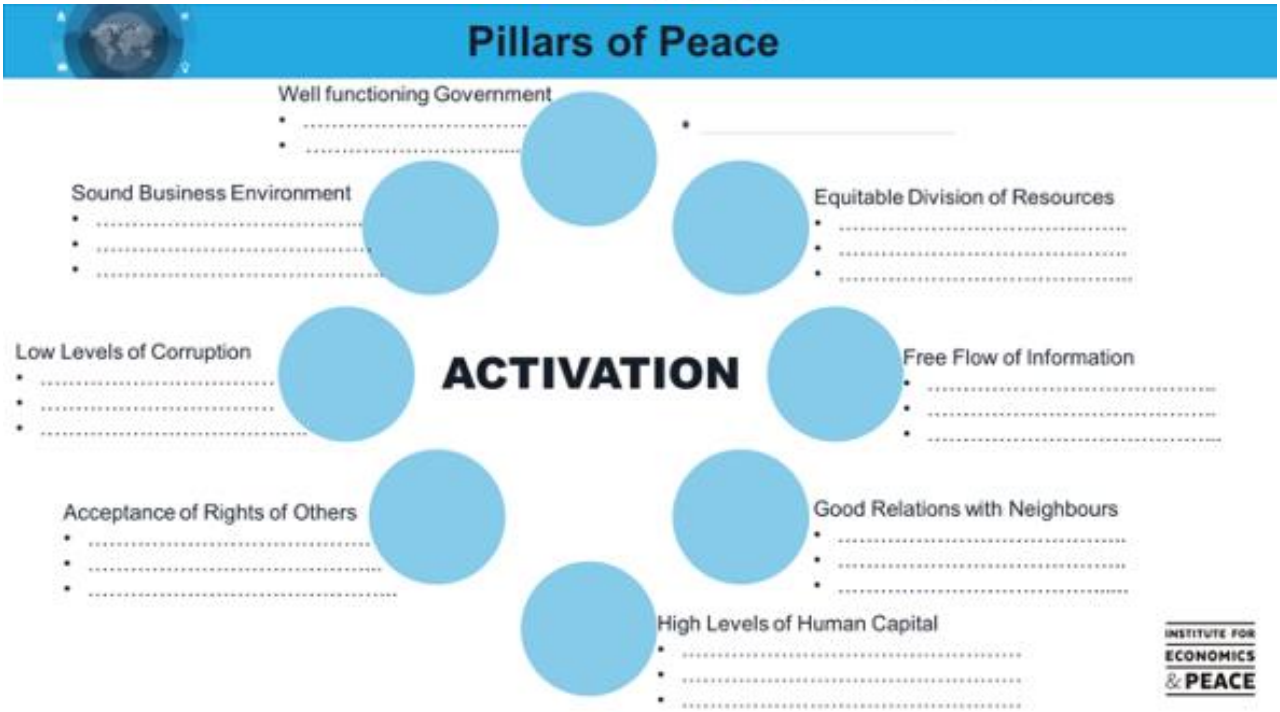

Pillars of Peace
Well functioning Government
Sound Business Environment
Equitable Division of Resources
Low Levels of Corruption
ACTIVATION
Free Flow of Information
Acceptance of Rights of Others
Good Relations with Neighbours
High Levels of Human Capital
INSTITUTE FOR ECONOMICS & PEACE

Category	Systems Thinking Activities
Activity Name	**Positive Peace Web: Small Group**
Group Size	Small group (10 - 30 people)
Duration	45 minutes
Learning Objectives	• to help participants ground the concept of systems thinking • to see the interconnectedness of the Pillars of Positive Peace and participants' own work
Materials Required	• eight large posters, one for each of the eight Pillars of Positive Peace • ball of yarn • timer
Facilitator Notes	• This activity should be introduced after the Pillars of Positive Peace discussion, to strengthen the concept of interconnectedness and prevent participants from seeing the Pillars as separate and independent. • This activity should be done outdoors if possible, as it allows participants to stretch and have fun.
Credit	This activity is an adaptation of "The Yarn Game" from the Positive Peace Workshop Manual by the Institute for Economics & Peace.

Preparation

1. Make eight posters using flip chart or poster paper, writing one Pillar of Positive Peace on each sheet of paper.
2. Place each Pillar on the ground, in a circle. Leave enough space to accommodate a group of participants standing at each Pillar.

Instructions

1. Tell participants to stand next to the Pillar that they think is most impacted by the work they do.
2. Once all participants are at one of the Pillars, ask them to share with peers who chose the same Pillar a brief overview of their work (e.g., projects, initiatives, actions, volunteer work, etc.) and why they believe this work has most impacted the Pillar at which they are standing. Give participants 10 minutes to discuss.
3. Ask participants to now reflect which other Pillars might also be impacted by the projects or actions that they just discussed and why. Give them 10 minutes to discuss.
4. Give the ball of yarn to one person. Have that participant explain what other Pillar they chose and, while holding onto the yarn, toss the ball of yarn to a participant at that other Pillar.
5. Continue this process for 10 - 15 minutes, making sure you address each of the eight Pillars.
6. Next, demonstrate systems thinking amongst the Pillars:
   - Ask participants at one Pillar to pull tightly on the yarn they are holding to see if they all get pulled in when each person strengthens.
   - Ask participants at one Pillar to drop their end to show how the system fails when even one Pillar is weak.
7. Finally, lead a discussion with participants for 10 minutes. Explain: "The eight Pillars of Positive Peace are interconnected and act as a system. It is important to understand that our initiatives and projects impact most, if not all, Pillars in some way. Recognizing these complex networks and impacts can help us to better design and target our initiatives and achieve greater impact. Changes in one Pillar affect all others, and the best way to create and sustain Positive Peace is by strengthening all Pillars."

Category	Systems Thinking Activities
Activity Name	**Positive Peace Web: Medium or Large Group**
Group Size	Medium group (30 - 50 people) Large group (50 or more people)
Duration	45 minutes
Learning Objectives	• to help participants ground the concept of systems thinking • to see the interconnectedness of the Pillars of Positive Peace and participants' own work
Materials Required	• eight large posters, one for each of the eight Pillars of Positive Peace • eight different ribbon colors: one color for each Pillar, two ribbon rolls of each color (choose "bright, happy" colors, easily distinguishable between each other; try to avoid black) • timer
Facilitator Notes	• This activity should be introduced after the discussion of the Pillars of Positive Peace to strengthen the concept of interconnectedness. • The purpose of the activity is to generate conversations "inside" each Pillar - to reflect on the most significant connections between that Pillar and the rest of the Pillars. • This activity should be done outdoors if possible, as it allows participants to stretch and have fun.
Credit	This activity is adapted from the First National Encounter "A Stronger Mexico: Pillars of Positive Peace" at Universidad de las Americas in 2017. It was designed and presented by Outward Bound Mexico.

Preparation

1. Make eight posters using flip chart or poster paper, writing one Pillar of Positive Peace on each sheet of paper.
2. Place each Pillar on the ground in a large circle. Leave enough space to accommodate a group of participants standing at each Pillar.

Instructions

1. Tell participants to stand next to the Pillar that they think is most impacted by the work they do.
2. Once all participants are at one of the Pillars, ask them to share with peers who chose the same Pillar a brief overview of their work (e.g., projects, initiatives, actions, volunteer work, etc.) and why they believe this work has most impacted the Pillar at which they are standing. Give participants 10 minutes to discuss.
3. Ask participants to now reflect which other Pillars might also be impacted by their projects or actions and why. Give them 10 minutes to discuss.
4. Distribute one color of ribbon to one participant at each Pillar.
5. Starting at one Pillar, ask participants to connect their ribbon to one other Pillar that they think is impacted by their work. Ask one participant to explain why their Pillar is connected to the other Pillar, and have them walk with the spool of ribbon to that Pillar. (Have someone at the original Pillar hold on to the end of the ribbon.) The first connection is done; the ribbon is linking those two Pillars now. Then, a person from the linked Pillar shares the connection and does the same: walking with the ribbon of their Pillar to that other Pillar to make the new link.
6. Continue this process for 10 - 15 minutes, making sure you address each of the eight Pillars.
7. With others standing at the same Pillar, the facilitator can ask participants to consider the following debrief questions:
   - Is there a key Pillar in the system?

- What are the main challenges facing each Pillar?
- Considering the circle of influence of the Pillar: what can we do to build peace through this Pillar?
- In my personal circle of influence, what can I do to strengthen this Pillar?
- Making the first connection was simple, but the complexity grows as the number of connections grow. Does this happen in real life? How?
- Where and when might/should the Pillars compete vs. collaborate?

8. Facilitator can choose to end the activity by saying: “The eight Pillars of Positive Peace are interconnected and act as a system. It is important to understand that our initiatives and projects impact most, if not all Pillars, in some way. Recognizing these complex networks and impacts can help us to better design and target our initiatives and achieve greater impact. Changes in one Pillar affect all others and the best way to create and sustain Positive Peace is by improving all Pillars.”

Category	Systems Thinking Activities
Activity Name	**Regional Positive Peace Activity**
Group Size	Small group (10 - 30 people) Medium group (30 - 50 people) Large group (50 or more people)
Duration	45 minutes
Learning Objectives	• to help participants ground the concept of systems thinking • to further develop an understanding of the interconnectedness of the Pillars of Positive Peace • to assess how improvements in participants' regions can impact other regions and a country as a whole • to discuss initiatives focused on building and sustaining Positive Peace by region • to brainstorm ways to create linkages and leverage existing resources to bolster participants' own Positive Peace actions • to establish communication channels between participants in the same region
Materials Required	• flip charts (at least one flip chart with eight sheets of paper per region) • standard printer paper • markers (black and colored) • pens/pencils, one per participant • chairs, one per participant • timer
Facilitator Notes	• This activity is ideal for events with participants from different regions of a country. You will have to define these regions clearly before conducting the activity (see Preparation). • This activity complements other systems thinking activities, such as the Positive Peace Web.

Preparation

1. Determine how you will define regions for this activity. Some options include:
    - Countries might have administrative regions, states, or departments. You can use these formal divisions as a starting point to create regions, but make sure you have enough participants in each region.
    - You might need to form regions in a way that is logical and relevant to your country context. For example, you could group several states in a country into geographical regions (e.g. "southeast," "northwest," etc.).
2. Make posters with the name of the regions (using one sheet of flip chart paper for each region) and hang them up around the room, creating "regional stations."
3. On flip chart paper, write one of the Pillars of Positive Peace at the top (using one sheet of flip chart paper for each Pillar). Do this for the number of regional stations you have.
4. Place the flip chart, standard printer paper (one piece per regional station), markers, pens/pencils, and chairs at each regional station.

Instructions

1. Explain to participants how regions are defined for this activity, and ask participants to go to the regional station that corresponds to them. (If you have a large number of participants per region, you can ask regional stations to divide into subgroups. For example, one subgroup could focus on one Pillar.)

2. Within each regional station, ask participants to designate a facilitator, timekeeper, and note-taker/reporter. Have participants at each regional station write their name and contact information on the piece of standard printer paper.
3. Ask participants to discuss the following questions over the next 30 - 35 minutes. Ask the facilitator to write down the questions and the note-taker/reporter to take notes on the flip chart paper:
    - What can be done within your region to strengthen each Pillar of Positive Peace?
    - What organizations and resources exist in your region and are working to strengthen each Pillar of Positive Peace?
    - How do you think an improvement in Pillars in your region could impact other regions and why? (What are the reasons behind potential impacts in other regions?)
4. Reconvene everyone for the final 10 - 15 minutes. Ask each regional station's note-taker/reporter to provide a two- to three-minute summary of the answers to the questions in plenary. Then, depending on the amount of time left, open for discussion. Explain: "The eight Pillars of Positive Peace are interconnected and act as a system. It is important to understand that our initiatives and projects impact most if not all Pillars in some way. Recognizing these complex networks and impacts can help us to better design and target our initiatives and achieve greater impact. Changes in one Pillar affect all others, and the best way to create and sustain Positive Peace is by improving all Pillars."
5. Before closing the activity, ask each regional station's note-taker/reporter to indicate the name of the region on their flip chart and participant contact list. Collect these materials. After the event, have one of the organizers or facilitators compile each region's notes digitally and share with participants.

Category	Network and Coalition-Building Activities
Activity Name	**ABC Coalition-Building**
Group Size	Small group (10 - 30 people) Medium group (30 - 50 people) Large group (50 or more people)
Duration	30 minutes
Learning Objectives	• to allow participants to develop a basic understanding of the formation of coalitions • to help participants reflect on the power dynamics that come into play in coalitions • to prepare participants for their work as Positive Peace leaders
Materials Required	• standard printer paper • pens/pencils • computer and projector • timer
Facilitator Notes	• The activity can be carried out before or during a session on coalitions and coalition-building. • This exercise is a three-party, scorable, distributive negotiation exercise. Participants are faced with two interdependent negotiation problems: what the configuration of the negotiating group will be (triad or dyad); and how the points which are available to that group will be allocated. Participants are divided into groups consisting of parties A, B, and C. If all three parties decide to work together, benefits totaling 121 points will be split three ways with the exact allocation to be negotiated by each group. If only two parties decide to work together (AB, BC, or AC), the total benefits to be split will be less than 121.
Credit	This activity is an adaptation of the "Three-Party Coalition Exercise" by Harvard Law School's Program on Negotiation. The document is very helpful for giving the facilitator talking points and to understand the activity from different angles.

Preparation

1. Prepare a PowerPoint slide containing this table on how activity points will be distributed:

Coalition	Points earned
A+B+C	121
A+B	118
A+C	84
C+B	56

2. Prepare a PowerPoint slide with rules for this activity, as follows:
   - The objective of the exercise is for each participant to maximize their own individual score.
   - Two parties (for example A and B, or B and C, or A and C) may meet without the third for up to two minutes, although the third party may listen without interrupting. Any two parties can reach a deal that excludes the third party. The excluded party, however, should be given an opportunity to make a counter-proposal.
   - There can be only one final agreement. All points must be distributed so that they add up to exactly the number available to that group.
   - One member of each group will report the group's agreement to the facilitator. If no agreement is reached, nobody receives points. There is no "right" answer!

Instructions

1. Ask participants to form groups of three, or assign them. Tell each group to determine which participant will be "A," which will be "B," and which will be "C." If you have a group with more or less than three people, ask other facilitators or observers to participate. Participants should keep paper and a pen with them in case they need to take notes.
2. Explain: "The goal of this activity is for each group to negotiate and agree on how to distribute a finite amount of points according to specific criteria." Show the PowerPoint slide with points table. Explain: "If A, B, and C decide to form a coalition, they get 121 points to divide among themselves, with the exact allocation to be negotiated by each group. If A and B decide to exclude C and form a coalition, they get 118 points to divide between themselves as they choose. If A and C decide to exclude B from the coalition, A and C get 84 points to divide between themselves as they choose. Finally, if B and C form a coalition and exclude A, then B and C get 56 points to divide between themselves as they choose." There can be only one final agreement and all points must be distributed so that they add up to exactly the number available to that group.
3. Check to ensure participants understand. Continue: "This activity entails two negotiations: first, who will be in the coalition; and second, how the points will be divided." Show the PowerPoint slide with activity rules and go through them. Clarify if there are any questions.
4. Give participants 15 minutes to carry out negotiations. Give a two-minute and one-minute warning before time is up.
5. Call time. Ask participants to have one member of each group briefly report the agreement for their group to the instructor; alternatively, this can be done as groups reach agreement.
6. Time dependent, facilitator can choose to ask any of the following questions for participants to answer in plenary or in small groups.
    - What factors came into play as you tried to form a coalition?
    - How did you perceive your power or "weight," as well as that of the others, based on the distribution of points?
    - Did power play a role in the coalition your group formed?
7. Facilitator can close with a summary: "There are many factors that come into play when forming a coalition, power being one of them. Coalitions tend to be unstable unless formed on the basis of mutual values and trust. Do not overestimate your power (for A's) - but also, do not underestimate it (for C's). Each letter carried a different weight, based on the predetermined combinations. In theory, A is the strongest letter and C is the weakest. This power asymmetry might impact the process of forming the coalition and then, how to divide the points. However, power is only a function of concrete resources (in this case, points). As shown in the B - C agreements excluding A, and the A - C agreements excluding B, even the party that controls the least amount of resources (in this case C) can form a blocking coalition."

Category	Network and Coalition-Building Activities
Activity Name	**Our Positive Peace Network**
Group Size	Small group (10 - 30 people) Medium group (30 - 50 people) Large group (50 or more people)
Duration	60 minutes
Learning Objectives	• to allow participants to reflect on the key elements that an emerging network of Positive Peace leaders should take into account • to enable participants to establish their own network
Materials Required	• one large sheet of butchers' paper (at least two yards long) • construction paper (various colors) • markers (black and colored) • masking tape • Post-it notes • pens/pencils, one per participant
Facilitator Notes	• Ideally, at the end of this activity, participants should leave with a general outline of their Positive Peace network, allowing them to stay motivated and to have a plan for working together when they leave the event. • This activity is meant to be carried out after presentations and activities on coalitions and coalition-building. • This activity can also be carried out towards the end of an event, as a final exercise.

Preparation

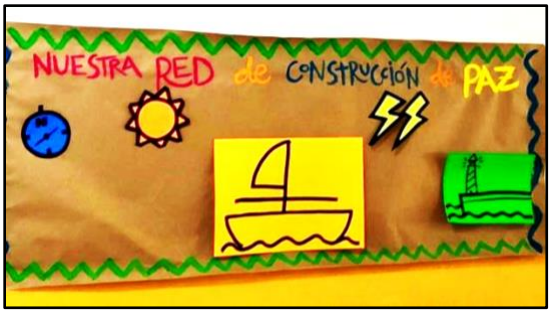
1. Write "Our Positive Peace Network" at the top of the butchers' paper and hang on the wall.
2. Make cutouts or draw: boat, sailors, lighthouse, sails, compass, cell phone, thunderbolt, sun. Tape graphics on the butchers' paper as if it were an ocean scene.

Instructions

1. Ask participants to gather around the butchers' paper. (Depending on your audience, participants can sit in chairs or on the floor.) Explain: "You have all come to this event as Positive Peace practitioners, and you will leave here to be leaders. How can you keep up the momentum and maintain the connections gained here? You will need to be intentional in your efforts to work together, connect, and mutually support one another after the event."
2. Tell participants you will conduct a brainstorming activity to identify the key elements of their network. Say: "Your network is like a boat. And you are about to set sail into the unknown. There are lots of elements involved in this expedition; let's look at a few and think about how these relate to your group." For a small group, you can present each element and question in a plenary discussion. For a medium/large group, you can present all the elements and have participants work in smaller groups to answer related questions. Regardless of group size, participants (or smaller group representatives) can write answers to the questions on Post-it notes and stick them on the butchers' paper.
3. Start explaining the graphics, the elements they represent, and asking the related questions:

Graphic	Element	Questions
boat	the network	• How do you feel about this boat (network) setting sail into the unknown?
sailors	participants	• Are you as sailors ready to be on this boat (part of this emerging network), and are you prepared to take on the responsibilities of doing so? • Are there any specific roles that need to be filled?
lighthouse	network purpose	• Why are you sailing? • Where do you want this boat (network) to go?
sails	participant motivations and commitments	• What could move the boat (network) forward? • What resources do you currently have that you could offer to the network to succeed?
compass	network principles and values	• What are your guiding principles and values on this boat (in this network)? • What are the ground rules (regarding interfacing, communications, etc.) that you have to guide you?
cell phone	network communication	• How will you remain in touch and engaged? • Which communication channels can best serve you?
thunderbolt	network challenges	• What are some storms (obstacles or challenges) that might affect your boat (network) in the near future? • How can you address them?
sun	network opportunities	• What gives you hope? • What are the opportunities you need to seize moving forward as the crew on this boat (network)?

4. Remind participants: "You have decided to remain engaged as you recognize the importance of collective action. The elements you have brainstormed together provide the basis for your engagement."
5. If the group is in agreement and wishes to continue as a network post-event, be sure to have someone document the decisions made, roles assigned, principles and values determined, etc. This can be done after the session or after the event. Have one of the organizers or facilitators compile the notes digitally and share with participants.



Category	Learning Activities
Activity Name	**Principles of Learning: Learning to Learn**
Group Size	Small group (10 - 30 people)
Duration	30 minutes
Learning Objectives	• to encourage participants to reflect on moments in their life when they felt they learned the most, under what conditions and why they think those particular learning experiences were so effective • to recognize that learning is a process in which one develops new knowledge, skills, and attitudes
Materials Required	• butchers' paper (at least two yards long) • Post-it notes • pens/pencils • markers • timer
Facilitator Notes	This activity is ideal for a training of trainers event.

Preparation

1. Write "Our Learning Journey" at the top of the butchers' paper and hang horizontally on a wall.

Instructions

1. Depending on your audience, participants can sit in chairs or on the floor. Pass out Post-it notes and pens/pencils to all participants. Ask participants to consider and answer three questions:
   - When did you learn something easily and quickly?
   - What about the learning process made it memorable for you?
   - Why do you think that particular learning experience was so effective?

   Have participants summarize their answers on a Post-it note. Give participants one minute to write.
2. Next, ask participants to think of two or three more experiences, and write those down (one experience per Post-it note). Give participants five minutes to write.
3. Next, ask participants to place their Post-it notes on the butchers' paper. Tell them to stay standing and read over their peers' notes. Give them three minutes to review.
4. Divide participants into groups of three to four people. Give groups 10 minutes to discuss their experiences and findings. Questions to guide the conversation include:
   - Were there any commonalities among your experiences?
   - Were there any stark differences among your experiences?
5. Call time and ask for volunteers to share their learning experiences with the whole group. You can choose to time participant responses or allow them to speak freely.

Category	Learning Activities
Activity Name	**Learning Styles Questionnaire**
Group Size	Small group (10 - 30 people) Medium group (30 - 50 people) Large group (50 or more people)
Duration	30 minutes (test and scoring) 30 minutes (debrief)
Learning Objectives	• to give participants a tool to reflect on their own learning styles • to appreciate that everyone learns in different ways, based on their context, age, history, experiences, etc. • to improve participant outreach and practice post-event outreach, particularly when accompanying other leaders and raising awareness about Positive Peace
Materials Required	• Kolb's Learning Style Questionnaire print out, one per participant • pens/pencils, one per participant
Facilitator Notes	• This activity is ideal for a training of trainers event. • You can have participants complete this activity before or during your event (in session or overnight).
Credit	This activity uses Kolb's Learning Style Questionnaire, based on David Kolb's Learning Styles and Experiential Learning Cycle.

Preparations

1. Print out Kolb's Learning Style Questionnaire (pages 1 - 6, double-sided), one per participant.
2. Prepare information (descriptions) of the learning styles featured in the questionnaire.

Instructions

1. Pass out learning style questionnaires to participants. Give them 30 minutes to answer and score themselves. (Alternatively, they can complete this overnight.)
2. Present the information on the learning styles featured in the questionnaire. As you cover each learning style, have participants whose responses on the questionnaire put them in that learning style raise their hand. Say: "Look around the room. Within just this group of people, we have a diversity of learning styles."
3. Facilitate a discussion on the different learning styles, either in plenary or small groups. Sample questions include:
    - Were you surprised to find out your learning style?
    - How do you think your learning style might affect how you design your Positive Peace action?
    - How do you think your training and facilitation techniques will need to adapt to the different learning styles a target audience might have?

Category	Leadership Activities
Activity Name	Leadership True or False
Group Size	Small group (10 - 30 people) Medium group (30 - 50 people) Large group (50 or more people)
Duration	30 minutes
Learning Objectives	• to allow participants to reflect on what leadership means • to encourage participants to examine how leadership is exercised in different contexts and situations
Materials Required	• list of questions • PowerPoint presentation with questions (optional) • Mentimeter poll (optional) • computer and projector (if using PowerPoint and/or Mentimeter)
Facilitator Notes	This activity is ideal for a training of trainers event.

Preparation

1. Create Leadership True or False questions (these can be adjusted based on your audience):
    1. A leader is someone who is specifically chosen to play that role.
    2. A leader is someone who knows the path to follow and shows others.
    3. A leader is someone with knowledge and skills.
    4. A leader helps solve other people's problems.
    5. A leader accompanies others instead of directing them.
    6. A leader is responsible for working on their own.
2. Based on your group size, prepare the questions as follows: for a small/medium group, print the questions to call out to the group or insert them in a PowerPoint. For a large group, prepare a Mentimeter poll (online survey) that can be accessed by the participants using their smartphones.

Instructions

1. Begin asking participants the Leadership True or False questions. Ask participants to raise their hand (small/medium group) or respond via Mentimeter (large group) if they think the statement is true or false. Go through all the questions.
2. Next, return to the first statement and debrief, asking participants why they voted the way they did. Do this statement by statement.
3. Facilitate a discussion about diverse ideas of leadership, explaining: "In many cases, leadership depends upon and is shaped by context. For example, if a house is burning, the fire chief doesn't need to apply a collaborative approach to leadership, but rather a 'command and control' approach to efficiently put out the fire. It is important that you as leaders develop a nuanced understanding of leadership so that you can adapt to diverse situations."

Category	Leadership Activities
Activity Name	Building the Ideal Positive Peace Leader
Group Size	Small group (10 - 30 people)
Duration	30 minutes
Learning Objectives	• to allow participants to reflect on what leadership means and potential challenges leaders encounter • to prepare participants to apply leadership concepts and skills in promoting Positive Peace in their communities and regions
Materials Required	• butchers' paper (at least two yards long) • paper (standard printer paper) • markers (black) • masking tape • PowerPoint slide or printed handouts with questions • computer and projector
Facilitator Notes	This activity is ideal for a training of trainers event.

Preparation

1. Draw a human silhouette on the butchers' paper (vertical), making sure to clearly draw the brain, eyes, heart, hands, knees, and feet. Tape on a wall.
2. Create a PowerPoint slide or a handout with the following information:
   - Brain: What ideas and values do Positive Peace leaders need to do their work? What beliefs might be challenging?
   - Eyes: What vision does a Positive Peace leader need to be successful? What about that vision might be challenging?
   - Heart: What emotions does a Positive Peace leader need in order to support processes of self-reflection and learning for themselves, as well as for their peers? What emotions might be challenging?
   - Hands: What types of relationships does a Positive Peace leader need to establish in order to mobilize networks and put Positive Peace into action? What relationships might be challenging?
   - Knees: What ethical considerations and actions does a Positive Peace leader need to take into account when mobilizing networks? What ethical dilemmas might arise?
   - Feet: What actions does a Positive Peace leader need to carry out in their community in order to be successful? What challenges might they encounter in carrying out those actions?

Instructions

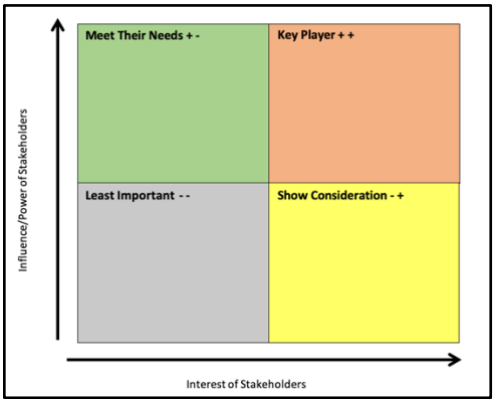
1. Depending on your audience, gather the participants either in chairs or sitting on the floor. Divide participants into six groups to discuss the six elements of the body. Within each group, ask participants to designate a facilitator, timekeeper, and note-taker/reporter.
2. Give each group one sheet of standard printer paper and a marker.
3. Pass out the handout to each group or show the PowerPoint slide explaining the body elements. Explain: "Positive Peace leaders are made up of different mental, emotional, and physical components, each of which is important to the function of the whole. Let's explore a bit what each of these components means to a Positive Peace leader, as well as some of the related potential challenges."
4. Give groups 10 minutes to discuss their two questions and to summarize their answers on the sheet of paper.
5. Then, have the note-taker/reporter come forward from one group, tape the sheet of paper with their answers on the body silhouette, and explain their conclusions. Repeat with each group, giving each reporter no more than two minutes to present.

6. If time permits, you can lead a facilitated discussion about the different components that are necessary for Positive Peace Leadership. Draw out: “A true Positive Peace leader needs to develop and strengthen different personality traits, skills, and attitudes. He or she also needs to be aware and mitigate potential challenges and obstacles linked to their personality traits, skills, and attitudes. Keep all this in mind as you go back into your communities and put your commitment to collaborative leadership into practice - to support other leaders, networks, and social change initiatives.”

Category	Stakeholder Analysis and Engagement Activities
Activity Name	**Mapping Relevant Stakeholders for Positive Peace in our Community**
Group Size	Small group (10 - 30 people)
Duration	60 minutes
Learning Objectives	• to give participants the tools to identify, evaluate, and prioritize individuals, institutions, and groups that have influence and/or interest in the area of focus • to help participants understand that mapping stakeholders is a strategic and collaborative process
Materials Required	• butchers' paper (at least two yards long), one per group • markers (black) • construction paper, various colors (to make shaped cutouts) • scissors • masking tape • standard printer paper • pens/pencils • PowerPoint presentation • computer and projector • timer
Facilitator Notes	• This activity is ideal for a training of trainers event. • This activity should ideally incorporate Positive Peace actions that participants have implemented/are implementing in their community.

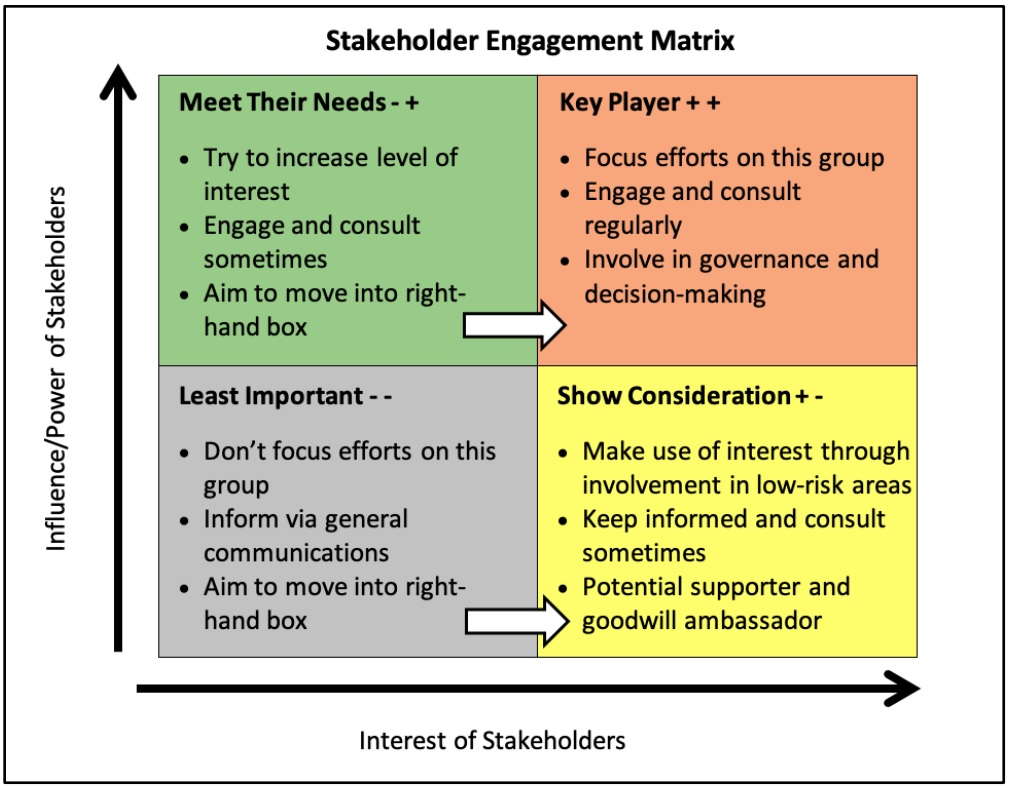
Preparation

1. Determine how you will divide participants for this activity: by region or by Positive Peace action theme/area of focus.
2. Prepare the butchers' paper, drawing a square with four quadrants (matrix below). On the left side of the square, draw an axis (line and arrow) pointing upward and write "Influence/Power of Stakeholders"; at the bottom of the square, draw an axis (line and arrow) pointing to the right and write "Interest of Stakeholders." In the top left quadrant write "Meet Their Needs + -"; in the top right quadrant write "Key Player + +"; in the bottom left quadrant write "Least Important - -"; and in the bottom right quadrant write "Show Consideration - +." Create one matrix per region or Positive Peace action theme/area of focus.



3. Cut the construction paper into figures for different stakeholders, based on your context (e.g., yellow diamonds for government, blue squares for civil society, red circles for the private sector, green triangles for donors, etc.).
4. Tape the matrices on the wall, leaving significant space between them.

5. Create a PowerPoint slide with the detailed Stakeholder Engagement Matrix graphic image, explanation of color/shape cutouts, and activity instructions for participants:
    1. As a group, select one of your group member's Positive Peace action to map.
    2. Give your matrix a title.
    3. Make a list of all the relevant stakeholders who are affected, interested, or could block the success of the Positive Peace action. (Think about the eight Pillars of Positive Peace: what community individuals, organizations, or initiatives correspond to the Pillars?)
    4. Determine a stakeholder's category and write their name on a corresponding cutout. Do this for all stakeholders (one per cutout).
    5. Refer to the Stakeholder Engagement Matrix to determine each stakeholder's influence and interest in the Positive Peace action, position on the matrix, and tape it there.



Instructions

1. Ask participants to form groups based on the region where they are currently working on their Positive Peace action, or by Positive Peace action theme/area of focus. (Depending on your audience, gather the participants either in chairs or sitting on the floor.) Within each group, ask participants to designate a facilitator, timekeeper, and note-taker/reporter.
2. Pass out the color cutouts, markers, standard printer paper, and pens/pencils.
3. Show the PowerPoint with instructions and the Stakeholder Engagement Matrix. Explain the matrix to participants, and how to "map" stakeholders according to their level of interest in your Positive Peace action and according to the level of influence and power they have. Tell groups they will now do their own stakeholder mapping, following the activity instructions. Give groups 30 minutes to do the mapping.
4. When time is up and groups have completed their matrices, give participants three minutes to walk around and view other groups' matrices. Tell participants to pay attention to similarities and differences where different stakeholder cutouts are placed on the matrices.

5. Then, have the note-taker/reporter come forward from one group and present their matrix, giving them no more than three minutes to present.
6. After each reporter presents, elicit feedback from other participants for no more than three minutes. Sample questions include:
    - Do you agree with the assessment of the power dynamics and interests that are expressed in this matrix?
    - Are any important stakeholders missing?
    - Was too much or too little influence given to a stakeholder that perhaps isn't as influential/uninfluential as the group thinks?
    - What other observations do you have?
7. Repeat with each group, giving each reporter no more than three minutes to present and no more than three minutes for feedback.
8. If time permits, close with further discussion and observations.

Category	Stakeholder Analysis and Engagement Activities
Activity Name	**Stakeholder Engagement Role Play**
Group Size	Small group (10 - 30 people)
Duration	120 minutes
Learning Objectives	• to allow participants to brainstorm the best way to engage different stakeholders and practice their approach • to give participants practice preparing for and responding to challenges they may encounter in stakeholder engagement
Materials Required	• printed copies of case studies, one per group • timer
Facilitator Notes	This activity is ideal for a training of trainers event.

Preparation

1. Create a handout for each case study (Case Study 1, 2, 3, 4, and 5; each case study includes two roles.) Print case studies, one per group.

Instructions

1. Divide participants into five groups. (Depending on your audience, gather the participants either in chairs or sitting on the floor.) Explain: "It is important to understand different stakeholders before engaging with them. In order to create a solid engagement strategy, you should research the stakeholder. In doing this, you should take into consideration who they are, their opinion on an issue, their previous experience or engagement with an issue, their level of power, and their underlying interests." Give each group a case study.
2. Outline the role play instructions for participants:
    1. Read your case study.
    2. Within each group, decide who will play Role 1 and who will play Role 2.
    3. Prepare a five-minute role play of the conversation between Role 1 and Role 2. Consider three key factors: each stakeholder's previous experience with the issue, power, and influence.

    Give groups 30 minutes to prepare their role play. Group members who are not assigned a role will help create the role play script.
3. Ask all participants to form a circle, creating an empty space in the middle to be the "stage".
4. Have one group come forward and present their role play, giving them no more than five minutes. When finished, ask the presenting group to give a one-minute description of their case study and roles. Then ask the observing participants to provide feedback for no more than five minutes, based on the following questions:
    - Based on the case study and two roles, what do you think about the group's engagement approach?
    - What worked well in terms of strategic engagement?
    - What could have been done differently?
5. Repeat with each group, giving no more than five minutes to present, one minute to describe the case study, and no more than three minutes for feedback.
6. If time permits, close with a discussion about general observations and feedback. To wrap up, highlight: "When engaging stakeholders, you need to meet them where they are. In other words, you need to speak their language and present your initiative or issue on their terms. It is imperative that you make a clear connection with them on why your issue can, should, and will interest them."

Case Study 1: Higher Education

Role 1: Dean of Students at Valley University
You are the Dean of Students at Valley University. Over the past few months, you have heard rumblings that there are issues among students. The university has grown exponentially over the past five years, with an increase in students from another region and certain issues have emerged. You have been consulting with your team over the past few months on developing a program or policy to improve tolerance, but this has not yet been finalized or implemented.

At a family dinner, you mention this potential program and your niece tells you she has a good friend who is leading a Positive Peace Project. Your niece does not know more about the project, but she encourages you to consider consulting with the friend for help on your issue.

A few weeks later, with still no tolerance program in place, you decide to contact your niece and request she set up a casual coffee meeting with her friend. She puts you in contact and you set up a meeting.

You are waiting at the café and thinking about the meeting. You ask yourself: What are my underlying interests in scheduling this coffee? What do I want to find out from this person about their Positive Peace Project? What do I want to share with them about my proposed program? What do I hope to accomplish?

Role 2: Volunteer Leader of a Positive Peace Project
You are a young volunteer who has worked with children in various communities in the region. This led you to a Positive Peace Workshop, where you gained new knowledge, skills, and tools for implementing peacebuilding programs. At present, you lead a Positive Peace Project and work with peers to promote peace in the community.

A good friend of yours is the niece of the Dean of Students at Valley University, one of the most prestigious universities in the region. Recently, your friend called you to inform you that her relative is interested in creating a program that promotes peace and tolerance at the university and is interested in meeting with you. You feel both honored and intimidated by this opportunity, but agree to meet with the dean. You think this could be a great opportunity to promote your Positive Peace Project.

As you walk to the university to meet with the dean, you ask yourself: What are my underlying interests in scheduling this meeting? What can I do to demonstrate credibility and gain support? How can I convince the dean to allow members of my Positive Peace Project to help with the proposed program? What are the next steps after this initial meeting?

Case Study 2: Private Company

Role 1: Manager for the DABO Paper Company
You are the manager of DABO paper company, a medium-sized family business established 40 years ago, based in a neighborhood on the outskirts of a city. The country you are based in endured decades of civil unrest and just recently signed a national peace accord.

In the last 10 years, DABO has expanded its operations and started serving other markets in the area. The older inhabitants of the city hold the company in high esteem, particularly because it provided employment to a large percentage of the population. However, younger citizens do not feel the same connection to or respect for the company, and you have had problems recruiting young people to replace older, retiring employees.

Last week, you received an email from ProYouth, a local youth organization that claims to work in favor of peace. They are asking to meet with you to request sponsorship 'a Positive Peace event. On one hand, you feel uncomfortable meeting with this group, since they talk about peace and DABO has never involved itself in politics or the peace accords. On the other hand, you recognize this as an opportunity to talk with youth, a sector you are desperate to engage for employment. You agree to set up a meeting with the group's representative.

As you are waiting in your office for the group's representative to arrive for the meeting, you ask yourself: What kind of information do I need from this young person to feel comfortable? How do I determine that this person and their organization is professional and reliable? What would be a potential red flag that would hinder me from getting more involved with this group?

Role 2: Representative for ProYouth
You are the founding leader of ProYouth, a group of young volunteers working with children and adolescents in socially marginalized neighborhoods on the outskirts of the city. You were not born in this city but moved here a couple of years ago for work. Despite having been in the community for a short time, you feel rooted and believe you can call this city 'home'.

For several months, ProYouth has been planning a Positive Peace event in a neighborhood on the outskirts of the city. There is local buy-in for the event; however, funding is lacking. You have been told to approach DABO, a company providing significant employment in the area, to request event sponsorship and support. You think this makes perfect sense. Being a pillar in the community, there is no reason DABO would not want to support an action promoting peace in the area. You are convinced the Positive Peace message will resonate with them.

You send an email to the DABO manager, introducing ProYouth and requesting to meet. The manager responds immediately, saying he can meet this afternoon. As you prepare a meeting confirmation email, you ask yourself: How do I prepare for this meeting? What is the most important information I need to share with the manager? What questions do I ask? How can I convince the manager to support our event?

Case Study 3: Media

Role 1: Director of the BBB Radio Program "Voices that Listen"
You were just promoted to director of "Voices that Listen," a program of BBB Radio, the country's most popular radio station. Before this promotion, you worked for 12 years as an announcer for different BBB Radio programs and were in charge of regional community news.

BBB Radio is experiencing tough times, as the objectivity of its journalism has been called into question. Critics have claimed BBB Radio programs, especially those related to politics and the state of peace in your country, show a conservative political bias.

This week, you will be a panelist on "Citizenship and Participation," a weekly radio forum on BBB Radio. This is an opportunity to establish yourself in your new role and to generate ideas for stories for your program. One of your fellow panelists is a left-leaning community leader from Fighting for Country, a human rights advocacy NGO. You realize you could invite this leader to your show, as they would be a good counterweight to the BBB Radio criticisms. However, you have met this leader previously, and you did not get on well due to divergent views.

When you get to the location of the forum, you see the community leader approaching you to talk, and you ask yourself: How should I handle this conversation? What do I want to share with this leader about my show? How will I decide if I want to invite this leader to my show? What are my underlying interests in inviting them (or not)?

Role 2: Community Leader of Fighting for Country
You are a community leader with the organization Fighting for Country, a human rights advocacy NGO. As a child you lived through your country's civil war and survived a massacre in your community, but you never joined guerrillas or armed groups. You joined the NGO three years ago, at a time when funding from international organizations increased, replacing funding from guerrilla groups. You are currently helping the NGO create a documentary about victims of the armed conflict.

Based on your work with Fighting for Country, you have been invited to be a panelist on "Citizenship and Participation," a weekly radio forum on BBB Radio. Among the panelists, you recognize the new director of "Voices that Listen," another BBB Radio program. You recall you met the director years ago, but things didn't go so well. You believe the director shares conservative political biases, like BBB Radio. However, in this moment, you realize the director could potentially help fund and publicize the documentary your NGO is creating. This could also help counter BBB Radio criticism and improve their image. You decide you will propose this to the director.

As you approach the director, you ask yourself: How will I describe my work? How will I propose we work together? What do I want to accomplish in this brief encounter? What are the next steps after this initial meeting?

Case Study 4: Religion

Role 1: Pastor
You have been a life-long member of the church and have dedicated your life to service. Twelve years ago, you became the pastor for the largest church in the region. You were recently invited to a conference on inequality at a regional university.

You attend the conference and are impressed with the active student participation and concrete proposals for change. You are interested in the subject, and although you do not agree with all proposals, you agree that more action should be taken to reduce inequality gaps in your country and region.

The following Sunday, during your church service, you notice a young person in attendance. You know they are the sibling of a faithful church member. You know this young person left the church when they announced they were gay. You also know this young person is a volunteer leader and is dedicated to helping people in need. You also recall that you saw this young person at the conference, presenting on a project to support vulnerable families in the region.

After finishing the church service, you notice the young person lingering in the church, and they approach you. As they are walking toward you, you think: What do I want to accomplish in this conversation? How can I welcome this young person back into the church? What are the next steps after this initial conversation?

Role 2: Student University Leader
You are a volunteer student leader at a regional university and have been dedicated to serving your community since a young age. You have traveled and come to understand the reality of poverty and inequality in your region and are passionate about working for equality.

This past week, you volunteered at a university conference on inequality. You were impressed with the student turnout and active participation. You also noticed that the pastor from your family's church attended. You stopped attending church years ago; when you came out as gay, you no longer felt welcome. While you still have faith, you have not gone back to the church because you don't feel welcome or comfortable.

However, after seeing the pastor at the conference, you decided to go with your family to the service the following Sunday. You realize that the pastor and the church could be a great platform for your new project, connecting boys and girls in privileged and vulnerable families.

You decide to talk to the pastor after the service to ask for help on the project, but you do not want to talk about your personal life. As you approach the pastor to talk, you ask yourself: How will I start this conversation? How will I describe the project and why I want to work together? What do I want to accomplish in this conversation? What are the next steps after this conversation?

Case Study 5: Civil Society Organization

Role 1: Community Council President
You are the president of a neighborhood community council. You have lived in this neighborhood your whole life and know all the long-term residents. The neighborhood is composed of both privately-owned properties and public housing. Twenty years ago, a university built headquarters adjacent to the neighborhood. The university has been buying and developing more properties in your neighborhood. Many neighbors are against these changes, others have adapted, and some have taken advantage of the opportunity, renting their homes to students. This has changed the traffic, housing, and business dynamics of the area and brought more crime and problems.

A few months ago, a university law student sent the community council a proposal offering training courses on citizen participation and peacebuilding. But over this past year, the council has sided with people in the neighborhood who are wary of the university and refuse to accept help from them. They feel the university can't be trusted, and that they will offer help to fulfill their own needs, then leave the neighborhood worse off. You worry that establishing relationships with university members will put your position and your relationship with council members at risk. However, you also know that there are university students, administrators, and teachers who are not involved in property development, and who mean well.

You have been invited to attend a university student meeting this week to discuss the training course proposal. As you prepare to represent the community council, you ask yourself: What do I want to share about my council's reservations? How will I describe this potential new alliance? What do I want to accomplish in this meeting?

Role 2: University Law Student
You are a university law student and you have volunteered in community organizations from a young age. At present, you decided to bring a group of social science, law, and social work professors and peers together to design training courses on citizen participation and peacebuilding in a troubled neighborhood bordering the university. Your proposed training course is based on neighborhood needs, identified during several months of field research and interviews with neighborhood residents. Your group has prepared three trainings and three short courses, and you are excited to contact the president of the community council to present this proposal.

At first, the president receives the news well and is very interested in the proposal. However, after a few days and various emails, sentiments seem to cool. You propose a face-to-face meeting to present the proposed training, and the president finally agrees to meet.

The day of the meeting comes, and as you wait for the president to arrive, you ask yourself: How will I describe the proposal and why we want to work together? How do I convince the president to implement the training courses? What do I want to accomplish with this conversation? What are the next steps after this presentation?

Category	Project Design and Accompaniment Activities
Activity Name	**Accompanying Positive Peace Actions**
Category	Activity
Group Size	Small group (10 - 30 people)
Duration	90 minutes
Learning Objectives	• to help participants come together as a cohort and brainstorm the best way to provide coaching, accompaniment, and support to peers • to encourage participants to think critically as they implement Positive Peace actions
Materials Required	• printed copies of regional Positive Peace action summaries • flip charts • markers (black) • standard printer paper • pens/pencils, one per participant • timer
Facilitator Notes	• This activity can be carried out if participants have implemented/are implementing Positive Peace actions in their community and have provided this information to facilitators prior to the event. • This activity is ideal for a training of trainers event and should take place on the final day.

Preparations

1. Prior to the event, request participants submit summaries of Positive Peace actions that they have implemented/are implementing. You may wish to use the Positive Peace Action Monitoring Template.
2. Determine how you will define regions for this activity and classify participant action summaries accordingly in a handout. Print copies of the Positive Peace action summaries handout, one for each participant.

Instructions

1. Ask participants to form groups based on the region where they are currently working on their Positive Peace action. (Depending on your audience, gather the participants either in chairs or sitting on the floor.) Within each group, ask participants to designate a facilitator, timekeeper, and note-taker/reporter.
2. Give each group a flip chart, markers, standard printer paper (one sheet), and pens/pencils. Have participants in each regional group write their name and contact information on the piece of standard printer paper.
3. Pass out the Positive Peace action summaries handout to each group. Explain: "You and your peers are carrying out Positive Peace actions in your region. Think of these actions as part of a system. You will now apply all the knowledge and skills that you have learned here to this system, brainstorming ways to provide accompaniment and support to your peers. Think specifically about what tools, skills, and knowledge you might lend to a peer's initiative. For example: developing a short training on specific skills; organizing peer learning and sharing spaces; facilitating coordination and collaboration meetings; or hosting stakeholder mapping amongst Positive Peace leaders in your region. These are just a few ideas, but the sky's the limit and you know your region, peers, and context best."
4. Next, ask the groups to review the Positive Peace action summaries one-by-one, discussing and answering the following questions:
   - What is working well for this action?

- What is a challenge for this action?
- How can you provide support and accompaniment to this action?

5. Give each group 15 minutes to discuss and to summarize their answers on their flip chart.
6. Next, have the note-taker/reporter come forward from one group and give them three minutes to present in plenary. Allow participants to provide targeted feedback for no more than three minutes, reminding them to incorporate the principles of giving and receiving feedback effectively.
7. Repeat with each group, giving each reporter no more than three minutes to present and allowing for up to three minutes of targeted feedback.
8. Ask groups to reconvene and draft a very simple accompaniment plan for each action in their region, based on feedback. Have participants note on their flip chart the key components to include in the plan:
   - The specific tools, skills, and knowledge that will be shared
   - How the support will be provided (via an event, training, meeting, etc.)
   - When support will be provided (timeline with dates)
   - Who will do the work (roles and responsibilities)
   - Where the support will be provided (in a place or online)
   - Next steps

   Give groups 15 minutes to discuss and write down their accompaniment plans for each action.
9. Before closing the activity, ask each regional group's note-taker/reporter to indicate the name of the region on their flip chart and participant contact list. Collect these materials. After the event, have one of the organizers or facilitators compile each region's accompaniment plan digitally and share with participants.

XI. TEMPLATES APPENDIX

Category	Planning and Designing an Event
Template Name	Memorandum of Understanding (MOU) Template
Notes	This resource is designed for pre-event planning.

Instructions: Use the template below to write your own Memorandum of Understanding (MOU). Please note the difference between [ ] and ( ) in this document:

- Information in brackets [ ] should be replaced with specific examples (e.g., the name of your Rotary club; the purpose of the partnership).
- Information in parenthesis ( ) are instructions on how to successfully complete the MOU (e.g., Be as specific as possible; Provide a description of your project).

Memorandum of Understanding
Between
[Rotary Club X]
and
[Expert partner (organization or individual): training entity, peacebuilding institution, individual trainer, etc.]

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the [Rotary Club X] and [expert partner] to support the technical design and implementation of a Positive Peace project consisting of [description: one-day forum, two-day workshop, etc.]

Background
(Instructions: Provide a description of your Positive Peace project, including who the sponsoring club is, who the host club is, if the project is part of a Rotary grant, etc.)

Purpose
This MOU will [purpose/goals of partnership]. (Instructions: Be as specific as possible.)
The above goals will be accomplished by undertaking the following activities:
(Instructions: List and describe the activities here. Be as detailed as possible; use bullet points.)

Roles and Responsibilities
(Instructions: List here the specific roles and responsibilities governed by the MOU. Be as specific as possible to avoid confusion and misunderstanding. For example, list exactly what the expert organization or individual will be expected to do. Is it designing and delivering a set of trainings? Is it also providing accompaniment and support to participants as they implement Positive Peace actions after your training? Is it monitoring and evaluating the success of the event and the performance of participants?)

Decision-Making Processes and Rights
(Instructions: Determine what type of decisions can be made by the expert entity and which ones will be made by your club).

Reporting
(Instructions: Record who will evaluate effectiveness and adherence to the agreement and when evaluation will happen.)

Funding
(Instructions: Determine the funding or remuneration, in coordination with the expert entity or individual, as well as payment schedules, for the services expected to be provided.)

Duration
This MOU is at-will and may be modified by mutual consent of authorized officials from [list partners]. This MOU shall become effective upon signature by the authorized officials from the [list partners] and will remain in effect until modified or terminated by any of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from [list partners], this MOU shall end on [end date of partnership].

Contact Information
[Rotary Club X]
[Rotary Club X representative]
[Position]
[Address]
[Telephone]
[Email]

[Expert partner organization or individual]
[Expert partner organization representative]
[Position]
[Address]
[Telephone]
[Email]

Signatures
[Rotary Club X representative signature]
[Date]

[Expert partner organization representative or individual signature]
[Date]

Category	Supporting Positive Peace Actions in the Field
Template Name	Positive Peace Action Planning Template
Notes	This template is designed for Positive Peace action planning and can be used during or after an event.

Positive Peace Action Planning Template

Participants document their Positive Peace action proposal/plan and evaluators provide feedback.

I. Planning Team (participants fill in)

No.	First and Last Name	Organization	City	Phone	Email Address

II. Proposal Components and Feedback: Pre-Positive Peace Action

The components of your proposal will be evaluated by those accompanying participant Positive Peace actions on the scale of Brilliant: B; Moving Forward: MF; Needs Review: NR.

Proposal Components	Participant Proposal (participants fill in)	Evaluator Comments (evaluator fills in)			
	Description	Grade			Feedback
		B	MF	NR	
Positive Peace action title					
Description of the action					
Justification for the action					
Step-by-step approach for implementation (planning, execution, and communication)					
Action timeline with dates and specific tasks/roles					
Positive Peace Pillar(s) covered					
Target population: number of people, age, demographics					
Location of action					
Strategic communication					
Required resources					

Category	Supporting Positive Peace Actions in the Field
Template Name	Positive Peace Action Monitoring Template
Notes	This template is designed for Positive Peace action monitoring and can be used for post-event follow-up and accompaniment of participants.

Positive Peace Action Monitoring Template

Participants document their Positive Peace action implementation and evaluators provide feedback.

I. Team (participants fill in)

No.	First and Last Name	Organization	City	Phone	Email Address

II. Monitoring of Implementation: During Positive Peace Action

Your Positive Peace action implementation will be evaluated by those accompanying participant Positive Peace actions on the scale of Brilliant: B; Moving Forward: MF; Needs Review: NR.

Positive Peace Action Components	Positive Peace Action (participants fill in)	Evaluator Comments (evaluator fills in)			
	Description	Grade			Feedback
		B	MF	NR	
Positive Peace action title					
Actions undertaken in planning of Positive Peace action					
Actions undertaken in implementation of Positive Peace action					
Pillars of Positive Peace covered by action (please describe in detail)					
Population coverage achieved: 1. Planned (according to proposal) 2. Actual (based on implementation)					
Stakeholders involved in the planning and implementation of Positive Peace action: 1. Stakeholder name 2. Sector 3. Involvement					
Indicate if Positive Peace action is part of another initiative or program within an organization (if so, please describe)					
Any measures taken to ensure the sustainability of Positive Peace action in the mid- and long-term					

Category	Supporting Positive Peace Actions in the Field
Template Name	Positive Peace Action Evaluation Template
Notes	This template is designed for Positive Peace action evaluation and can be used for post-event follow-up, accompaniment, and evaluation of participants.

Positive Peace Action Evaluation Template

Participants document their Positive Peace action upon completion and evaluators provide feedback.

I. Team (participants fill in)

No.	First and Last Name	Organization	City	Phone	Email Address

II. Evaluation of Implementation: Post-Positive Peace Action

Your implemented Positive Peace action will be evaluated by those accompanying participant Positive Peace actions on the scale of Brilliant: B; Moving Forward: MF; Needs Review: NR.

Positive Peace Action Components	Positive Peace Action (participants fill in)	Evaluation Criteria	Evaluator Comments (evaluator fills in)			
	Description	Priority Given To:	Grade			Feedback
			B	MF	NR	
Positive Peace Pillar(s) covered		Actions linking several Pillars of Positive Peace				
Population covered		Actions impacting a large number of people				
Inclusive approach		Actions that are inclusive (based on disability, sexual orientation, gender, race, etc.)				
Impact in local region		Actions covering wide geographic area or greatly impacting a single area				
Cooperation with other organizations		Actions that involve other actors and institutions				
Sustainability		Actions that are easy to replicate in other communities				

XII. PARTNER ORGANIZATIONS AND RESOURCES APPENDIX

Notes	These resources may provide assistance in the planning, design, and/or facilitation of an event.

The Rotary-IEP Partnership
In 2017, Rotary formed a strategic partnership with the Institute for Economics & Peace (IEP), a think tank dedicated to measuring peace. Rotary's partnership with IEP was created to help Rotarians "frame" peace - to recognize that the grassroots work they do in Rotary's six areas of focus help to build Positive Peace - and sustainable peace in the long-term. Learn more at the Rotary-IEP Partnership webpage and link to educational tools: The Rotary Positive Peace Academy online learning platform and pre-made PowerPoint presentations and facilitation guides for Rotary club and district presentations.

Rotary Positive Peace Activators
The Rotary-IEP Partnership created the Rotary Positive Peace Activator Program, an international network of peacebuilders trained to support Rotarians in building Positive Peace in their communities. Activators include Rotarians, Rotary Peace Fellows, Rotaractors, and other Rotary stakeholders with a demonstrated record of peacebuilding. Activators attend an intensive 20-hour training on the IEP Positive Peace Framework and make a two-year commitment to provide peace training and project support to Rotarians. Rotarians are encouraged to connect and work with Activators based on their club or district's peace needs. You can find out more about Rotary Positive Peace Activators and connect with them via the Rotary-IEP Partnership webpage.

Rotary Peace Fellowship
The Rotary Peace Fellowship provides up to 130 fully-funded fellowships annually for leaders around the world to study at one of Rotary's peace centers. Through academic training, practice, and global networking opportunities, fellows learn how to become effective catalysts for peace. Since 2002, more than 1,300 fellows have been awarded fellowships. Today, those same fellows work in more than 115 countries around the world, serving as leaders in governments, international organizations, and non-governmental organizations.

Rotarian Action Group for Peace
The Rotarian Action Group for Peace is an action-driven group of Rotarians and Rotaractors working together for the purpose of advancing peace and preventing wars throughout the world. The Rotarian Action Group for Peace was formed in 2012 as a group of Rotarians, recognized by Rotary International, focused on providing the network and resources to further the peace and conflict resolution work of Rotarians around the globe. The RAGFP Resource Center includes recommended books, videos, and educational curricula on peacebuilding, conflict resolution, peer mediation, and more.

Rotaract and Interact Clubs
Rotaract clubs and Interact clubs bring together young people, ages 18-30 and 12-18, respectively, to exchange ideas with leaders in their communities, develop leadership and professional skills, and have fun through service. From rural to urban communities, Rotary and Rotaract members work side by side to provide positive change around the world.

Rotary Partner Organizations

The following organizations maintain partnerships with Rotary International:

- PartnersGlobal is a global network of governments, communities, businesses, and organizations working together to promote peaceful change.
- Outward Bound Peacebuilding uses the Outward Bound approach of experiential learning in the outdoors to challenge and inspire leaders in divided societies to build peace.
- NewGen Peacebuilders believes that peace education is a right. Its peace education program emphasizes the role, value, and impact of young people ages 14-24 in achieving a peaceful world.
- Mediators Beyond Borders International builds local capacities for peace and promotes mediation worldwide by enhancing local capacity upon invitation, advocating for mediation, and providing consultancy services that promote peaceful conflict resolution.
- One Young World identifies, promotes, and connects the world's most impactful young leaders to create a better world with more responsible and effective leadership.

Institute for Economics & Peace Ambassador Program

Created by the Institute for Economics & Peace, the IEP Ambassador program provides information, resources, and tools to learn and foster peacebuilding in communities around the world. The program provides an in-depth understanding of IEP's research and methodology, as well as a concrete understanding of how to communicate peace research. Through this program, Ambassadors become part of an international network of leaders who are creating a paradigm shift in the way the world interacts with and understands peace.

Additional Peacebuilding Networks

The following list provides information about respected peacebuilding networks globally. These organizations are not affiliated with Rotary.

- Alliance for Peacebuilding is a nonpartisan network of more than 110 organizations working in more than 150 countries to end conflict, reduce violence, and build sustainable peace. Its members include large development organizations, innovative academic institutions, and influential humanitarian and faith-based groups.
- European Peacebuilding Liaison Office is the independent civil society platform of European non-governmental organizations (NGOs), networks of NGOs, and think tanks committed to peacebuilding and the prevention of violent conflict.
- West Africa Network of Peacebuilding is a leading peacebuilding organization in West Africa. Its work focuses on collaborative approaches to conflict prevention and peacebuilding, working with diverse actors from civil society, government, intergovernmental bodies, women's groups, and more to promote sustainable peace.
- Global Partnership for the Prevention of Armed Conflict is a global network of civil society organizations actively working to prevent violent conflict and create more peaceful societies.

Note: The information presented here is neither comprehensive nor an endorsement of industry experts or organizations.