TRAINING MANUAL

FOR THE PREVENTION OF VIOLENT EXTREMISM

Why does it occur? What futures must we build to avoid it? How can we prevent it?

OPEV

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OBSERVATORY TO PREVENT EXTREMIST VIOLENCE

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00
Using the manual

This manual is complementary to the OPEV Manual: "Preventing Violent Extremism: Satisfying needs with others in order to build a more just, sustainable and democratic future".

KEYS FOR DESIGNING SESSIONS AND WORKSHOPS BASED ON THIS MANUAL

It has been divided in modules and with flexible sessions so that:

- Each session may last a minimum of 2 hours and a maximum of 4.
- Sessions can be carried out independently as a single 2 to 4 hour workshop or in combination with any of the other sessions, thus resulting in a course that may take up to 40 hours (if the 10 sessions are carried out to their full extent).

SUGGESTION

- The sessions should be carried out in the order they are presented. We suggest at least doing the activities which are "highly" recommended (which in their simplified format can be carried out in 2 hours). We may then add the activities which best suit the group and the time available.
- Always carry out session 1 and we highly recommend you also do sessions 2 and 3 (which we deem almost indispensable).

METHODOLOGICAL KEYS FOR CARRIYING OUT SESSIONS

The activities are presented in such a way that kwowledge stems from the interaction of participants and the content suggestions in the OPEV Manual: "Preventing Violent Extremism: Satisfying needs with others in order to build a more just, sustainable and democratic future".

The people facilitating the sessions do not have to be experts in the topics but they must have a minimum level of knowledge and have read and understood the OPEV Manual "Preventing Violent Extremism: Satisfying needs with others in order to build a more just, sustainable and democratic future".

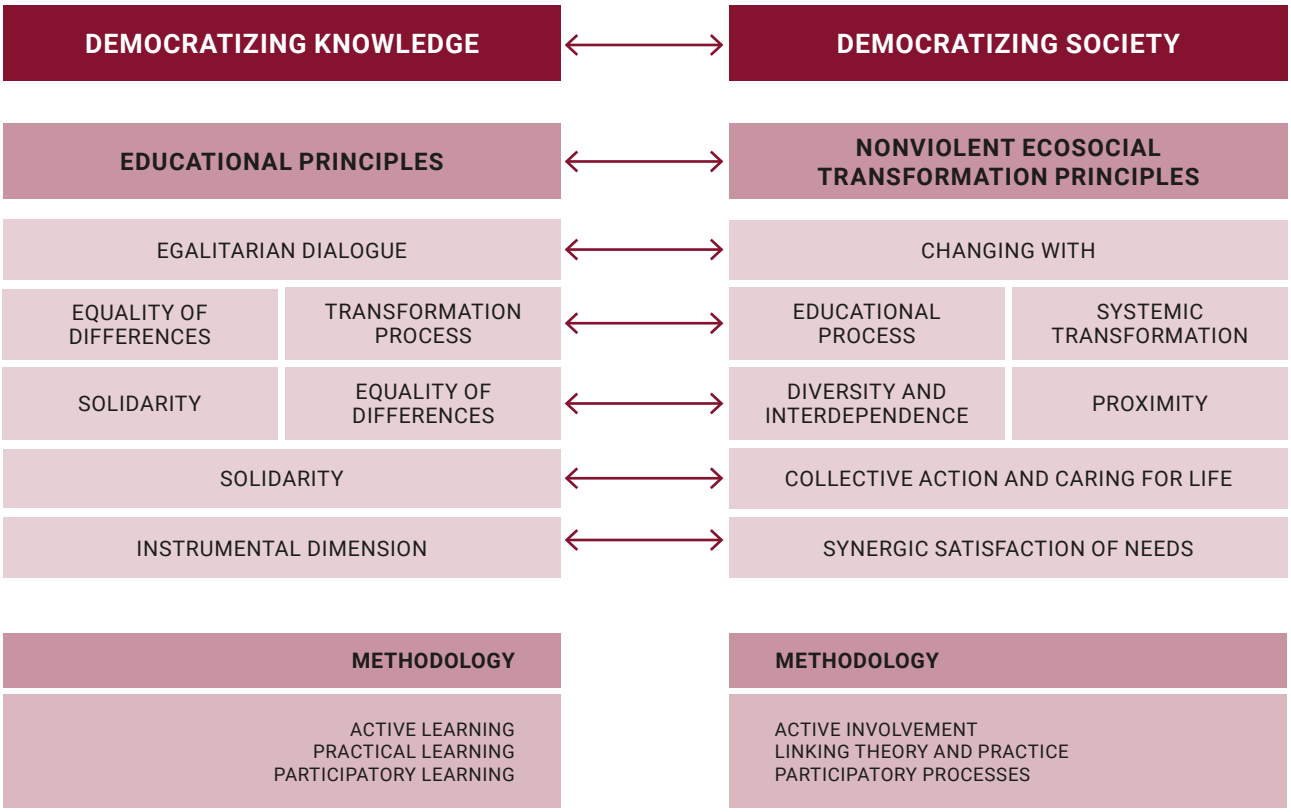
In each session, there is a table that shows:

- Methodological keys: Important elements the facilitator must bear in mind when carrying out the session.
- Content keys: Key points that must be treated and made clear, or aspects in which may prove difficult to understand.
- Precautions: Relevant aspects we must pay attention to so as to avoid difficulties during the session.
- Materials: Materials which give the facilitators support in the carrying out of activities.

NOTE

Although there is a ppt that supplements the manual in which many of the contents of the OPEV Manual "Preventing Violent Extremism: Satisfying needs with others in order to build a more just, sustainable and democratic future" are summarised, it must only be used as support and as a guideline (It may used by the facilitator when preparing the session but not show it later during the session). We must try to avoid sessions turning into an explanation of the ppt.

Learning and Nonviolent transformation (PVE): Theoretical framework and practical tips[1]



There is a strong relationship between the way we conceive how social transformation dynamics for the synergic satisfaction of needs (PVE)[2] have to be and the role we grant education in these processes; there is also a strong relationship between the training designs we carry out and the pedagogical framework from which we do so. Finally, the way we think of education is usually consistent with the way we tackle social change. Education and social change are usually two sides of the same coin.

Civil society organizations and social movements, as actors that create and manage knowledge, are educative actors, regardless of them having formal learning spaces or not. They share knowledge with "Others", and teach not just in their trainings, but with the political action they deploy in order to achieve their objectives. Their practices are just as important as their trainings in the transmission of knowledge.

Mobilization has to be an educational process and education must be a mobilization process.

> Which pedagogy or which education model is used is not decisive but the kind of clime and the human relationships attached to social practices is decisive. Education is no more and no less than a social clime inserted in social relationships[3].

In order to consolidate deep social changes we assume the paradigm of "changing with", which is inclusive and horizontal, instead of the paradigm of "changing for", which is hierarchical and paternalistic. This paradigm has to be replicated in training processes. This bet translates into the everyday practices of our organizations that must reflect our values and principles. Similarly, our training processes have to be based on coherent educative principles.

1. The theoretical framework of this manual is based on BONELL, L.; CASADEVANTE, J.L.; GARCÍA, N.; VIVARES, C. (2015). *"Training for trainers in social transformation"*. (Barcelona: NOVACT).

2. Chapter 1 from the OPEV's Manual to prevent violent extremism.

3. ZIBECHI, R. (2005). *La educación en los movimientos sociales.* (Programa de las Américas IRC).

The pedagogical theories and methodologies more in tune with our way of conceiving PVE through social transformation towards just, sustainable and democratic futures (ecosocial futures) are the ones developed by Popular Education, Dialogic Learning and the Critical Pedagogies.

We do not refer to the teacher that teaches ("changing for") anymore but about the facilitator as a guide and part of a process in which the group learns, mainly from the group itself and from the interactions that happen within it ("changing with").

This way of conceiving learning focuses on the value of experience and on reflection processes around itself –"action-reflection-action"–. The permanent relationship between experience and reflection, in which people´s interaction is included, is the base on which learning is sustained.

TYPE OF CHANGE	CHANGE FROM ABOVE	CHANGE FOR	CHANGE WITH
ATTITUDES	Reality will change or not no matter what we do. "Others have the power to change"	We know the change needed, we can work to make reality better for others	If we want to change reality, we need to be part of it, we need to be part of the change we want. We do it with others

Civil Society organizations are aware of the key role of people and their participation in the satisfaction of needs; thinking, designing, acting, participating in their own transformation processes. New CSO, and social movements combine the relevance of being effective at achieving objectives with the importance of social group relationships and the community dimension of initiatives. Rather than imposing the world they seek, they try to expand the present into the world they wish to build.

This reciprocal and permanent influence is clearly shown in Freire and his Pedagogy of the Oppressed or his Pedagogy of Hope[4].

We establish a dialogue between the principles from which we understand social transformation, and the guiding principles that guide our way of conceiving education[5]. Through this dialogue we offer some practical tips for trainers that help to design and carry out this training.

4. FREIRE, P. (1970). *Pedagogia del oprimido.* (Buenos Aires: Siglo XXI). FREIRE, P. (2002). *Pedagogía de la esperanza. Un reencuentro con la pedagogía del oprimido.* (México DF: Siglo XXI).

5. We follow the Educative Principles of Dialogic Education because it is the one that best connects with our way of understanding training as transformational processes. Although the Dialogues, with their transformational principles and their better or worse results, are our work, the educational principles come from other sources, the most relevant being: AUBERT, A., FLECHA, A., GARCÍA YESTE, C., FLECHA, R., RACIONERO, S. (2008): *Aprendizaje dialógico en la sociedad de la información.* (Barcelona: Hipatia).

DIALOGUE 1: TRANSFORMATION AS AN EDUCATIVE PROCESS AND EDUCATION AS A TRANSFORMATIONAL PROCESS

C. Freinet

You cannot prepare your students to build the world of their dreams if you don't believe in those dreams anymore; you cannot prepare them for life if your don't believe in it, you cannot show the way if you have sat down, tired and discouraged at the crossroad

By assuming a dynamic conception of social change inspired by Paolo Freire, we assume social change is a process of transforming oneself while transforming the world. This fact makes social movements, in a conscious or unconscious way, educative subjects able to influence when generating climes, organizational dynamics and learning environments from where it is possible to combine self-transformation, transformation of the organizations and transformation of the context in which they are inserted. Our practices to change reality educate and are educative for the people involved in them and for other people we interact with or maintain a relationship with.

Together with that informal education, training processes promoted mustn not adapt to the contexts in which they are produced but they need to have their contexts as a starting point. They must work actively for the transformation of the context without lowering the learning expectations.

But developing instrumental learning and critical capacity is not enough. They have to be used in order to contribute to the improvement of society.

EDUCATION AS TRANSFORMATIVE PROCESS - TRANSFORMATION AS EDUCATIVE PROCESS	**EDUCATIVE PRINCIPLES** Transforming contexts. Not adapting to them. Human capacities development have an influence over economic production and over social change possibilities. Critical thinking.	**NONVIOLENCE PRINCIPLES** Social Movements and Practices are educative for the people involved in them and for the environment. Transforming oneself by transforming.
CONTENT, OBJECTIVES, EXPECTATIONS, GROUP Systematic prospection of possibilities of future. Successful experiences as referent.	**METHODOLOGY AND DIDACTICS** Explicit learning outcomes and competencies in order to enhance chances of success. Highlight the progresses done.	**TRAINER'S PERFORMANCE** Permanent improvement orientation. Attitude of hope, encouragement to lose fear and gain determination.

DIALOGUE 2: DIVERSITY, INTERDEPENDENCE AND EQUITY OF DIFFERENCES

Arab proverb

We don't see things as they are but as we are

For Social transformation processes to be really transformational they have to imply the highest possible social diversity (income, gender, federation, ethnic or culture minorities, etc.) and they have to enable flexible participation structures that enable the participation of very diverse population profiles. These processes and structures understand the *Other-different* as an *Other-diverse* and not as an *Other-enemy (chapter 1, OPEV's Manual to prevent violent extremism).*

Diversity can make relationships more complex but diversity strengthens transformations. It multiplies creation possibilities and enhances the capacity of resistance.

Our educative processes have to avoid shielding in the defense of difference as an argument in order to justify the inequity of results. On the contrary, our learning processes must seek the best possible results for all the students, regardless of their origin and of their social and cultural context[6].

From a more general perspective, it is about contributing, from education, to the development of communities so that the coexistence amongst different cultures and ways of life in a framework of equity is possible[7].

DIFFERENCES' EQUITY - DIVERSITY AND INTERDEPENDENCE	**EDUCATIVE PRINCIPLES** Take advantage, in an intelligent way, of the group´s heterogeneity. Pursuit equality of results. Equal right to be different. Equal right to quality learning.	**NONVIOLENCE PRINCIPLES** Involve the highest possible diversity, re value their knowledge and enable flexible participation structures for very diverse population's profiles.
CONTENT, OBJECTIVES, EXPECTATIONS, GROUP Diverse groups.	**METHODOLOGY AND DIDACTICS** Heterogeneous groups.	**TRAINER'S PERFORMANCE** Avoid stereotypes.

6. FLECHA, R. (1997). *Compartiendo palabras. El aprendizaje de las personas adultas a través del diálogo*. (Barcelona: Paidós).

7. AUBERT, A., SERRADELL, O., SOLER, M. (2013). *Compartiendo las diferencias en un mismo espacio ¿Comunidad societal o patriotismo de la constitución?* (Scripta Nova).

Hugo Ojetti

Solidarity is the strength of the weak

Our organizations must reflect coherence between the purposes they seek and the means they use in order to achieve them. Sustainable, democratic and just models cannot be pursued through non solidary structures and processes that don't care about people and their environment.

When translating these principles into training processes we could say that it is convenient to underline the need for generating spaces where solidarity and learning are linked. We have to escape from methodologies that reinforce individualism and competition and we have to apply those able to build healthy and intelligent group relationships, those that can, at the same time promote meaningful learnings. This implies that trainers have to behave in a solidary way during the training process and that they have to show this through their actions and attitudes[8].

SOLIDARITY - COLLECTIVE ACTION AND CARING FOR LIFE	**EDUCATIVE PRINCIPLES** Solidarity is at the heart of the training process and it accelerates learning. Solidarity is not a discourse but an everyday practice.	**NONVIOLENCE PRINCIPLES** Alignment between means and aims. Transparent, democratic, egalitarian and participatory structures. Seeking objectives is not detachable from people's and environmental care.
CONTENT, OBJECTIVES, EXPECTATIONS, GROUP Solidarity as aim and as mean for learning.	**METHODOLOGY AND DIDACTICS** Everybody is responsible for their learning and for the learning of the others. Use of mutual support and cooperation.	**TRAINER'S PERFORMANCE** Stimulation of help attitude.

8. GIROUX, H. (1990). Los profesores como intelectuales. Hacia una pedagogía crítica del aprendizaje. (Barcelona: Paidós).

DIALOGUE 4: SYNERGIC SATISFACTION OF NEEDS AND LEARNING INSTRUMENTAL DIMENSION

José Bergamín

He who only looks for the way out does not understand the maze and even if he finds the way out, he will come out without having understood it

As Social Struggles for ecosocial transformation combine the joy of the process with the search for concrete results in the short term (satisfaction of needs) without forgetting the long term and the more ambitious transformation (ecosocial futures), training processes have to orientate towards more abstract knowledge as well as to the acquisition of the necessary instrumental learnings. A given know how that allows a practical translation of knowledge for everybody participating.

Therefore it is not just that dialogue as a way of doing is not only compatible with the development of instrumental learnings, but in fact, they need each other. It is the interaction with other more capable people what makes it possible to go through what Vygotsky calls Zone of Proximal Development[9], the distance between what the student can do by him or herself and his or her potential development, what the student is able to do with the support of an adult or a colleague.

INSTRUMENTAL DIMENSION - SYNERGIC SATISFACTION OF NEEDS	**EDUCATIVE PRINCIPLES** Highest level of excellence for everyone. Thoroughness and seriousness. Quality dialogue accelerates learning.	**NONVIOLENCE PRINCIPLES** Conciliate big goals with the construction of alternatives and the synergic satisfaction of needs. Anticipate in the present the wished change for the future.
CONTENT, OBJECTIVES, EXPECTATIONS, GROUP Curricula of maximum.	**METHODOLOGY AND DIDACTICS** Learning optimization and efficiency. Clarity in the objectives achieved with each technique. To avoid drift to not learning.	**TRAINER'S PERFORMANCE** Permanent improvement orientation. Attitude of hope, encouragement to lose fear and gain determination.

9. VYGOTSKI, L. (2003). *El desarrollo de los procesos psicológicos superiores*. (Barcelona: Crítica).

DIALOGUE 5: CHANGE WITH… AND EGALITARIAN DIALOGUE

G.K. Chesterton

The optimist believes in others and the pessimist only believes in himself

The idea of "changing with" starts with conceiving reality as a social construction, and in order to change it we have to be part of it, we will have to dialogue with Others (same and different).

It is necessary to confront the arguments of force with the force of the arguments constructed and agreed on in a collective way.

In training processes the idea of introducing dialogue is the enhancement of interactions between professorate and the student body as a privileged space for the production and exchange of knowledge[10]. Interaction is oriented towards understanding and not towards imposition, "from there comes that the dialogue cannot be a tricky instrument for one subject to conquer another. Conquest implicit in dialogue is that of the world by the dialogic subjects, not conquest of one by another"[11].

EGALITARIAN DIALOGUE - CHANGE WITH	**EDUCATIVE PRINCIPLES** Learning from interaction with other people. Validity claims, dialogic interactions. Understanding, consensus construction, non imposition.	**NONVIOLENCE PRINCIPLES** To involve affected population with participatory methodologies. Confront the argument of strength with the strength of arguments, built and agreed on collectively.
CONTENT, OBJECTIVES, EXPECTATIONS, GROUP Dialogue as an end and as a mean for learning. Dialogue as a mean for group agreement.	**METHODOLOGY AND DIDACTICS** Incorporation of group norms criteria. Techniques designed for the maximum quality and diversity of interactions level.	**TRAINER'S PERFORMANCE** Oriented towards the priority of the validity of arguments.

10. BRUNER, J. (1999). *La educación, puerta de la cultura*. (Madrid: Visor).

11. FREIRE, P. (1970). *Pedagogia del oprimido*. (Buenos Aires: Siglo XXI).

DIALOGUE 6: CREATION OF MEANING/ SENSITIZE TO CHANGE AND CHANGE TO SENSITIZE

P. Coelho

The world changes with your example, not with your opinion

For the transformation strategy to have full sense, this has to take place simultaneously on three levels: Personal (for the individual involved), group (for the movement or organization which the person is part of) and for the world (meaning for the whole of the society in which the improvement is pursued)[12]. This construction of meaning must go from the local to the global, establishing relationships between the particular and the general.

The loss of sense in learning spaces is produced when there is not learning or when what is learned is completely disconnected from the life of the people or from what is happening in society, or when there was never the chance to participate in deliberative processes around what had to be learnt and how to learn it[13]. Egalitarian dialogue, connection between learnings and the world of life, coherence between the discourse and the institutional practice as well as the awareness that from training we direct our own life, are all ways to achieve that learning processes gain meaning and become, in this way, much more effective.

CREATION OF MEANING - SYSTEMIC TRANSFORMATION	**EDUCATIVE PRINCIPLES** Overcome the point of view of the systematic colonization of the world and of life. Connect learning with people's life and with the society in which they live. Coherence between discourse and practice.	**NONVIOLENCE PRINCIPLES** Give meaning to objectives and processes, go from local to global, from personal, to interpersonal to social level. Practices as sensitizing dynamics.
CONTENT, OBJECTIVES, EXPECTATIONS, GROUP To incorporate life experiences from people participating. To interconnect theory and practice permanently.	**METHODOLOGY AND DIDACTICS** To rescue, synthetize and show the usefulness of the knowledge produced. The purpose of the process is always explicit To generate and exciting and motivating space.	**TRAINER'S PERFORMANCE** To take into account group worries and interests.

12. WENGER, E. (2001). *Comunidades de Práctica. Aprendizaje, significado e identidad*. (Barcelona: Paidós).

13. ELSTER, J. (Ed.). (2001). *La democracia deliberativa*. (Barcelona: Gedisa).

DIALOGUE 7: ECO SOCIAL ENVIRONMENT/CULTURAL INTELLIGENCE

Peter Noever

Between the built environment and people inhabiting it there is an invisible energy matrix able to feed an insurrection.

We intervene and think from particular places in the world, from cultural contexts and given environments that determine what we can do. Territory, identities, social networks, institutions… they make the need of non-violent transformation strategies to be adapted to the culture, interests and know-how of the people with whom we are working with.

Amongst training processes based on dialogic learning, all students´ potential is considered in order to develop the highest possible learning level. The cultural intelligence coming from the group and the context is used. We have to work with high expectations of their capacities and possibilities[14].

CULTURAL INTELLIGENCE - PROXIMITY	**EDUCATIVE PRINCIPLES** To start from the group´s diverse potential. High expectations towards everybody´s capacities and possibilities.	**NONVIOLENCE PRINCIPLES** We intervene and think from particular places, cultural contexts and given environments that condition what we can do. To bet for collective intelligence.
CONTENT, OBJECTIVES, EXPECTATIONS, GROUP To take advantage of the participant's different capacities and experiences.	**METHODOLOGY AND DIDACTICS** Moments to raise awareness of the progress due to the diversity of the contributions. Used of different learning formats.	**TRAINER'S PERFORMANCE** High expectations. Appreciative look.

FROM DIALOGUES TO CONVERSATIONS; FLEXIBILITY

Here we are presenting a theoretical frame model of educative principles linked to the social transformation theoretical framework. From them we try to design our training and transformational practices but we understand that it is no more than a non-rigid and non-determinist proposal because with time, depending on the different people with whom we interact, it has changed and it will continue changing. Each movement has to elaborate its own theoretical principles framework, with enough flexibility in order to be able to incorporate/change/retouch those tailor made elements as we discover new expectations that improve what we already know.

14. GATT, S., PUIGDELLÍVOL, I., MOLINA, S. (2010). "Mead's contributions to learner's identities". *Revista de Psicodidáctica*, 15(2), 223–238.

Methodological Framework and practical tips

ACTIVE LEARNING AND ACTIVE INVOLVEMENT

The need to actively involve people in the design and running of social organizations is a key principle for non-violent social transformation strategies. People will only get involved as long as they feel protagonist, identified and recognized in the approaches and practices driven by their entities.

One evidence that transfers directly to training processes is that we move from the unidirectional transmission of information (teacher-student) to a model of social construction of knowledge in an interactive way.

ACTIVE INVOLVEMENT	**People will be involved in organizations as long as they are recognized, they feel identified with it and they feel protagonists.** **Participation in the organization's diagnose, proposal and implementation.**
ACTIVE AND EXPERIENTIAL LEARNING	**Activity to transform cognitive structures.** **Learning from experience: action-reflection-action.** **Nothing is more practical than a good theory.**

CONTENT, OBJECTIVES, EXPECTATIONS, GROUP	METHODOLOGY AND DIDACTICS	TRAINER'S PERFORMANCE
The capacity to analyze the own practice and to transform it is part of the competencies. Reflectivity as core capacity.	Learning based on projects. Transversal works that culminate in an useful product. Techniques based on exercises and activities, based on problems learning.	Support and balanced scaffolding in order to guarantee autonomy.

LEARNING FROM AND FOR PRACTICE-LINK THEORY AND PRACTICE

Our conception of the relationship between theory and practice is based on a reciprocal and permanent influence relationship. Theory is not a dogma to follow but orientations that help us understand, complete and explain our practices.

Practical activity and experience are going to be key elements in learning processes, but we cannot forget that learning in practice is supplemented by learning from practice (starting in participants´ and facilitator´s experience) and for practice (oriented towards what we do).

LINKING THEORY AND PRACTICE	**Reciprocal and permanent influence.** **Theory not as a dogma but as an orientation that adds complexity and explains our practices.** **Not predicted practices enrich theory.**
LEARNING FROM AND FOR PRACTICE	**Use of faculty and students' prior to the course practice.** **Preparation for future practice.** **Combination of analytic and reflexive skills with skills for innovation and creativity.** **Access to resources in the post-course phase.**

CONTENT, OBJECTIVES, EXPECTATIONS, GROUP	METHODOLOGY AND DIDACTICS	TRAINER'S PERFORMANCE
The capacity to analyze the own practice and to transform it is part of the competencies. Reflectivity as core capacity.	Exposing of experimental transition exposing. Exposing of successful experiences. Simulations and practical cases. Transversal work. Creative component. Moodle, tutorships, mentorships.	Connect content with real practice. Promotion of exercices oriented towards the practice. Control of documents and materials.

PARTICIPATORY LEARNING AND PARTICIPATORY PROCESSES

Social transformation strategies usually demand the democratization of certain aspects of society (power redistribution, wealth or recognition) and expand the access to rights.

PARTICIPATORY PROCESSES	**Consistency between society democratization demands and the democratization of our organizations' structures.** **Claim participatory processes have to be carried out from participatory organizational formulas.**
PARTICIPATORY LEARNING BASED ON GROUP LEADERSHIP	**Full participation.** **From initial groups to intelligent groups.** **Care-task equilibrium.** **Collective elaborations.** **Cooperative learning strategies, optimal interactions.** **Expression and mutual support.**

CONTENT, OBJECTIVES, EXPECTATIONS, GROUP	METHODOLOGY AND DIDACTICS	TRAINER'S PERFORMANCE
Participation as an aim and as a mean for learning. Teams as distributed intelligence networks, intelligent groups.	Everybody with possibilities to acquire leadership in the group. Enriching group process. Interaction analysis as part of the training process.	Stimulation of functional group learning process. Ensure a balanced and synergistic participation. Manage conflicts and confrontations.

The participatory methodologies we use in our organizations are very similar to the methodologies applied in the frame of the critic pedagogies. By designing training sessions that bet on involving people and that offer the possibility of participating in their own learning, generating an interaction open space with teachers and with contents.

Those environments in which participatory and cooperation relationship amongst students prime, allow for bigger teachings and also to experience situations that generate meaningful learnings. It is not only about generating good learning environments, but about recognizing than when participatory and cooperative learning strategies are well designed they are more successful.

01
What is VE and how to deal with PEV

Objectives

By the end of the session participants:

- Will have a conceptual framework on VE.
- Will differentiate between radicalism, extremism and violent extremism.
- Will differentiate between different kinds of violence: direct, structural, cultural.
- Will manage simple tools in order to demarcate VE (the VE equation).
- Will associate prevention and satisfaction of needs.
- Will differentiate at least two kinds of satisfiers: synergic and negative satisfiers.
- Will identify VE satisfiers and PVE satisfiers.
- Will be aware of prevention implying commitment to non-violent social transformation.

Session plan

Activity	Duration	Recommendation
A1: In which way am I radical?	20 min	high
A2: What is violence?	10 min	high
A3: Violent extremism	20 min	high
A3.1: Violent extremism	35 min	medium
A4: Factors in the appearance of VE	15 min	high
A4.1: Factos of resilience towards VE	20 min	medium
A5: Factors of prevention of VE	15min	high
A6: Building VE satisfiers vs PVE satisfiers	20 min	high
A6.1: Changing roles	15 min	medium
A7: Synergic satisfiers	20 min	high
A7.1: Negative satisfiers	15 min	medium
Final summary and evaluation	10’	medium

Activities

ACTIVITY 1: IN WHICH WAY AM I RADICAL?

1. Photos are handed out around the room. These photos can be linked to non-negotiable aspects of the perfect future the group thinks it should have and does not currently have (Images kit 1).
2. They are asked to walk around the room looking at the photos while thinking about what their desired future should hold..
3. They choose a photo that describes that feature of the future.
4. They introduce themselves and present the feature they have chosen of their desired future (only by name and characteristic).
5. They are asked the following questions. We focus mainly on those who have given examples of futures that imply profound change (equal rights where they do not exist, religious freedom, total redistribution of wealth, environmental sustainability, etc).
   - Does that feature imply big changes? Would things be very different if that feature existed? Do you have a radical position towards the feature?
   - Do those features contribute to a more just, sustainable, solidary world? Do they benefit everybody?
   - Is it essential for you? Would you invest a lot of energy in reaching that goal?
6. A photograph of a future of extremism is shown in which we can see a group which is subdued and ask the following question: “Is this future radically different?”.
7. The facilitator summarises by highlighting the differences between extremism, which is a radicalism that does not respect the OTHER and other types of radicalisms which are just and caring.

Keys	**Content:** Extremism seeks a radically different future in which the OTHER is subdued (as opposed to religious freedom which respects any kind of worship or environmentalism, which benefits everybody). **Methodology:** Maintaining fluent dialogue, getting people to listen to each other instead of confronting them. Short interventions are helpful.
Watch out!	Do not judge (the examples people give being or not being radical does not mean they are better or worse). Make sure peole do not feel judged. Adapt the example of extremism to context and use one which will not be controversial. We want them to understand the concept, not to discuss the specific example.
Materials	Images kit. Supporting presentation.

ACTIVITY 2: WHAT IS VIOLENCE?

1. The facilitator explains what violence is (based on the presentation) and shows photos of each different type of violence (ppt).
2. The facilitator checks if the concepts have been understood by quickly brainstorming examples:
   - Examples of direct violence
   - Examples of cultural violence
   - Examples of structural violence

Keys	**Content:** The three types are connected. Explain structural vioence as the type that prevents satisfaction of needs.
Watch out!	Do not linger on whether there are forms of violence which are only of one type or another or on whether one type is worse than another type. All three types are important and they depend on each other.
Materials	Supporting presentation.

ACTIVITY 3: VIOLENT EXTREMISM

1. The facilitator shows and explains the VE equation (see *What is violent extremism*?). Violent extremism = (Subduing *Other-different* + with direct violence) x (with O*thers-equals*).
2. The whole group stands in a line. The facilitator gives examples of possible VE: terrorism, apartheid, fascism, islamophobia, Ku Klux Klan, wars, sexism...(check chapter 1 of OPEV's Manual for prevention of violent extremism).
3. Participants take a step right if they think the example is VE or a step left it they think it is not VE.
4. Once everybody has moved in either direction, the group discusses the reasons why they made their decision. They can change sides after hearing others´ reasons.

Keys	**Content:** If some of the examples are confusing or open to discussion, we must acknowledge the limits of potential subjectivity. Fon example, see the controversy pointed out in Manual 1 chapter 1: Who defines what terrorism is? Is what was formerly defined as terrorism still so? (e.g. Nelson Mandela). Emphasize that the important thing is that we face different forms of violence and that we have to prevent them. **Methodology:** Begin with simple examples. Only use examples which the facilitator has no doubts about. Try to get different people talking.
Watch out!	Total agreement is not necessary. Some things are difficult to delimit as VE. For example, assessment may be different if people have been subdued on purpose or if it has happened as an undesired consequence of previous actions. Try to keep these discussions short.
Materials	Chapter 1 from OPEV's Manual. Supporting presentation (slide what is VE with examples).

ACTIVITY 3.1 VIOLENT EXTREMISM (MODIFICATION OF ACTIVITY 3)

1. Start off with individual work. Hand out the table of examples (Chapter 1).
2. See if the equation is valid for each example: Who is the Other-equal? Who is the Other-different? What violence takes place?
3. They split into threes, share their ideas and agree on which are VE and which are not.
4. They split into groups of 6 (two groups of 3), share their ideas and reach agreements.
5. As a whole group, they comment on which points they had doubts or controversy.

6. The facilitator summarises what VE is based on the Equation.

Keys	**Content:** In the final summary, the key is the idea that the Others-equal subdue the Others-different by using violence.
Watch out!	The same as in previous activities.
Materials	Supporting presentation.

ACTIVITY 4: FACTORS IN THE APPEARANCE OF VE

1. The facilitator explains the following thesis:

   "People who are exposed to violence (direct, structural, cultural) are more likely to respond with violence. We see structural violence as a situation where all the fundamental needs of human beings are not satisfied or are negatively satisfied. If not only the people, but their social environment is also exposed to violence and this happens in a context of structural crisis, the chances of responding with violence increase" (Extract from point 4.1 in the Manual).

2. Brainstorm ideas about factors that increase vulnerability: participants mention factors and the facilitator includes them in the corresponding place in the table of needs so that everybody can see.

3. The whole group checks the relation between their ideas, the thesis and the situation of dissatisfaction of needs. The facilitator synthesizes the theory of needs and satisfiers (Chapter 1 in the Manual: *What do we understand as fundamental needs and satisfying such needs?*)

ACTIVITY 4.1: RESILIENCE TO VE

1. Group discussion about resilience to VE. It is organised in three levels (structural- group- personal).
   - What are contexts that are less prone to the appearance of VE like?
   - Why can VE groups appear more easily in less vulnerable contexts?
   - What are the features of communities that live in vulnerable contexts where VE does not appear?
   - What are the features of people who live in vulnerable contexts and communities and do not take up VE?
2. The facilitator summarises the main ideas that have come up.

Keys	**Content:** Highlight the relation between structural, group and individual factors. They are inter-dependent categories. **Methodology:** The facilitator must think about the factors prior to the session (expose themselves to the activity).
Watch out!	Do not establish if on factor is more or less important than another. Try to avoid the discussion getting stuck on hierarchies. Try to get the group to produce structural, group and individual factors.
Materials	See chapter 1 in the Manual. Supporting presentation.

ACTIVITY 5: FACTORS IN THE RESILIENCE TO VE

1. Particicipants think about specific factors that prevent the appearance of VE (if they have done the previous activity, this is just a summarising exercise).
2. In pairs, they fill in the chart in taken from the supporting ppt (Vulnerability to VE Situation of insatisfaction) with specific elements (they must not simply state "satisfaction of need").
3. The group now fills in the chart. Each pair states a factor without repeating factors which have already been mentioned by other pairs untill all the factors they had written down have been mentioned.

Key	Same as in 4 and 4.1
Watch out!	Same as in 4 and 4.1
Materials	Supporting presentation.

ACTIVITY 6: BUILDING SATISFIERS: VE VS PVE

1. Explanation: Both violence and non violence (prevention) offer satisfiers of needs, but they offer different satisfiers.

   "Both prevention of VE and proliferation of VE operate in contexts where people and social groups feel that their fundamental needs are not satisfied. They both offer satisfiers to those needs. The satisfiers chosen by VE groups will act as attractors (pull factors) and the insatisfaction of needs and the negative satisfiers chosen by mistaken PVE strategies will push towards VE (push factors)" (Extract from Manual 1, chapter 1.5).
2. The facilitiator asks the group two questions: How does VE satisfy the different needs? How does PVE satisfy those same needs? Two or three answers are compiled and the participants are split into groups of 5 or six people (number of groups must be even).
3. Half ot the groups work on identifying how VE satisfies different needs while the other half works on identifying how PVE satisfies those same needs.
4. Final summary: The facilitator asks each group, in turn about one satisfier at a time.

ACTIVITY 6.1: CHANGING ROLES

We can exchange roles. The groups who looked for EV satisfiers now look for PVE satisfiers.

Key	**Content:** Highlight the importance of understanding how VE works and how it solves fundamental needs. **Methodology:** There may be very similar satisfiers (see following exercise). The key is in the image of the future, in the concept of the "other-different", where are satisfiers headed?
Materials	Board or flipchart, post-its, supporting presentation.

ACTIVITY 7: SYNERGIC SATISFIERS

1. Participants read the part in Manual 1 which explains the different types of satisfiers.
2. The facilitator asks a participant to explain (and only adds information if necessary and gives some simple examples).
3. In pairs, participants think about synergic satisfiers by filling in the table of needs (they can use some of the examples that have come up and look for some new ones).

Key	**Methdology:** Look for simple examples of synergic satisfiers and negative satisfiers. If the group is doing well, we may add an explanation about the different negative satisfiers.
Watch out!	Do not spend too much time on those that have already come up, or if so, build on them (try to clarify why they are synergic). Avoid all using all satisfiers for all needs. If they are valid for several, try to see in which cases they work better.
Materials	Board, flipchart, post its, supporting presentation.

ACTIVITY 7.1: NEGATIVE SATISFIERS

1. In threes, particicipants identify negative PVE satisfiers (frustrators- those which seem to work but actually do not).

   Dialogue:

   - Why are they negative? Are they negative in the short or in the medium term?
   - What would make that negative satisfier a synergic satisfier?

02
Why does VE happen?

Objectives

By the end of this training, participants will:

- Have better knowledge about the Global Crisis and how it affects their territory.
- Know about risk factors in the proliferation of VE in their territory.

Session plan

Activity	Duration	Recommendation
A1: Talk about the Global Crisis	45-60 min	high
A2: The Global Crisis in your territory	30-60 min	medium
A3: Talk about the Global Crisis and EV	45-60 min	high
A4: Risk factors for VE in your territory	30-75 min	high
A5: Most likely outcome of the Global Crisis	30-60 min	medium
A6: Vulnerability as to the Global Crisis	45 min	low
A7: Risk factors for VE in the most likely evolution of the Global Crisis	30 min	medium

Activities

ACTIVITY 1: TALK ABOUT THE GLOBAL CRISIS

2. Each participant works individually. They read point 2.1 in the Manual and underline:
    - What they think is more relevant.
    - What they cannot understand.
    - What they want to discuss.
3. After reading the text, the facilitator begins a dialogue with the whole class about the text. The goal is to understand the text and make contributions, not to reach agreements.

Key	**Content:** Try to understand crises as connected phenomena and not as independent things. **Methodology:** Try to get everyone to contribute, thus creating a nice atmosphere and keeping control on people who might be contributing much more than others. Focus the discussion on the the text so that everyone has the same foundation on which to build their contributions. Try to use examples that apply to the country or region. Encourage participants to say what elements in the text they do not understand or disagree with and discuss those points with the whole group. It is important that the texts are read before the session. If not, more time will be needed to prepare the talk.
Watch out!	Do not try to reach agreements or judge opinions. The more different opinions we get, the more interesting the talk will be. Do not spend too much time on aspects that are not fully understood. After the session, do some research and come back to those points in future sessions.
Materials	Point 2.1 in the Manual.

ACTIVITY 2: THE GLOBAL CRISIS IN YOUR TERRITORY

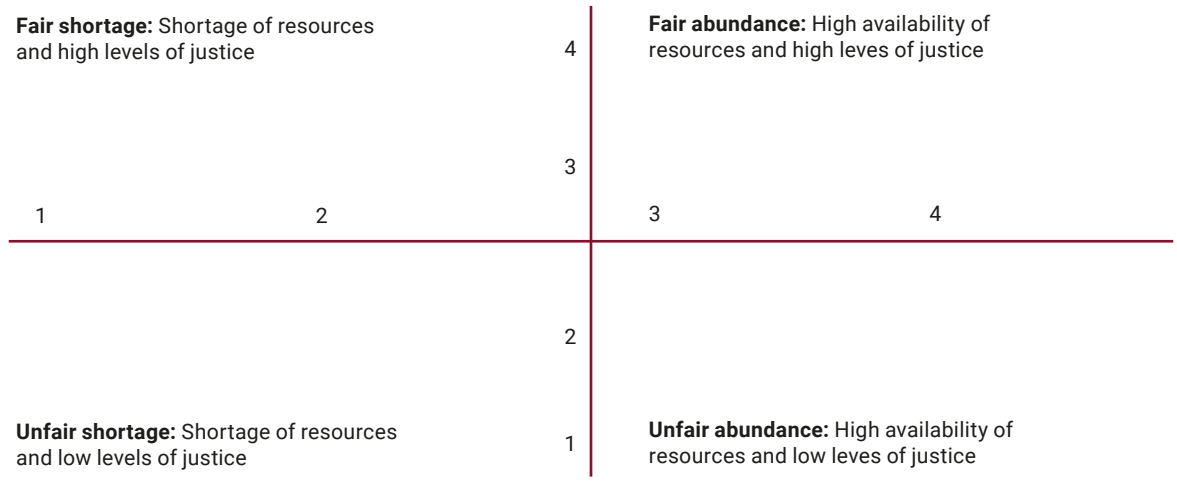
In order to determine the specific situation in the territory where we are working, the group will carry out research based on two points: availability of resources and the level of social justice (as universal satisfaction of human needs).

1. In groups of 4 or 5 people, participants fill in a spreadsheet with indicators for both points (Annex 1). The indicators have rubrics with four levels that go from 1 to 4. We only do this exercise for the present (only the first line of questions in red).

   In order to fill in the spreadsheet, our reference point is the State. This implies that, within the territorial scale we choose, there will be spaces which are more or less just and which have more or less available resources. This will also happen on a more macro leve. We must not focus on bigger or smaller scales but on the state. If the group thinks it is more adequate, we may focus on smaller scales (city, region). There is a tab for that purpose.

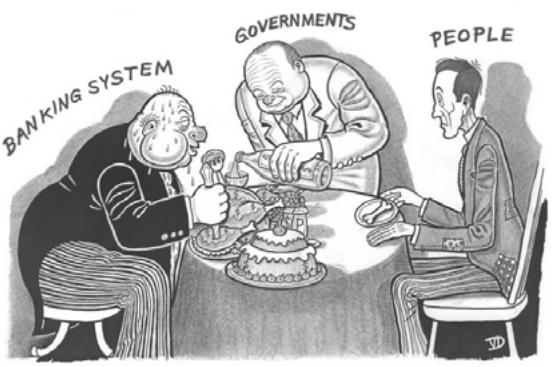
   We may vary the content of the indicators. What is important is that the total value of each block adds up to 100.

   Once the spreadsheet has been filled in the average ot the indicatores in each point will show the situation in the territory. This will appear as a graph in the fourth tab.



2. As an optional activity, each group will name and use an image that summarises their situation. For example, if the group is in the “unfair abundance”, a name might be “We have a lot! Let´s keep everything!” and the picture could be something like this:

3. Also as an option, each group uses 5 to 10 sentences to describe the main elements in their situation. We have some examples in activity 5.



4. The groups share their graph, name, image and descriptive sentences with the other groups.

Key	**Methodology:** Before setting numbers 1 to 4, we recommend you agree on a shared interpretation of indicators and rubrics. Read the instructions and pop up notes carefully.
Watch out!	This activity can only take place if the group has done activity 1 previously. Be flexible when filling in the spreadsheet so as to avoid lengthy discussions about each point. If the results are very different to what the group intuitively anticipated, it may be a good idea to check the way the spreadsheet was filled in. In any case, the results will be qualitative and must be dealt with with caution.
Materials	Annex 1 (additional document)

ACTIVITY 3: TALK ABOUT THE GLOBAL CRISIS AND EV

We use the same methodology as in activity 1 to set up a talk about point 2.2 in the manual.

Key	**Content:** Try to connect the local dimension with the local dimension without losing sight of their independence. Also try to connect the different factors of the Global Crisis with each other and with contexts that feed EV. **Methodology:** Try to use examples which apply to the country or region that include cases of EV. Encourage everybody to point out the elements in the text that they do not fully understand or do not agree with so they can be discussed as a group. It is important to read the texts beforehand. If not, more time will be needed for the talk.
Watch out!	Do not try reach agreements or judge opinions.
Materials	Point 2.2 in the Manual.

ACTIVITY 4: RISK FACTORS FOR VE IN YOUR TERRITORY

1. The group collectively fills in the table (Annex 2) about risk factors for VE in their territory. The table will be visible to the entire group either on the board or on a wall. The facilitator will be the person writing on it. Another approach could be to let participants come out to the board with sticky papers they have already filled in.

2. The activity can be enlarged by answering the following questions as a group:
   - What are the ultimate causes of VE in your context?
   - Which causes are clearer and which are more subjective?
   - Are they the same for all population groups?
   - How strong are the relations between cause and effect?
   - Are there "key causes" that limit the chances of VE developing if they do not occur?
   - What institutions (state and non-state) are key? What is their role?

   In order to implement this more lengthy approach, we recommend the group answer each question individually and the ideas that come out be written where everyone can see them.

Key	**Content:** Revising and clarifying the concept of needs and the difference between needs and satisfiers (chapter 1). **Methodology:** Explain how to fill in the table before starting (point 2.2 in the Manual). Allow participants to make "random" contributions (for any of the parts in the table). The facilitator will later organize the information.
Watch out!	Do the exercise as a brainstorming activity with little discussion since it is not necessary to reach agreements.
Materials	Annex 2.

ACTIVITY 5: MOST LIKELY OUTCOME OF THE GLOBAL CRISISL

1. The blue column in the spreadsheet (Activity 2, Annex 1) is filled in with the scenario the participants think is most likely in 25 years time.

2. As an option, participants could name that scenario and create an image that summarises that future scenario.

3. Its main elements could also be described in 5 to 10 sentences.

Before this step, it may be useful to read some of the possible characteristics in each of the quadrants:

	Unfair scarcity	Situtations halfway between unfair and fair scarcity	Fair scarcity	Unfair abundance	Fair abundance
Economy	Capitalism previous to the Industrial revolution (around the 17th century) Feudalisms[15]	Feudalisms with a certain degree of social autonomy	Social and solidary economies[16] Domestic economies[17]	Capitalism after the industrial revolution (around the 20th century)	Social and solidary economies Domestic economies

15. They are economies where wealth belongs to the higher social levels due to part of the lower levels´work going directly to the higher levels (a percentage of work, e.g. part of the harvest, a number of days of compulsory work for the feudal lord). Laws are also different for the elite and for servants with the elite having more rights. In capitalism, however, the relation between the elite and the population occurs through salaries and the whole population has the same rights.

16. Those that seek universal and sustainable satisfaction of needs. As opposed to capitalism, the objective is not the reproduction of capital and profit.

17. Those that seek the satisfaction of families´ needs.

	Unfair scarcity	Situtations halfway between unfair and fair scarcity	Fair scarcity	Unfair abundance	Fair abundance
Labour relations (production)	Salaried workers, self-employed workers Slaves Servants	Salaried workers, self-employed workers and servants with a certain degree of autonomy	Members of cooperatives, self-employed and salaried workers with high level of rights. Families.	Salaried and self-employed workers	Members of cooperatives, self-employed and salaried workers with high level of rights. Families.
Care work[18] (reproduction)	Separation of production and reproduction. Specialisation based on gender	Integration of production-reproduction with specialisation based on gender.	Integration of production-reproduction with tasks shared between genders	Production-reproduction separated and specialised based on gender	Integration of production-reproduction with tasks shared between genders
Political organisation	Weak dictatorships Public institutions	Weak states with spaces for social decision Weak states with certain redistributions	Democratic institutions	Dictatorships Parliamentary states	Democratic institutions States with important redistributions
Social hierarchies	Grave inequality and large masses with no access to basic goods Patriarchy	Inequality but survival of social majorities	Austerity and sharing	Grave inequality but widespread access to goods Patriarchy	Abundance and sharing
International relations	Wars over resources	Tensions that sometimes explode	Autarchy and cooperation	Wars and cooperation	Cooperation
Demographics	Genocide Famine Migration	Decrease in population due to mild decrease in age of mortality and migration	Social control of demographics Decrease in the age of mortality	Stability Growth	Stability Growth
Management of information	The elite control information Illiteracy	Basic universal literacy	Democratic management of information	The elite controls a lot of the information but large social groups have access to part of the information	Democratic management of information
Technology	Simple technology designed for social control	Simple technology designed for satisfaction of needs and social control	Simple technology designed for satisfaction of needs	Complex technology designed for social control	Complex technology designed for satisfaction of needs
System of values	Textured individualism Anthropocentrism[19] with an understanding that human beings depend on ecosystems	Individualism with a socio-centric[20] touch Anthropocentrism with an understanding that human beings depend on ecosystems	Sociocentrismtrismo (witthout discarding individuality) Ecocentrism[21]	Individualistic Anthropocentrism	Sociocentrism (without discarding individuality) Ecocentrism
Religion	They justify social inequality	Ecocentric and justifying social inequality	Ecocentric and democratic	They justify social inequality Laicism	Ecocentric and democratic Laicism
Relation with the environment	Compulsory sustainability	Compulsory sustainability	Ecocentrism	Unsustainability	Ecocentrism

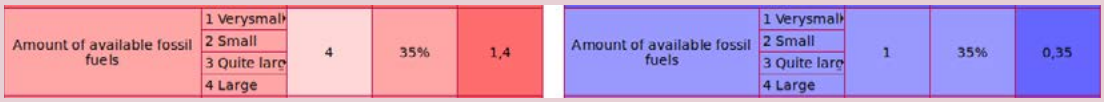
18. All those that are indispensable for social reproduction. For example, garanteeing food, hygene or emotional support. In our patriarchal societies, they are mainly carried by women in their homes.

19. System of values that puts humans before other living beings.

20. System of values that states that humans do not exist individually since they depend on the whole of society. The individual must take care of society by transcending the "I".

21. System of values which sees humans as part of ecosystems that humans cannot live without. Hence, taking care of the environment is just as important as taking care of human societies.

4. Each group shares their work: chart, name, image and descriptive sentences.

Keys	**Methodology:** As participants fill in the most likely future scenario, it helps to compare each indicator with what was written in the same category when defining the present. For example, here we can see a profound change:  And in this case, the indicator remains the same:
Watch out!	This activity can only be carried out if participants have previously done activities 1 and 2. If participants share the thesis presented in 2.1, in the final result availability of resources and energy should have dropped considerably in comparison to the present situation.
Materials	Annex 1.

ACTIVITY 6: VULNERABILITY AS TO THE GLOBAL CRISIS

This activity completes the previous one. It could also be done before.

1. The group as a whole fills in the table (Annex4) which shows the territory´s ability to resist the Global Crisis. The facilitator gathers all the ideas on the board.

Key	**Methodology:** Read the manual beforehand.
Watch out!	Do not try to get everyone to agree. Try to sum up all the ideas that come up and create an atmosphere of collective construction.
Materials	Annex 3.

ACTIVITY 7: RISK FACTORS FOR VE IN THE MOST LIKELY EVOLUTION OF THE GLOBAL CRISIS

This activity must take place after activity 5.

1. The group fills in the table about risk factors in the appearance of VE (Annex 2). The facilitator gathers all the ideas and places them where everyone can see.

Key	**Content:** If necessary, revise needs and the difference between needs and satisfiers (point 1.5 in the Manual). **Methodology:** Give examples on how to fill in the table (you may find some in point 2.2 in the manual). Let participants contribute in a disorganized manner (any quadrant in the table). The facilitator organises the information.
Watch out!	Do the exercise as a brainstorming session with little discussion. You do not need to reach agreements.
Materials	Annex 2.

Annexes for chapter 2

ANNEX 1

Spreadsheet to determine the present and possible future scenarios.

ANNEX 2

RISK FACTORS IN THE APPEARANCE OF VE	STUDIED TERRITORY
Suffering direct violence	
Suffering structural violence	Dissatisfaction of subsistence
	Dissatisfaction of security
	Dissatisfaction of identity
	Dissatisfaction of freedom
	Dissatisfaction of participation
	Dissatisfaction of affection
	Dissatisfaction of understanding
Cultural violence	Justification of violence

ANNEX 3

INDICATORS OF RESILIENCE TOWARD THE GLOBAL CRISIS	STUDIED TERRITORY
Lesser development of industrial metabolism or greater development of indispensable transitions	Low energy consumption
	Energy mix with strong presence of renewable energy
	Transport network not dependent on petrol
	Diverse economic fabric
	Widespread presence of simple technologies
	Low degree of internationlization of the economy
	Other indicators
Large degree of social cohesion and interconnected diversity	Intercultural societies
	Predominance of collective values
	Good public services
	Other indicators

INDICATORS OF RESILIENCE TOWARD THE GLOBAL CRISIS		STUDIED TERRITORY
Flexible, strong and autonomous institutions (state and non state)	Flexible institutions	
	Strong institutions	
	Autonomous institutions	
	Democratic institutions	
	De-centralized decision making	
	Other indicators	
More resources in order to carry out transitions (if that is what they are used for)	High availability of capital	
	Administration with healthy financial situation	
	Considerable amounts of varied energy and material resources	
	Other indicators	
Lesser degradation of the territory´s environment	Small effect on climate change	
	Small loss in biodiversity	
	Availability of fertile soil	
	Availability of water	
	Other indicators	

03
Transitions to an ecosocial future to prevent VE

Objective

By the end of the session, the participants will:

- Know what an ecosocial society is.
- Project possible utopian and distopian scenarios.
- Design strategies to reach utopian scenarios and minimize the chances of reaching a distopian scenario.
- Evaluate specific projects from the point of view of social justice and resilience.

Session plan

Activity	Duration	Recommendation
A1: Talk about ecosocial societies	60 min	medium
A2: What would an ecosocial society be like?	30 min	high
A3: Future utopian and distopian scenarios	30-90 min	medium
A4: Talk about strategies	60 min	high
A5: Most likely outcome of the Global Crisis	90-120 min	high
A6: Vulnerability as to the Global Crisis	90 min	low

Activities

ACTIVITY 1: TALK ABOUT ECOSOCIAL SOCIETIES

1. Participants read point 3.1 individually and underline:
    - What they think is more relevant.
    - What they do not understand.
    - What they would like to discuss.
2. After reading, the participants start a talk about the text where the goal is not to reach agreements but to fully understand the text and put forward their own ideas.

Key	**Content:** Understanding the principles as a source of inspiration means that they can be changed, eliminated or we can add some more. **Methodology:** Try to get everybody contributing by creating a pleasant atmosphere and controlling participants who contribute "too much". Focus the discussion on the text so that everybody has the same base on which to build their contributions. Try to use examples which apply to the country or region. Encourage everyone to point out the elements in the text that they do not fully understand or they do not agree with so they can be discussed as a group. It is important the texts are read before the activity. If this is not so, more time will be needed for the talk.
Watch out!	Do not try to reach agreements or judge opinions. The talk will be more interesting if there are a lot of different ideas. Do not dwell on on aspects which may be difficult to understand. Do some research and explain those points in future sessions.
Materials	Point 3.1 in the Manual.

ACTIVITY 2: WHAT WOULD AN ECOSOCIAL SOCIETY BE LIKE?

1. Participants read 3.1 on their own.
2. The whole group brainstorms ideas to decide what satisfiers they would use for different scales (country, town, community, individual) from an ecocial standpoint. In order to do so, they fill in a table (Annex 1).

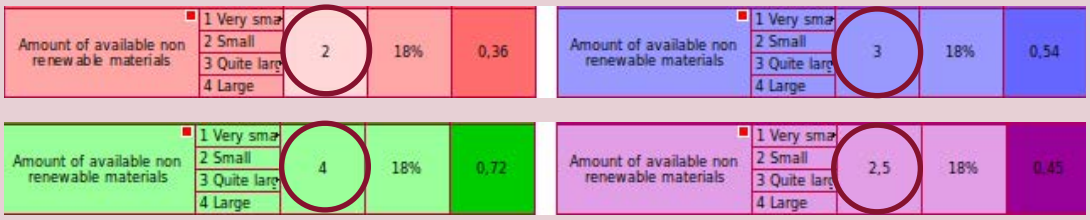
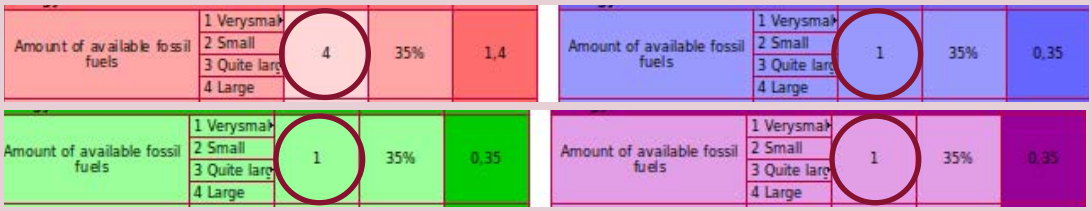
   Some examples of what could be written on the table are:

NEEDS	ECOSOCIAL SATISFIERS
Subsistence	Direct relationship between agricultures and consumers in order to set prices which are fair to both parts. This would also mean consuming local, ecological products.
	Resistance fund which garantees food for those who, temporarily, have no means of getting any.
Security	Resistance fund which garantees food for those who, temporarily, have no means of getting any.
	Creating dense relationships with diverse social actors so as to prevent the group being attacked.

Key	**Content:** Do not try to include all aspects of life. Try to give several examples of satisfiers for each need. Try to come up with synergic satisfiers (that satisfy more than one need) as in the example. **Methodology:** Give some examples on how to fill in the table before starting (point 2.2 in the Manual). Let participants contribute in a "disorganised" manner (any quadrant in the table). The facilitator will later organize the information.
Watch out!	Do not try to reach agreements. Carry out a brainstorm in which participants can ask for clarification and express disagreement. The exercise is easier if instead of looking for individual satisfiers, we look for satisfiers for small communities.
Materials	Annex 1 and point 3.1 in the Manual.

ACTIVITY 3: FUTURE UTOPIAN AND DISTOPIAN SCENARIOS

1. Participants return to acitvity 5 in chapter 2 and fill in the green and purple columns in the spreadsheet (Annex 1 in that unit) which correspond to:
2. A utopian scenario. The future the group thinks is possible in 25 years if things go in the right direction. This would be a realistic objective.
3. A distopian scenario. The future the group thinks is possible in 25 years if things have gone really badly. This would be the scenario we want to avoid.
4. After that, as an optional activity, each group could name and put an image to each of the situations.
5. Another option is for each group to describethe main elements in each situation in 5 to 10 sentences. Lyou can see some examples in point 2.2. Before doing so, it may be a good idea to reread some of the possible characteristics for each of the quadrants that appear in chapter 2, activity 5.
6. All the groups share their work: chart, name, image and description.
7. Finally, the group can look back at the characteristics of an ecosocial society seen in the previous activity and compare that with the utopian scenario.

Keys	**Methodology:** As participants fill in the different scenarios, it is important to compare each indicator with what was written in the same box in the present and future scenarios. The idea is that some boxes should not change (especially in future scenarios) and differences should only appear in certain indicatiors. Those differences will later be vital in building strategies. This is an example of an indicator that changes:  And an example of an indicator that remains the same in different future scenarios: 
Watch out!	This activity can only take place if acitvities 1,2, and 5 (chapter 2) have been done previously. In the final result, availability of energy and material should have dropped considerably in comparison to the present situation if we share the thesis in point 2.1.
Materials	Annex 1 (Chapter 2)

ACTIVITY 4: TALK ABOUT STRATEGIES

A talk about point 3.2 using the same methodology.

Another approach could be to get participants to discuss which strategies (even if they are not in the text) they deem more appropriate after having read the text.

Key	**Content:** You may ignore the discussion about criteria for just and resilient institutions since there is a specific activity for those concepts. **Methodololgy:** Aestablish connections between the suggested strategies and the specific context of participants. It is important to read the texts beforehand. If not so, more time should be allocated for the talk.
Watch out!	Do not try to reach agreements, just collect ideas and create an atmosphere of collective construction.
Materials	Point 3.2.

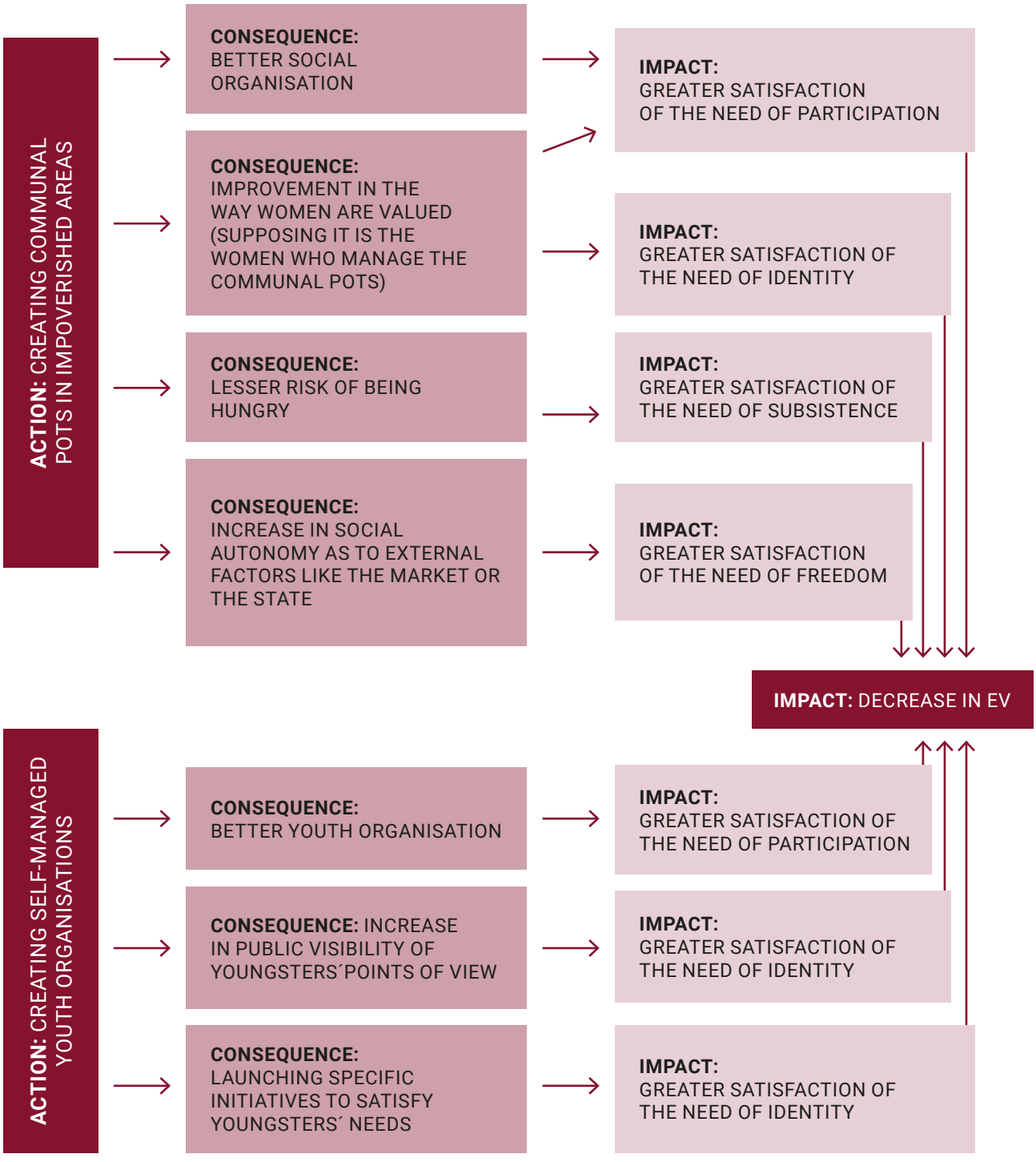
ACTIVITY 5: FROM STRATEGY TO TACTICS

1. The facilitatior reminds participants of the results in activities 4 (Chapter 2) and 2 (in this chapter).
2. Participants read point 3.3 individually.
3. In groups of 4, participants tackle questions in the following order: firstly questions i to viii (in purple), and then, if there is enough time left, the questions in black. When answering (especially question vii, which is the question that should take the longest to answer), each group must contribute 5 specific actions to the lists in table 3.2 (point 3.3). Each of their ideas should be written on different pieces of paper:
   - What are your strengths? What advantages do you have?, How can you make the best of them?
   - What goals would you set in the pursuit of ecosocial societies for the next 25 years? If the group has done activity "Future utopian and distopian scenarios", the utopian scenario will be the group´s reference point.
   - What must happen in order to reach that goal?, on which key elements should we focus?
   - Which are the main issues we must deal with?, how can we go about that? How can we avoid the worst possible scenarios? If the group has done activity "Future utopian and distopian scenarios" the distopian scenario will be the group´s reference point.
   - What sector or sectors of the population do you have to address? Do you have a good analytical point of view on them or is your vision based on stereotypes?
   - Who are your potential allies?, How can you work on alliances?
   - What specific actions do you propose?, What kind of timeline would you establish for those actions?
   - Can our actions create negative consequences? How can you limit those consequences?
4. After working in groups, a great mural with the following sections is put up on a wall:

Strengths
Objectives
Keys
Issues
Target audience
Alliances
Actions
Negative impacts

The pieces of paper with the different groups´ ideas are stuck on the right. If two pieces of paper express the same or very similar ideas, they are put together.

1. Each participant reads all the papers and has 5 votes per category (5 in objectives, 5 in keys, 5 in issues, etc). They can give their votes in whatever way they fancy, (5 for one paper, 3 for one paper and 2 for another, etc).I
2. The facilitator circles the papers with the most votes and gives the group the results. That material is the group´s first draft of a work plan.
3. As an option, it may help clarify ideas if the group builds a tree where they can write down actions, possible consequences, impact on satisfaction of needs and on the reduction of EV. This tree could also include unwanted consequences and impacts and a possible timeline (see example below).
4. To sum up, the group should ask itself in which way they should change their collective strategies.



Key	**Methodology:** Do not spend too much time on each question since each one of them could lead to lenghty debate and it is important to adjust to get through all the purple questions and spend more time on question 7. If you deem it appropriate, change some of the black questions to purple or vice versa. Insist on only writing one idea per sheet of paper and that the idea is readable. Before voting, you might need to clarify some of the ideas.
Watch out!	In the aspects where there is no agreement, it may be more interesting to mark the different positions and come back to them later (possibly at the end of the chapter).
Materials	Point 3.3 in the Manual.

ACTIVITY 6: HOW JUST AND RESILIENT IS MY PROJECT?

The goal of this activity is to analyse specific projects from a double perspective: that of justice and that of resilience to the Global Crisis. Both arre key elements when trying to satisfy several of the basic needs such as subsistence, security or participation.

1. As a whole group, participants revise the criteria for resilience and justice one by one. They will give each criteria a value of 1 to 4, 1 being the lowest level of acomplishment ot the criteria and 4 the highest.

Key	**Methodology:** An agile way of carrying out the exercise is by having a quick round of comments about each indicator followed by a round of assessment where each individual gives a score (showing a number of fingers, for example). The value for each criteria is the average of all the individual scores. If the group has more thant 8 or 10 members, it may be interesting to create smaller groups of around 5 people and then have them share the results each group came up with.
Watch out!	In order to carry out this activity, participants must be very familiar with the project. Everybody must be quite flexible when assessing each criteria in order to avoid lengthy discussions for each point.
Materials	Table from point 3.3 in the Manual.

Annexes to chapter 3

ANNEX 1

NEEDS	ECOSOCIAL SATISFIERS
Subsistence	
Security	
Identity	
Freedom	
Participation	
Affection	
Understanding	

04
Who does securitization affect and how?

Objectives

By the end of the session, participants will:

- Have a thorough vision of the differentiating effects of (in)security.
- Identify local signs of the process of global securitization.
- Be able to imagine alternatives to securitization.

Session plan

Activity	Duration	Recommendation
A1: "Equal opportunities": if you can say "yes", move forward!	30 min	medium
A2: "Equality in security": if you can say "yes", move back!	25-30 min	medium
A3: Situated archeology: urban exploration of security	60min	high
A4: Group presentation of results and collective analysis	60 min	high
A5: Co-production of alternatives to security	60 min	medium

Activities

ACTIVITY 1: "EQUAL OPPORTUNITIES": IF YOU CAN SAY "YES", MOVE FORWARD!

1. The facilitator explains the activity:
    - Some people are going to play themselves.
    - Other people are going to play the roles the facilitator gives them.
    - The facilitator is going to ask them questions as if he was a state authority.
2. The participants are given roles. Half of them will act as they do in real life. The other half will play fictional characters. These characters have been thought up by the facilitator and he gives them out to participants. The goal is for all social groups to be represented. In Annex 1, there is a list of characters that can be used or inspire the creation of new ones.
3. All the participants stand with their backs to the wall.

4. The facilitator then reads the questions in Annex 2 (the only possible answers are yes or no). Each participant must think as his character and the character´s social condition and their chances of responding positively (not if they have the legal right or not). If they answer "yes", they take a step forward. If they answer "no", they stay where they are. If someone does not know how to answer, they can ask the other characters.

5. Once the round of questions is over, the facilitator asks the people who have moved forward the furthest and the least who they are. The facilitator also asks some of the people in between. It is important for them to stay where they are.

6. Without moving, they reflect on how they feel, if they think the results mirror the society they live in and what this implies.

Key	**Content:** The goal is to create a picture which mirrors the inequality present in the society participants live in. **Methodology:** Maintain a thoughtful dialogue. Look for pauses so as to comment on the picture that is being painted.
Watch out!	The facilitator must prepare the fictional characters beforehand in order to reach a balance that represents the different social layers. If necessary, he/she can make up new characters or adapt the existing ones. In doing so, the activity can focus on a specific territory or choose characters from the whole MENA and Euro regions. It is important to take care of the emotional atmosphere among the participants, especially with those playing characters in a clear situation of disadvantage and suffering. In case a character does not know whether to move forward or not, try not to let the discussion go on for too long. If the group does not reach an agreement, the facilitator will make the decision without abandoning his or her theoretical neutrality as a state authority.
Materials	A long wall and a spacious room (without obstacles) so participants can move forward. This activity can also be carried out outdoors. Annexes 1 and 2.

ACTIVITY 2: "EQUALITY IN SECURITY": IF YOU CAN SAY "YES", MOVE BACK!"

Extract of point 4.2.2 in the Manual

"Security is a differentiating mechanism. It does not affect all social groups equally, so it produces and reproduces the social inequalities of a certain social order"

1. Without leaving the positions they held at the end of the previous activity, everybody moves 5 steps forward. The facilitator then starts a new list of questions participants must answer as their characters would. The topic of these questions is more specific: they all refer to the relation the characters have with security.

2. The dynamics of the activity are the same but in this case, those who answer "yes" take a step backwards.

3. Once the questions are finishce, the group tries to identify the characters that are in both extremes of the group.

4. Participants reflect on the resulting social map.

5. The facilitator then draws three lines that limit three different groups: the "elites", the "middle class" and the "subordinates/criminalized"

Key	**Content:** The objective is to produce a realistic picture of securitarian inequality and of how these differences reproduce and widen socio-economic inequality. **Methodology:** As in the previous activity.
Watch out!	The same as in the previous activity.
Materials	Annex 3 and the materials from the previous activity.

ACTIVITY 3: SITUATED ARCHEOLOGY: URBAN EXPLORATION OF SECURITY

Extract of point 4.2.1 in the Manual

The securitarian mechanism is made up of a complex network of laws, norms, discourse, institutions, professionals, architectural facilities, etc. that gradually put security at the center of our lives. It is not only produced by the state in the form of police officers; there is also a market of formal security (private security industry, military industry, weapon industry, etc.) and of informal security (parapolice, informal surveillance, etc.) and lots of everyday decisions citizens make that produce (in)security on a daily basis.

1. The facilitator defines "securitarian" and "securitarian mechanism/device" as explained in chapter 4 in the Manual.
2. Each of the groups that were created at the end of the previous activity goes out into the streets in order to look for securitarian devices (police presence, conflict in coexistence, private security, preventive measures on the population…). In the short version of the workshop (2hours) the three groups will be randomly designated.
3. The groups walk around the streets, parks and commercial areas and register any signs fo securitarian devices they can find by taking photos, videos, recording sounds or making notes.

Key	**Content:** The objective is to get a feel of the security in the local area from the point of view of the characters and social groups they have been given. **Methodology:** If there are enough facilitators, one could accompany each group. They should try to maintain a relaxed atmosphere.
Watch out!	It is very important to transmit the idea that participants should avoid situations that put them or others at risk. For example, if common sense (or law), does not allow participants to take photos in certain places, it will be better to take notes
Materials	Pens, paper, mobile phones or cameras.

ACTIVITY 4: GROUP PRESENTATION OF RESULTS AND COLLECTIVE ANALYSIS

1. Each group chooses the three most significant signs.
2. The images are shown and the audios are played. Each person in each group briefly explains their findings and their general impressions. They then explain the three signs they have chosen and reflect on:
   - What does each situation consist of?
   - Who promotes that securitarian situation and who does it affect?

- What cultural, structural and relational/local have paved the way for that securitarian situation?
- What social effects does it have?

3. The facilitator fills in a table with each group´s conclusions. The table is placed where everyone can see it:

WHAT Objective and subjective facts	**WHO** Actors that promote and actors that are affected	**CONTEXT** What makes the securitarian situation possible	**EFFECTS** Material, cultural, community consequences
		Cultural:	
		Structural:	
		Relational:	

4. Once the three groups have presented their findings, the facilitator highlights the key issues found.

Key	**Content:** The objective is to delve into how the hegemonic securitarian mechanisms affect people in a differentiating manner. **Methodology:** As the groups present their findings, there will be some repetition (which the facilitator will register by underlining, adding aspects or reinterpreting). The role of the facilitator is to use questions to guide the session towards its objective.
Watch out!	It may be better for the facilitator to not be the one filling in the table and analysing the results.
Materials	Computer, projector and loudspeakers. Continuous paper or board, marker pens.

ACTIVIDAD 5: COPRODUCTION OF SECURITY ALTERNATIVES

1. In groups (not necessarily the same ones as in previous activities), participants reflect on the results from the previous table.
2. After a first round of contributions, each group thinks about the following specific questions and try to find well-known or imaginary examples:
   - How could we have an impact on the social context that makes these securitarian situations possible (in the cultural, structural and relational levels)?
   - How could we have an impact on the different actors that help build these mechanisms? On who should we prioritize our actions? What arguments could we use?
   - How could we have an impact on the emotions and spaces where these specific security measures exist? What specific actions could favour a decrease in securitarian measures?
3. A person from each group presents the results of the group´s discussion and another person makes notes on the following table:

IMPACT ON THE CONTEXT	IMPACT ON ACTORS	IMPACT ON SITUATIONS
Cultural level:		Individually:
Structural level:		Collectively:
Relational level:		

Key	**Content:** The objective is to imagine and analyze the margins of action in order to reduce the negative effects of hegemonic securitarian mechanisms. **Methodology:** As in the previous activity.
Watch out!	As in the previous activity.
Materials	As in the previous activity.

Annexes to chapter 4

ANNEX 1. LIST OF CHARACTERS

1. You are a 35 year-old white, Latin-American man. You work as a consultant for a multinational company based in Qatar. You earn 5000 dollars a month. You are gay.
2. You are a 74 year-old woman. You have hip problems. You have had surgery but you cannot walk a lot anymore. Your children help you by doing your shopping. You receive state aid which provides you with a minimum income.
3. You are a 17-yearsold dark-skinned boy. You were born in a village in Sudan and you got here after running away from conflict in your country. Your father died and your mother still lives in your village in Sudan. You are currently seeking asylum but the process is complicated. You only just manage to survive by doing informal work whenever possible. Not long ago, a neighbour told you that you could not use the lift because you were "inferior". You feel sad and lonely.
4. You are a 30 year-old woman from India. You have lived in a country in the Persian Gulf for the last 15 years. You have obtained legal status and you work taking care of a couple of old people for the minimum wage. You do not have a contract.You are separated and have three children. The father takes no responsibility for the children. You owe one month in rent.
5. You come from Senegal. You are 23 years old. You used to earn a living as a fisherman in your village but you had to leave since you were not making enough money. You always dreamed of living in Europe. You reached the Canary Islands on a small boat, spent time in a center for foreigners and were finally sent to Madrid. You do not have legal papers here. You sell cheap clothes in the streets. You have a support network of people your age who also came from Senegal.
6. You are a woman who suffers depression. You live in a shanty town. This winter, it rained a lot and there is a plague of rats. You are 29 and have 4 children. Your ex-husband is a drug addict and is currently in prison. You have no support from your family and receive no state aid.
7. You are a woman from the north of Europe who married a local. You met while you were both studying in Italy. You have a business providing services to students and tourists. Between the both of you, you make 3000 dollars a month. Your husband inherited a family house in a residential area.
8. You live in a commuter town south of the city. Your town is often on the news as a poor, dangerous area. You work as a waiter in the north of the city. It takes you more than one hour to get there. You do not have a car because you cannot afford it. You only interact with your neighbours. You all share the idea that the neighbourhood has gone down the drain and you blame "the immigrants who have invaded" it.
9. You work in agriculture. The past few years have veen very dry and harvests have been poor. You do not get any state aid. You are thinking about moving to the city but you do not really want to since you know that you would have to live in an impoverished area and you would have no support. In your village, you do have support.
10. Your country is going through a civil war. The war has destroyed nearly all the public services. All that remains is an extremely deteriorated health and education system. You have just turned 16 and are afraid that you may be called to arms.

ANNEX 2. QUESTIONS ABOUT SOCIO-ECONOMIC INEQUALITY

(You may add as many questions as you think necessary)

1. Can you leave home by your own means?
2. Can you garantee that you will still have a house in a few months?
3. Can you call a relative to come and help you if something goes wrong?
4. Do you have somebody to listen to you and give you support if you have had a bad day?
5. Could you buy a new refrigerator if yours broke down?

6. Can you go out with friends for dinner?
7. Are you sure you will be able to pay your electricity, water and gas bills in the coming months?
8. Can you go on holiday?
9. Can you be interviewed by the press and give your opinion?
10. Do you have access to the public health system?
11. Do you have access to state aid if you need it?
12. Do you take part in your family´s decisions?
13. Can you take part in a dinner with politicians and business people?
14. Can you change jobs in order to improve your working conditions easily?
15. Can you buy clothes in an expensive shop in your town?
16. Can you garantee that you will not be insulted for your sexual orientation?
17. Are you sure you will not suffer physical violence?
18. Are you sure you will not suffer sexual violence?
19. Do you think your friends would take you in if you had no home to go to?
20. Are you sure you will never suffer depression or any kind of serious mental illness?
21. Are you sure you will never have to look after any relatives if you do not want to?
22. Are you sure you will be well looked after in your old age?
23. Are you proud of where you live?
24. Can you get to your workplace quickly and easily?
25. Do you think you can gain prestige through social media?

ANNEX 3. QUESTIONS ABOUT SECURITARIAN INEQUALITY

1. Can you walk into an expensive shop in a luxurious street in your town ?
2. Can you walk down the street without the police stopping you?
3. Can you show disagreement if a police officer wants to punish you for something you think is not ilegal?
4. Can you sit in the streets and have a drink with your friends without the police questioning you or getting bad looks from other people?
5. Are you sure that the social group you belong to would not be labelled as dangerous on the news?
6. Can you take parte in decision-making about policing in your home town?
7. Can you survive carrying out ilegal activities?
8. Can you garantee that the police would not dare attack you?
9. Can you garantee that other ethnic groups would not attack you for belonging to another ethnic group?
10. Are you physically at risk?
11. Could you be physically or verbally attacked by people from your own country for your political ideas?

05
Identity

Objectives

By the end of the session, participants will:

- Understand the meaning of identity and the key features in identity processes.
- Analyze their own identity construction.
- Empathise with different identities.
- Know the relation between identity and VE.
- Have keys for work on identity in PVE.
- Value issues about gender identity in relation to VE.

Session plan

Activity	Duration	Recommendation
A1: Current identities barometer	35 min	high
A2: Past identities barometer	15 min	medium
A3: Who is our “other”?	30 min	medium
A4: My current “I”	25 min	low
A5:Endangered identities	90 min	medium
A6: Factors that pose a threat and PVE keys	60 min	medium
A7: Work on PVE with social identities	90 min	high
A8: Factors for men and women when joining VE groups	30 min	low

Activities

ACTIVITY 1. CURRENT IDENTITIES BAROMETER

1. Create an imaginary line. One end is “yes, I identify” and the other end is “no, I do not identify”.
2. Ask participants to stand up. As we name some elements, they must stand on one end or the other. After that, we give some examples of other elements. The facilitator chooses between 5 and 8 elements which

he or she thinks are more adequate or includes new elements the facilitator feels participants could identify with or find fun:

- Student.
- Son or daughter.
- Sporty.
- Tall.
- Brother or sister.
- Good Cook.
- Educator.
- Mediator.
- Engineer (we can use several professions among the particpants´ jobs).
- Man.
- Woman.
- Father or mother.
- Lazy.
- Happy.
- Religious.
- (Nationality).
- (Mother tongue).
- Birdspotter.
- Naturalist.
- Skin tone...
- Sports team...

When choosing the elements bear in mind they must be different (gender, skin tone, language, profession, hobbies, etc.), that some must be constant throughout their lives and others must be variable (student, parent, etc.). Only use 5 to 8 elements so it does not get boring.

3. Each time, ask someone why they have gone to one end of the line. Some people may stand halfway up the line. Ask them to look at the people closer to them and further from them.

4. Group discussion in order to share ideas about the exercise. We can use questions: Were all the elements I named similar? What did you see in yourself and in others? In all the cases, were there only two options? What have you learned? The facilitator might contribute to the discussion by using some of the keys below.[22]

Key	**Content:** Each person creates their identity based on multiple elements. We share some elements with certain people and other elements with other people. This makes us rich and diverse individuals who can belong to several communities. During this exercise participants have probably not been close to the same people at all times. We normally do not share all the elements of our identity and this makes us unique. We cannot identify with all the elements 100% since we do not always identify with polarity.
Watch out!	Since they have to move most of the time, try not to make it too repetitive. We do not judge if it is better to stand at one end or the other. We embrace diversity.
Materials	List of elements. Supporting ppt

22. This activity supplements activity 1 in the chapter about security. If you did not do that activity you could now mention the way the different identities experience security (followong the plan in the chapter about security).

ACTIVITY 2. PAST IDENTITIES BAROMETER

1. Repeat the previous exercise but tell participants to think about themselves 15 years ago. This time, name only three of the previous elements and ask them to go to one end or the other.
2. Group discussion in order to share ideas. Did they stand in the same places again? Were the people standing close to them or far from them the same as in the previous exercise? The facilitator may contribute by presenting some of the keys below.

Key	**Content:** Identities vary with time. Even elements which seem absolute may vary in different contexts. We may share identity elements with a person at certain times in our lives and not at other times. This means that we can belong to differernt communities at different stages in our lives.
Watch out!	Try not to make the same people talk as in the previous exercise.
Materials	List of elements.

ACTIVITY 3: WHO IS OUR "OTHER"?

1. Make a circle. Give a participant an element. This gives the participant the right to speak while others have to remain quiet. It could be a ball, a pen, etc. That person will say: "In this group, we are..." (and adds something the people in the group identify with. We can start with values such as: supportive, nonviolent...). Whoever identifies with that sentence takes a step forward.
2. The person who spoke passes the element (and the right to speak) to another person and the we start the same procedure again. We repeat this process 3 or 4 times.
3. Later, we introduce "we are not...". The participant says: "In this group, we are not..." (and adds something the grouop does not identify with). Whoever agrees with not identifying with the element takes a step forward.
4. The facilitator makes a note of the elements participants identify and do not identify with.
5. Focusing on the elements the group identifies with, we ask the following questions: Are we really like that?, Is this part of "us"?
6. Focusing on the elements the group did not identify with, we ask the following questions: Are we never like that?, who do you think is like that? Who is our "other"?
7. Discussion about conclusions. The group thinks about the construction of "the other". The facilitator may contribute by presenting the keys below.

Key	**Content:** We are not always the way we think we are. There are more and less visible elements. There are elements we reject which we see in other people and thus, create "the other" with which we do not identify with and "us" whom we do identify with. We often build our identity based on what we are not. The "us" and "them" is often connected to hierarchy. On a social level, some communities have more power or receive more acknowledgement than others thus creating dynamics of exclusion. These are mechanisms of social polarisation and may lead to violent processes.
Watch out!	Do not judge identity elements that some people have and others do not.
Materials	Board, chalk or marker pens.

ACTIVITY 4. MY CURRENT "I"

1. Give each participant a sheet of paper to write his or her ideas on. They keep their sheets, they do not have to hand it in.
2. Each participant thinks about the following questions:
3. Out of all the elements used in activities 1,2 and 3, which do I identify more with? Which better define who I am?
4. If I had to define who I am, are there any other important elements that have not been mentioned? Which?
5. Out of all of the elements that define my identity, are there any I think is more important? Why? How do I feel about it?
6. If I had to tell another person who I am, would I feel comfortable speaking about those more important elements? Would it depend on who I was talking to? Why?
7. Participants share what they have learned. They should not talk about the important elements they identify with but about what the activity has taught them about identity. The facilitator can add the keys below.

Key	**Content:** On many occasions, the elements in our identity we feel are threatened are the ones that better define our identity. Depending on the threat, we feel more or less comfortable showing basic elements of our identity in public. We can respond to threats in different ways, although we often show anger, fear, rage and frustration. It is important to know how to respond to these threeats.
Watch out!	Let each participant delve as deep as they want. If there are people who have felt threats towards the elements in their identity they most identify with, this activity might touch a soft spot. Therefore, pay attention to the signs and give support to whoever needs it.
Materials	Sheets of paper.

ACTIVITY 5: ENDANGERED IDENTITIES

1. The facilitator explains that when we detect a threat to our identity, we often feel more identified with that element. We identify with those we share identity elements with and we normally build imaginary borders of belonging to stay away from those we think are a threat to us. As polarisation increases, "us" and "others" become more and more distant. Finding groups of people who we share endangered elements of identity helps our sense of belonging and gives us social significance (acknowledgement by the group).
2. The whole group makes a list of social groups or communities based on identity (religious, cultural, sexual, gender, ethnic, linguistic, national, etc.) that we can see in our country or state. The group then chooses the ones that are endangered in any way or that might have felt some kind of exclusion.
3. In threes or fours, participants analyze the identities they have chosen by filling in the following table:

Social Group/ community	Threat factors (as regards identity)	Actions the group carries out in order to "protect" its identity

1. The groups share their ideas and see what elements they have in common (a note is made of common elements) and the differences between groups.
2. Reflection on actions: are there any we identify as violent? Do we associate any of these groups with VE?
3. The facilitator presents the threat factors related to violent actions (ilegitimacy, instability, uncertainty) that appear in chapter 6 (*"What threatens our identity? Threat factores and drivers"*).The facilitator may use dialogue or a ppt presentation with the contents of the aforementioned chapter to present these factors.
4. Questions and answers about those factors.

Key	**Content:** Threats might be perceived even when there are no specific actions. The general idea is to understand and empathise with the different social groups that feel threatened or in risk of exclusion.
Watch out!	We are creating diagnosis in order to better understand social identities within our contexts. We are not yet creating proposals, though if some ideas pop up, it is a good idea to write them down for later work.
Materials	Sheets of paper.

ACTIVITY 6. FACTORS THAT POSE A THREAT AND PVE KEYS

1. Make three groups, one for each of the factors mentioned at the end of activity 5 (ilegitimacy, instability, uncertainty). If any other important factors have come up, you may also use them. In case the group has not done activity 5, the facilitator briefly explains those factores using the presentation for that activity. Depending on the number of people more groups can be made for each factor. Each group writes the name of the factor they are working on on a large poster so they can be easily identified.
2. Each group reflects on keys to PVE with that factor: how can we promote PVE if that factor exists in a context? One of the participants (acting as the host) makes notes of the group´s ideas. This should last for 20 minutes.
3. The hosts stay where their groups were while the other participants can move around to see what other groups have done (they can go to one or more groups). The hosts explain the ideas the group has come up with and the newcomers can contribute new ideas. The host makes a note of these new ideas. This should take 15 minutes.
4. Everybody goes back to their original groups. The host tells them about the new ideas. The participants who have visited other groups may also come up with new suggestions. This stage lasts for 10 minutes.
5. The facilitator presents the PVE keys for the factors (see point 5.1.3 in the Manual: *Who threatens our identity? Threat factors and drivers*)

Key	**Methodology:** We are building ideas for possible strategies that may inspire us in our work on PVE. We are not yet making decisions, so we do not need to evaluate the best ideas.
Watch out!	When changing groups, there may be a bit of chaos so it might be a good idea to help distribute people in different groups.
Materials	Presentation of PVE keys for factors. Something that makes a sound so we can establish time limits (bell, whistle, etc).

ACTIVITY 7. WORK ON PVE WITH SOCIAL IDENTITIES

1. Choose 4 or 5 groups among the social groups based on identity that were set up in activity 5. If the group has not done activity 5, the facilitator chooses the ones he or she thinks are more representative of the current context.
2. Groups are made and each one works on a social group based on identity. They analyze the elements they share with other groups and the elements that differentiate them from other groups by filling in the following table:

NAME OF THE SOCIAL GROUP (1)			
WHAT DO THEY SHARE WITH		**WHAT DIFFERENTIATES THEM FROM**	
Social Group 2		Social Group 2	
Social Group 3		Social Group 3	
Social Group 4		Social Group 4	
...		....	

3. Each group shares their analysis with the other groups.
4. General reflection: What groups are more polarised? What people act as liaison between several groups (border identities or connectors who share elements of identity with several groups?). The facilitator makes notes of the ideas that come up.
5. In pairs, participants look for possible PVE actions to work on connecting, on dialogue and easing the tension between different social identities.
6. Everybody shares their ideas but remembering to avoid repetition.
7. The facilitator contributes by presenting "Keys supplied by social identity".

Key	**Methodology:** Discuss border identitites or people who connect..
Materials	Pieces of paper. Presentation: "Keys supplied by social identity".

ACTIVITY 8. FACTORS FOR MEN AND WOMEN WHEN JOINING VE GROUPS

1. The facilitator presents the ppt presentation about factors for men and women.
2. Group discussion.

Materials	PPT presentation "Factors for men and women when joining VE groups".

06
Conflict and Polarisation

Objectives

By the end of the session, participants:

- Will have a framework of concepts concerning conflict.
- Will differentiate stages of conflict and recognize the violence threshold.
- Will differentiate the issues in a conflict and the emotions involved in it.
- Will understand how escalation and de-escalation operates in conflict and have tips on how to de-escalate.
- Will have a framework for polarisation.
- Will differentiate between polarisation as a state and polarisation as a point in a continuum of communication.
- Will have tips on ways to de-escalate conflict between polarized groups.

Session plan

Activity	Duration	Recommendation
A1: Definition of conflict	20 min	medium
A2: Stages of conflict	25 min	high
A3: Content of conflict	20 min	low
A4: Escalation and de-escalation / definitions and signs	25min	high
A5: Ways in which conflict escalates	25 min	medium
A6. Ways in which conflict de-escalates	25 min	high
A7: Polarisation	25 min	medium
A8: Tips for preventing polarisation	20 min	high
Summary and assessment	15 min	medium

Activities

ACTIVITY 1: DEFINITION OF CONFLICT

1. Split the large group to small groups of three. Give each a post-it paper. Ask the small groups to write a sentence with their definition of conflict.
2. Each group reads its definition and the facilitator gathers the post-it papers on the board.
3. Show the supporting presentation.

Dialogue: lets see the commonalities and differences in how we define conflict. Ask the group to notice differences in the definitions proposed and commonalities. What should be added or made clearer for a working definition for this training?

Key	**Content:** Dealing with conflict and polarisation needs the development of relationship skills. **Methodology:** Maintain fluent dialogue which aims at mutual listening and avoid seeking one correct definition or answer that overpowers the rest. Allow for multiple opinions to be heard.
Materials	Post-it notes + Supporting presentation.

ACTIVITY 2: STAGES OF CONFLICT

1. The presentation is used to describe the stages of conflict (slide #3 and #2 if the activity 1 wasn't done)
2. Give each participant a handout of the Exercise: "Recognizing the Stages of Conflict" and ask then to fill in the questions. Be sure to point out that some of the answers to the questions will be shared in the large group, only by those willing to share. They are private answers for their own use. Annex 1.
3. Once the group has finished filling in their paper, gather responses from the group to the various questions asked. Focus on both parts of the question: *when did you notice...* and *what stopped you from focusing on....*
4. After the group has discussed and shared experiences regarding what they have noticed and/or addressed in each stage, close this part of the training by commenting on the following:
5. In the sequence of stages of escalation (from differences that create tension, to dispute, to conflict, to war), it is interesting to notice two things:
6. As the tension becomes more intense, each side becomes more polarised in their opinions, views and emotions. This is crucial to understanding *polarisation*. Even if the conflict is over a simple issue, as tension builds up, both sides start to become rigid in their views and positions. In the beginning of the process they may have expressed a position, while at the same time acknowledging that this may not be the whole picture. At the end, they become cemented in their views, seeing themselves as holding the absolute *truth*.
7. The avoidance of dealing with each of the stages is actually what leads to crossing the *violence threshold*. So, our tendency to avoid dealing with tensions as they arise and lead to conflict, hoping that it will go away on its own, often supports escalation and leads to crossing the violence threshold!

Key	**Content:** Conflict does not appear out of the blue. It starts off in an early stage, usually unnoticed, and escalates to the point of passing the violence threshold and becoming war.
Watch out!	Allow multiple views and experiences to be expressed. Tell participants to use the conflict they want (not to expose themselves too much or to0 little). It is important that they are one of the conflicting parties (if possible).
Materials	Supporting presentation + Annex 1: one for each participant

ACTIVITY 3: CONTENT OF CONFLICT

1. The facilitator presents theoretical points around the content of conflict: the issue (facts, procedures, events, goals, values, etc) and the feelings around the issue.
2. The facilitator guides the group through the following questions, for each member to contemplate on their own:
   - Remember a time you were in conflict with someone.
   - See if you can remember the details around the issue you were in conflict about.
   - Can you remember the feelings you were experiencing? (anger, pain, hopelessness, agitation, impatience, etc).
   - Do you have a sense of how these emotions affected your perception of the other person? Meaning, do you view and perceive the other person in the same way when you are calm and content, as when you are emotionally charged?
3. Ask the group to share their thoughts. Allow for multiple experiences to be shared in the group.
4. Once a few people share, and depending on what has been shared add the following point: when we are relating to someone while in an intense emotional state, especially if it is a negative state, we tend to think in a more simplistic way, and categorize the whole person positively or negatively, forgetting the complexity of the person opposite us.

Key:	**Content:** Our emotional state affects the way we perceive ourselves and others to great extent. Intense emotions affect perception and lead to more simplistic thinking, where people are more easily categorized in oversimplified ways.
Watch out!	Allow multiple views and experiences to be expressed.
Materials	Check 6.1.3 of the OPEV Manual.

ACTIVITY 4: ESCALATION AND DE-ESCALATION / DEFINITIONS AND SIGNS

1. Give definitions of escalation and de-escalation (slide #5 of the presentation).
2. Ask the group to brainstorm on signs of escalation and de-escalation.
3. Write the group's various answers on the white board.
4. After showing the list of escalation and de-escalation signs (slide #6 of the presentation), ask the group: *from their own experiences of conflict, what signals do they recognize of escalation and de-escalation?* Add these to the board.

Key	**Content:** Recognizing escalation signs can support protection from violence. Recognizing de-escalation signs is equally important. Sometimes we persist on a conflict that has already de-escalated and we have not noticed.
Watch out!	Do not look for a common answer to the questions from the group. Allow multiple views and experiences to be expressed.
Materials	Point 6.2 in the Manual +Supporting presentation.

ACTIVITY 5: WAYS IN WHICH CONFLICT ESCALATES

1. Ask participants to think of the following questions (each person on their own). Allow time in between questions for participants to contemplate the question.
   - Remember a conflict that you were involved in, with another person (conflict in personal life, professional life, social life). Bring the interaction to your mind.
   - What did the other person do or say that escalated the conflict? What did you do or say that escalated the conflict?
2. Ask the group to mention some of the ways that conflict escalated. Not the stories in the conflicts, but what they or the other person did that escalated the interaction.
3. Gather answers on the white board.
4. Add whatever has not been mentioned from Manual 1 to the list on the board.

Key	**Content:** Being aware of the conscious and unconscious ways in which we or others escalate conflict is important. Noticing escalation and commenting on it may be crucial in avoiding physical violence and injury. **Methodology:** It might be useful to deal with the same conflict used in activity 2 (if it was done).
Materials	6.2.1 of the OPEV Manual.

ACTIVITY 6: WAYS THAT IN WHICH CONFLICT DE-ESCALATES

1. Ask participants to think of the following questions (each person on their own). Allow time in between questions for participants to contemplate the question.
   - Remember a conflict that you were involved in, with another person (conflict in personal life, professional life, social life). Bring the interaction to your mind.
   - What did the other person do or say that de-escalated the conflict? What did you do or say that de-escalated the conflict?
2. Ask the group to mention some of the ways that conflict de-escalated. Not the stories in the conflicts, but what they or the other person did that de-escalated the interaction.
3. Gather answers on the white board.
4. Add to the list on the board whatever has not been mentioned in Manual 1, chapter 6 (“Ways that conflict de-escalates”)

Key	**Content:** Being aware of the conscious and unconscious ways in which we or others de-escalate conflict is important.
Materials	6.2.2 of the OPEV Manual.

ACTIVITY 7: POLARISATION

1. Describe polarisation as: concentration of extreme opposing views or positions, that were previously on a continuum. Furthermore, mention some of the effects that this has on communication (slide #7 of the presentation).
2. Frame polarisation as a moment in a communication process: *when things get polarized communication is breaking down.*

3. Ask participants to contemplate the following questions (allowing some time in between questions, for participants to think to themselves).
   - Remember a moment in relationship when you became polarised.
   - What emotions were you experiencing?
   - How did this affect your ability to maintain dialogue?
   - In what ways did you use your power in the moment? Did you use your power to enforce your opinion / view or to sup*port the relationship to move forward?*
4. Discuss the emotional effects of polarisation and the effect these can have on the misuse of power with the group .

Key	**Content:** When things get polarized communication is breaking down. The emotional effects of polarisation can lead to the misuse of power.
Materials	Section 6.3 of the OPEV Manual + Supporting presentation.

ACTIVITY 8: TIPS FOR PREVENTING POLARISATION

1. Recap what has been addressed in the training so far: awareness of conflict, stages and levels of conflict, escalation and de-escalation, understanding of polarisation (you can use the presentation)
2. Split the group in smaller groups of 3-4 and ask each small group to brainstorm on what from the above would support preventing polarisation.
3. Gather ideas on the white board.
4. Add the tips from the Manual(point 6.3.4) to these ideas.

Key	**Content:** Preventing polarisation is all about practicing conflict resolution in its early stages.
Watch out!	Stepping back from polarisation also requires the ability for momentary detachment from the strong emotions that polarisation creates.
Materials	6.3.4 of the OPEV Manual + training ppt

Annex to Chapter 6

ANNEX 1: EXERCISE: RECOGNIZING THE STAGES OF CONFLICT

1. Remember a time in your life when conflict that appeared in a personal, professional or social relationship reached the point of "war", meaning that it escalated to the point where the relationship was seriously damaged or discontinued (even for a period of time).
2. Remember the events and emotional experiences you had while this escalation was happening.
3. Try to answer the following questions:
   - When was the first time you noticed a difference between you? Did you focus on this in your relationship with the other person? If not, what stopped you?
   - When was the first time you noticed tension between you? Did you focus on this in your relationship with the other person? If not, what stopped you?
   - When was the first time you noticed a dispute happening between you? Did you focus on this in your relationship with the other person? If not, what stopped you?
   - When was the first time you noticed conflict appearing? Did you focus on this in your relationship with the other person? If not, what stopped you?
   - When was the first time you or the other person crossed the violence threshold (physical, emotional or psychological violence)? Did you focus on this in your relationship with the other person? If not, what stopped you?
   - What emotional experiences where you having at the time when you decided to interrupt the relationship?

07
A look at the emotional territory

Objectives

By the end of the session, participants will:

- Understand the different types of emotions and their relation to satisfying needs
- Identify the emotions that are more and less mobilising
- Understand the emotions present in contexts vulnerable to VE and create keys in order to work with them
- Create keys to work on their own emotinal intelligence

Session plan

Activity	Duration	Recommendation
Activity 1. Types of emotions 1: emotions and needs	30 min	high
Activity 2. Types of emotions 2: emotion and mobilisation	30 min	high
Activity 3.Emotions in contexts that favour VE	60 min	high
Activity 4. Keys/Tools for work on emotional intelligence	30-40 min	medium

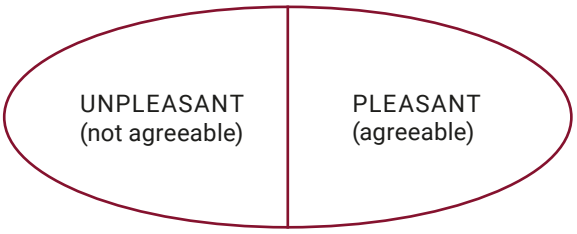
Activities

ACTIVITY 1. TYPES OF EMOTIONS I: EMOTIONS AND NEEDS

1. Introduction to the session: in contexts which are vulnerable to the appearance of VE where there is widespread dissatisfaction of needs, emotions are of vital importance in three aspects:
   - in indicating the degree of dissatisfaction of needs
   - in mobilising in one direction or another in order to satisfy those needs
   - in knowing oneself and detecting internal difficulties in satisfying needs
2. Ask ho has experience in working with emotions. Encourage those that do to contribute with their knowledge and experience. Explain that as regards work on emotions, we act as facilitators (accompanying people so they can better understand and express their emotions) and not as therapists.
3. Hand out small pieces of cardboard or post-it notes. Give participants a moment to write down two or three emotions (one per card). If there are less than 8 people in the group, let them write down 4 emotions.

4. Aks each individual to share their ideas. Collect the cards and lay them down on the floor in two separate areas (but do not explain the criteria used in the division yet). Pleasant emotions are placed on the right and unpleasant ones are placed on the left.:

5. Once all the cards are on the floor we divide them by sticking a line of tape between both categories.



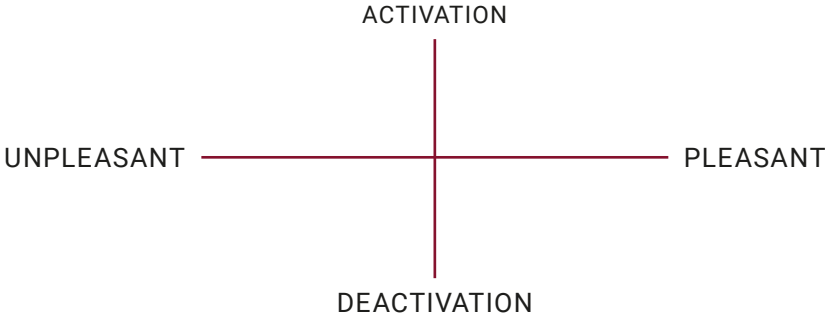
6. Ask the group why they think we have divided the cards that way. They might answer that some emotions are negative and others are positive. Establish a short dialogue. Explain that those on the left (unpleasant) are indicators of the need to move in order to satisfy our needs. The ones on the rigth (pleasant) appear when needs are satisfied. At this moment, we can connect the session with the other chapters and the general thesis in the manual (in contexts which are vulnerable to the appearance of VE there is widespread dissatisfaction of needs in sectors of the population).

7. Place a card with "pleasant" written on it on the right and one with "unpleasant" on the left.

Key	**Content:** Remember that emotions are neither positive nor negative. They are connected to satisfaction of needs. The ones we call "negative" show that our needs have not been satisfied and are, therefore, more unpleasant. The ones we call "positive" are the ones we feel when our needs are satisfied and are, therefore, pleasant.
Watch out!	There are differences between "emotions", "feelings" and "moods" (see the description in the introduction to the manual). In the participants´ contributions, there will probably be a mix of the three. Do not spend too long differentiating them (it is not the goal of the session). Simply split them into "pleasant" and "unpleasant".
Materials	1. Cards or post-it notes. 2. Pens or felt tip pens. 3. Tape. 4. 2 cards with a word written on each; pleasant, unpleasant.

ACTIVITY 2. TYPES OF EMOTIONS II: EMOTIONS AND MOBILISATION

1. Explain that in order to better understand the types of emotions, we are going to add another axis (tell them that it is the "Russell Model"). Use tape to make an axis on the floor and explain that all these emotions can be divided depending on whether they "activate" or "de-activate" and place two cards with the following words written on them: "activation" at the top and "deactivation" at the bottom.



2. Participants stand up and place the cards in the quadrants, while remaining in silence. If they see that a card is incorrectly placed, they can move it. If they disagree, they must find a point in which they agree without speaking.

3. When all the cards have been placed, participants go back to their places and check the different quadrants. Ask participants to justify why they placed each emotion where they now are. Get a dialogue going, focusing especially on the ones that were more difficult to agree on and see what different points of view participants have.

4. The facilitator presents (with a presentation) the Russell model moving the emotions that, according to the model, should be elsewhere. A short dialogue takes place followed by a round of questions.

Key	**Content:** It is important to know the emotions that mobilise in order to create keys for social change. We must use pleasant emotions that mobilise in order to expand ideas and projects, and channel the unpleasant emotions that mobilise in order to transform them into non violent actions that may lead to satisfying dissatisfied needs.
Watch out!	If there is disagreement about where to place some of the emotions, take the card and leave it aside for later discussion. Ask the participants who had different opinions for their points of view. Finally, give your opinion based on the Russell model.
Materials	1. Tape. 2. Cards with the words “Activation” and “Deactivation”. 3. “Russell Model” presentation.

ACTIVITY 3. EMOTIONS IN CONTEXTS THAT FAVOUR VE

1. Ask the group: In contexts that favour VE with hard living conditions, traumatic life experiences, difficulty in finding strategies… What emotions are more frequently present?

   Start a dialogue. At the end of the dialogue, present the most frequent emotions (they appear in the manual under the heading “Most frequent emotions in vulnerable contexts”) by showing an A4 card for each emotion/mood:

   - Anger, Hate.
   - Shame.
   - Fear.
   - Guilt.
   - Helplessness.
   - Sadness.
   - Apathy, Depression.
   - Frustration.

2. The facilitator explains that a gender perspective is important in order to understand that we do not experience emotions the same way when facing certain circumstances. Our gender-based experience determines the way we experience those emotions (give examples from the chapter “Emotions and social context” in the manual): there are studies that show that men who joined VE mainly felt anger and hope while women felt fear and hope. Gender and other elements of identity affect our emotional experience.

3. Divide the group into groups of 4 or 5 participants (depending on their motivation) and ask them to work on one of the 8 cards. Each group reflects on two elements for the emotion they have chosen:

   - What is that emotion useful for?
   - How can we handle that emotion?

   A member of each group makes notes.

4. The groups present their conclusions for each of the emotions:
   - Firstly, the group who has worked on that emotion presents its reflections and ideas.
   - After that, participants from the other groups can add information (in case they have anything to add).
   - Finally, the facilitator completes the reflections by using the presentation on the usefulness and handling of each emotion.

Key	**Content:** All emotions are useful and provide information about needs which are not satisfied. They give us keys on which we can act. We recommend you check the table in "Most frequent emotions in vulnerable contexts" in order to give examples for each of the emotions you are going to work with.
Watch out!	If you have a small group, choose the most motivating emotions so that each group is made up of 3 or 4 participants.
Materials	1. Sheets of paper. 2. Pens. 3. 8 cards with the words: • Anger / Hate. • Shame. • Fear. • Guilt. • Helplessness. • Sadness. • Apathy / Depression. • Frustration. 4. Supporting presentation.

ACTIVITY 4. KEYS/TOOLS FOR WORK ON EMOTIONAL INTELLIGENCE

1. Introduce the exercise by stating that a holistic strategy of prevention of VE demands work and training on emotional intelligence skills: Self-knowledge, self-regulation, empathy, social skills. We can differentiate 8 keys to emotional work.
2. The facilitator presents each of the keys by presenting in the following way:
   - Present the name of the key.
   - Ask the group: What tools do we need to work on this key?
   - The facilitator completes the information with some examples of tools that appear in "Managing emotional intelligence. Personal sovereignity".
3. This process is repeated for each of the 8 keys.

Key	**Methodology:** We recommend you revise the table in "Managing emotional intelligence. Personal sovereignity" where you can see the tools you will need to present in this activity.
Watch out!	For each of the keys, there are several tools. We recommend you present the ones you are most familiar with, the ones you are more comfortable with or the ones that best fit in the context.
Materials	Presentation with the names of the keys.

08
Practicing effective communication for PVE

Objectives

By the end of the session, participants will:

- Understand the principles of group and interpersonal communication.
  - Understand the axioms of communication and their implications.
  - Differentiate between intention, identity, conscience and agency, as well as their implications in communication.
- Differentiate between verbal, paraverbal and non-verbal.
  - Know tools and techniques which can be applied to various contexts.
  - Understand the role of facilitation in communication.
  - Improve their facilitation/dynamisation skills.
  - Know tools and skills to facilitate conversation.
  - Be aware of the personal work and continuous learning that facilitation demands (especially in PVE).

Session plan

Activity	Duration	Recommendation
A1: What is communication for me? The pillars of communication.	30 min	medium
A2: The intentional and the non intentional in communication.	30 min	high
A3: Practicing with signs and double signs.	30 min	low
A4: Identifying narratives.	30 min	medium
A5: Metacommunication.	30 min	medium
A6: Facilitation of communication. Conditions and contexts.	30 min	high
A7: Figuring out roles and ghost roles.	45 min	medium
A8: Giving and receiving criticism.	25 min	medium
A9: Facilitating group dialogue.	60 min	high

Activities

ACTIVITY 1: WHAT IS COMMUNICATION FOR ME? THE PILLARS OF COMMUNICATION

1. Ask the group what are the first words that come to mind when they think about communication and write them on a piece of paper or post-it notes.
2. The facilitator explains the three levels of communication (personal, interpersonal and social or structural) by drawing them on a board or flipchart or by using a presentation and does the same with the basic elements of communication (sender, receiver, etc.). See point 8.3 in the Manual.
3. On the floor, display the five axioms of communication according to Watzlawick et al (point 8.3 in the Manual). Write each one on a separate piece of paper (you may print out the annex presentation). Place them on the floor one by one as you explain each of them. Each participant puts their words where they think they fit. You may do the same with the three levels or with the basic elements.
4. Collective dialogue in order to solve any doubts.

Key	**Content:** Pillars of communication: levels, elements and axioms (see point 8.3 in the Manual). **Methodology:** Maintain fluent dialogue aimed at mutual listening and avoid confrontation (short dialogue).
Watch out!	Keep the explanations short. Use the ideas exposed in the beginning to connect with the theory or the other aspects as much as possible . Give equal value to all contributions. Be aware of your non verbal communication.
Materials	Board or flipchart. Pieces of paper with the axioms written on them or the annes presentation.

ACTIVITY 2: THE INTENTIONAL AND THE NON INTENTIONAL IN COMMUNICATION

1. Briefly explain what we understand as verbal, non verbal and paraverbal communication.
2. Split the group into three groups depending on their interest: verbal communication, non verbal communication or paraverbal communication. Each of the three groups gives examples of their type of communication, reflects about the degree of conscious communication in each example and about to what extent they may hinder communication. Give examples if necessary (there are examples in the Manual).
3. The three groups share their findings.
4. Close by explaining the percentages of communication by Mehrabian and other authors (see point 8.4.1 in the Manual) in order to talk about the importance of the three types of communication. At the same time, highlight how, in many cases, verbal communication has more to do with the intentional, conscious part while paraverbal and non verbal communication have more to do with non intentional, unconscious aspects.

ACTIVITY 3: PRACTICING WITH SIGNS AND DOUBLE SIGNS

1. Briefly explain what a double sign is and signs through channels of communication (see point 8.4.1 in the Manual).
2. Ask the group to move around the space and after a couple of minutes, encourage them to look for someone to learn more about communication with. Ask the pairs to talk about whatever they want for a couple of minutes.

3. Ask the pairs to pause the conversation. Each person analyzes if there is anything, apart from what they were expressing intentionally, that they have been communicating through another channel. Analyze if those other signs transmit information which is similar or different to what they wanted to transmit.

4. Return to the conversations in pairs. Encourage them to share the information they have gathered by observing themselves. They may also go back to their previous conversation with their newly-acquired conscience. They talk for 3 or 4 minutes. The facilitator asks them if the atmosphere in the conversation has changed after the self-observation.

5. The whole group moves around the space again for 1 minute. They are asked to find a new partner to talk to. They talk for 2 or 3 minutes about whatever they like but in this case, they must watch carefully for any signs that appear through the channels of communication that we have studied.

6. Aftert those 2 or 3 minutes, they explain to each other if they have seen any signs (it could be a posture, the tone of voice, the direction the other person looked, a change in breathing, etc.). Each person uses that information to continue to learn about their own style of communication in that context or to simply reflect about what they have been told.

Key	**Content:** This exercise helps practice observing signs and double signs in the groups. **Methodology:** Based on self-observation and reflection, with the support of sharing a conversation with different people in pairs. Create a relaxed atmosphere of trust. If you cannot create this atmosphere, it is better to not do the activity. Tyr to give examples of double signs the facilitator produces. A pleasant sound that indicates pauses might be useful. Another option is to agree on a quick signal (like raising one´s arm) so that when participants see that action, they know they have to be quiet and raise their arms. This is simple way of getting silence quickly without raising your voice.
Watch out!	Make sure that participants only observe signs and do not interpret them. Emphasize that each person must interpret their own signs.
Materials	Presentation.

ACTIVITY 4: IDENTIFYING NARRATIVES

1. Briefly introduce the concept of narratives and of how to abandon the Other-equal vs Other-different (see point 8.4.2 in the Manual).

2. Divide the group into groups of 4 or 5. Give each group a recent article from a local newspaper regarding PVE and VE.

3. Each group reads the article (each participant reading a part of the article aloud or each participant reading in silence). Go round the group asking for their first impressions about the article (what impact did it have on me? Do I agree or disagree? Etc). The group analyses to what extent the narrative in the article is internalised or not.

4. Each group answers the following questions: Where does the inherent narrative in the article lead us? How could we change the article in order to reinforce the communication bonds between the people in a PVE contexts so that they embrace diversity and go beyond simplifying dichotomies of them-us or us-the others.

5. The small groups share their ideas with the other participants.

Key	**Methodology:** Choose articles which avoid the narratives of the majority of the group and others that are closer to those narratives so the group can contrast botth.
Watch out!	Be careful not to trigger people´s guilt instead of empowerment. This might happen, for instance, if they notice that there are dichotomies in their own narratives which are similar to the ones they have analysed.
Materials	Make sure the conversation does not get too technical about vocabulary or writing styles, especially if there are journalists or writers among the participants. Recent local newspapers or access to the internet in order to look for articles. In this case make sure there is at least one device per group. Presentation.

ACTIVITY 5: METACOMMUNICATION

1. The facilitator uses the presentation to briefly explain the concept of metacommunication and how important it is to incorporate it into interpersonal communication (see point 8.4.4 in the Manual).
2. Ask participants to think for three minutes about a time when they were angry or sad and they could not express themselves. What was the situation? What might have changed if they had been able ot express that feeling and the connection between that feeling and a need, a question, etc.? What could have helped them to express that?
3. When participants are ready to share, they look for another participant who is also ready. They share and support each other in answering the questions, which are sometimes difficult.
4. Participants get together in a large group and 3 or 4 participants share what they have learned.

Key	**Content:** This exercise helps work with this tool and support other people incorporate it into their communication with groups, organisations, communities, etc. **Methodology:** Use your personal experience as your starting point and extend it to other circumstances.
Watch out!	Metacommunication can be difficult if we have never practiced it. In that case, the facilitator should bring examples from his own experience. For example, the facilitator might get angry with a group and unconsciously start shouting or using an agressive tone. Metacommunicating, in this case, would be to be aware of one´s anger and to express oneself according to the analysis one carries out about that anger. Some options are: "I feel angry and want to shout. I do not know if there is someone else who is getting angry and finds it hard to express that feeling" (as facilitators, we can sometimes feel emotions in the group´s atmosphere that are not being expressed directly); "I have noticed I am nervous because I want to get through all the contents in the module and I am worried about not being able to. I want to ask you to be brief in your contributions and I will also look for ways to be clearer and brief and get through all the important topics". Make sure you give pairs enough time for both persons to intervene and to not let conversation drift into "what you have to do is..." or "your problem is...".
Materials	Sheets of paper and pens in case participants do not have their own notebooks and want to make notes of their examples and reflections. Presentation.

ACTIVITY 6: FACILITATION OF COMMUNICATION. CONDITIONS AND CONTEXTS

1. Individually or in pairs, read about conditions and skills in the different contexts (polarised or otherwise). See point 8.5.1 in the Manual.
2. In pairs, comment and think to what extent this could be applied to the situations in which they live or work and what should be added, according to their experience.
3. The pairs share their conclusions with the whole group. The facilitator writes the conclusions where everyone can see them.

Key	**Methodology:** Use own experience as your starting point.
Watch out!	It may be difficult to abstract specific keys and the group could get lost in the description of different contexts.
Materials	Copies of point 8.5.1 in the Manual. Board, flipchart or large piece of paper where the facilitator can write down conclusions.

ACTIVITY 7: FIGURING OUT ROLES AND GHOST ROLES

1. With the support of the presentation, the facilitator explains the idea of roles and ghost roles. Emphasize the importance of moving from positions to interests (needs, fears, aspirations) (see point 8.5.3 in the Manual). This activity stems from the game Go Deep which is explained in chapter 9 in the Manual.
2. Make groups of 4 or 5 participants. Each person thinks of a case (a group, organisational or community situation) in which they want to work. They then decide on which situation they are going to start work, considering that they will only have time to work on two. The examples should be situations in which there are problems or difficulties in communicating as a group, organisation or community; situations in which there is curiosity to explore and understand what is going on.
3. The participant describes the case and identifies and gives out roles to the other members of the group.
4. Each person takes a puppet (or draws a face on their finger) and plays out a role. They should try to move from their starting position to needs, feelings, fears or aspirations within that role. In order to do so, it is important that participants pay attention to how they feel when speaking and that they work with the information, not with pre-conceived ideas. After 5 or 10 minutes, participants can change puppets and roles. This helps understand that in real cases, different people in the group can take up the same role.
5. Stop the dialogue for collective reflection. What underlies what is being expressed in each role? Look for any ghost roles. If you have enough time, work on another case.

Key	**Methodology:** Move around the groups to check if everything is working but do not stay for very long since this could inhibit participants.
Watch out!	Make sure the exercise is being carried out without pre-conceived ideas but with the new information that emerges from their interaction.
Materials	Finger puppets. Presentation.

ACTIVITY 8: GIVING AND RECEIVING CRITICISM

1. Explain the elements we must bear in mind when giving and receiving criticism by putting them up on different pieces of paper (see point 8.4.3 in the Manual).
2. Each person writes down the elements on different pieces of paper. They can consult the manual if necessary.
3. Each participant chooses a partner. They work with an example from the organisation they work in or a group they belong to. The examples should be about some criticism they have received or given in order to see if things could have been done differently. They will use the elements that have been laid down on the floor by moving from one element to another. Each person must go through all the elements. One person works first while their partner supports them and vice versa.
4. Close by answering to the group´s doubts and sum up final comments.

Key	**Methodology:** Work with own, real examples in order to incorporate tools directly.
Watch out!	Make sure both participants have time to work on their examples and that conversations do not drift towards "what you should do is..." or "your problem is...". Check on all pairs and give support if necessary. If somebody chooses a conflict that is still open, be careful with the pair´s interaction.
Materials	Sheets of paper.

ACTIVITY 9: FACILITATING GROUP DIALOGUE

1. The facilitator explains the skills required to facilitate group dialogue by using the presentation (point 8.5 in the Manual).
2. Split the group into groups of 4 or 5 participants. In turns, each person proposes a topic and facilitates the ensuing conversation by practicing the skills for facilitating dialogue. Each topic should last for 5 minutes. Someone in the groups will keep time.
3. After the exercise, each person reflects on their ability to facilitate dialogue. Then, each person reads the necessary skills to facilitate dialogue when listening becomes difficult (point 8.5.3 in the Manual). Each participant draws out a personal plan to strengthen the skills they think they should improve.
4. The facilitator places 5 chairs in a circle facing in. Only 4 of these chairs may be occupied and one will remain unoccupied so that whoever feels like it can join the dialogue that will take place. This implies that when somebody joins in, someone has to leave. The activity starts when 4 people voluntarily sit down and talk about how to facilitate dialogue when listening becomes difficult and how we can strengthen those skills on a personal and collective level. The rest of the group must simply listen. If any participants want to speak, they must sit down on the empty chair and one of the people sitting down must leave the circle. Participants may also leave the circle regardless of anybody else joining the conversation.

Key	**Methodology:** Insist on the fact that only the people sitting in the circle can speak.
Watch out!	Groups may finish at different times. Ask participants to not make comments after each round in order to follow similar rhythms. In case a group finishes before the others (some groups might have 4 members while others will have 5, so different times should be allocated for those groups), ask that group to share what they have learned while the others finish.
Materials	Chairs or cushions for the circle. Presentation.

09
Participation and mobilisation in PVE

Objectives

By the end of the session, participants will:

- Understand community participation in the context of PVE.
- Build an approach to the concept of community.
- Differentinate between different types of participation.
- Differentiate between different approaches and methods in community mobilisation.
- Know tools for participation.
- Value the importancde of diversity management and of the power and risks of participation.
- Know techniques, examples and keys in designing processes.
- Be aware of the personal work and continuous learning required for facilitation, especially in PVE.

Session plan

Activity	Duration	Recommendation
A1: What is community participation? Ladders of participation.	25 mins	high
A2: Working with community dreams.	45 mins	medium
A3: Examples of approaches and methods.	45 mins	high
A4: Designing participative processess based on keys.	30-45 mins	medium
A5:Identifying risks.	25 mins	low
A6: Applying the diversity viewpoint.	30 mins	high
A7:Identifiying the dynamics of power.	30 mins	high
A8: Designing participative processes bearing in mind diversity and dynamics of power.	45 mins	medium

Activities

ACTIVITY 1: WHAT IS COMMUNITY PARTICIPATION? LADDERS OF PARTICIPATION

1. Ask participants to write down the first words that come to mind when thinking about participation.
2. Project or draw the ladder of participation in the manual (see point 9.1.2 in the Manual). Explain it briefly along with the definition of participation.
3. Look at the words participants came up with. What relation can we see with the ladder? As a whole group, share our vision of community participation in the context of PEV: What is its purpose? How can we promote it? The facilitator writes the participants´ ideas where everyone can see.

Key	**Methodology:** Use the participants´ knowledge as your starting point.
Watch out!	It is important to gather and value all contributions.
Materials	Projector, computer or flipchart. In case you do not have a projector, ask participants to look at the ladder in the Manual. Presentation.

ACTIVITY 2: WORKING WITH COMMUNITY DREAMS

1. Explain the approach to community dreams as a source of motivation and mobilisation, its characteristics and the risks we must bear in mind (see point 9.1.2 in the Manual). Give examples on how to use it (interviewing relevant people about their dreams for the community, facilitating a circle of dreams[23], building models of dreams in small groups, etc). These examples could be written down on sheets of paper so that each group has a copy.
2. Split the group into groups of 3 or 4 people in order to speak about the potential of community dreams and about how, based on their personal experience, they may be used considering the risks this methodology implies. You may give the groups pieces of paper and pens so they can sum up their ideas.
3. As a whole group, share the ideas that came up in their conversations. In this stage, ideas must not be repeated.

Key	**Methodology:** In the last stage, the aim is to mix the content in the manual and the group´s contributions in order to reach a richer result.
Watch out!	It is important to gather and value all contributions.
Materials	Flipchart and pens. Presentation.

23. http://www.dragondreaming.org/wp-content/uploads/Fact-Sheet-Number-10-Dreaming-Circle.pdf
http://www.dragondreaming.org/wp-content/uploads/Fact-Sheet-Number-9-Networks-and-Networking.pdf

ACTIVITY 3: EXAMPLES OF APPROACHES AND METHODS

1. Ask participants to read the examples of methodologies in the manual (see point 9.3 in the Manual). Each person must choose one methodology and get together with other participants who have chosen the same one. Those groups research the links (if there is access to the internet. Otherwise, bring printed copies of the information).
2. Each group must ask itself how they could use that methodology in their context, what doubts come up and how they could contribute.
3. Each group presents the other participants with their reflections on each methodology. The facilitator makes notes of those contributions on a flipchart.
4. While continuously looking at the keys for each different methodology, talk in pairs (3 minutes per person) on how to take them into account in order to design processes of participation in their context with the tools they already have. You may also add some keys. The pairs share what they think is relevant. If possible, they should write those points down on post-it notes so the facilitator can collect them and put them together in categories (existing keys, new keys, conditions in each context to take into account, etc).

Key	**Methodology:** Combine the methodologies we explained with the particpants´ knowledge in order to put things into context and enrich the activity.
Watch out!	It is important to gather and value all contributions.
Materials	Flipchart and pens. Post-it notes.

ACTIVITY 4: DESIGNING PARTICIPATIVE PROCESSES BASED ON KEYS

1. Ask participants to think of contexts or examples in which they think it would be useful to promote or strengthen participation. Encourage each participant to design a session or process involving several meetings bearing in mind the different methodologies we have explored in activity 3.
2. Encourage participants to share and support one another in their designs (in pairs).
3. As a whole group, share doubts and what they have learned.

Key	**Methodology:** Apply this new knowledge to the participants´ contexts, thus creating applied knowledge which connects with their own know-how.
Watch out!	Help participants if they get stuck. For some people, designing can be a challenge.
Materials	Flipchart and pens. Music may be played during the design phase if you think it helps..

ACTIVITY 5: IDENTIFYING RISKS

1. Carry out a think-listen (3 minutes for each person to express themselves while the facilitator marks changes, who speaks first, then listens and vice versa) about the risks using the methodologies we are studying may imply and how to prevent them.
2. As a whole group, share the risks and how we must bear them in mind. Avoid repetition.
3. How can we bear them in mind in my example or context? Each participant reflects on this for 2 minutes. They make notes as to their example individually (if they have done activity 4).

Key	**Methodology:** This exercise implies delving into the methodologies they have studied.
Watch out!	This activity may be difficult to get started. If you observe difficulties, give an example (only part of the community takes part, our strategies are being rejected, etc).
Materials	Flipchart and pens. Although it is not indispensable, we recommend you use some kind of nice sound to mark changes.

ACTIVITY 6: APPLYING THE DIVERSITY VIEWPOINT

1. Ask each participant to draw a flower in 2 minutes. Show the rest of the group the flowers without speaking. In groups of 3, analyze the differences between the flowers.
2. The facilitator asks those who have drawn a flower with leaves to stand on one side of the room and those who have drawn leaf-less flowers to stand on the other side. The facilitator continues dividing the group depending on different features of the flowers. At each step, the facilitator asks the group if there are majorities and minorities. He or she also asks what being in a majority or a minority feels like and how they see the other group. This may be done 4 times.
3. Participants go back to their groups of 3 and reflect about the exercise and about how they could apply what they have learned to participation.
4. As a whole group, share the groups´ reflections. This activity stems from the game Go Deep, one of the methodologies explained in chapter 9 in the manual.

Key	**Methodology:** Adapt the questions in the game to the group´s level. If the group has already reflected about diversity you could use questions such as: In what ways is it interesting to get together with another point of view? How can diversity be managed when it is very large? How can we include those who are against diversity in diversity?
Watch out!	Set limits to dynamics of internal criticism (e.g. “I can´t draw” may be answered by saying “All styles are acceptable, from the simplest to the more ellaborate”).
Materials	Sheets of paper and pens. Sellotape in order to put the flowers on the wall. In case there is no sellotape, they may be laid out on the floor.

ACTIVITY 7: IDENTIFYING DYNAMICS OF POWER

1. Read the definition of power by Mindell. This could be done individually or as a group. (see point 9.1.4 in the Manual).
2. Of the different types of power he mentions (social- produced by social structures and personal -which is connected to my individual abilities), which do I see in myself and in my context which are related? How does that affect my participation? Participants first do this individually for 3 minutes and then discuss the questions and answers in pairs.
3. As a whole group, share ideas about dynamics of power they identify in their context or in their learning experiences, about their social and personal power and how they affect participation (for example, people who cannot read may not participate because the invitation is written or because they think they will have to write to take part).

Key:	**Methodology:** Create an atmosphere of trust and tranquility in order to encourage self-knowledge and share it.
Watch out!	Talking about power can trigger guilt. Highlight the importance of being conscious of power as a key to sharing it and building it together.
Materials	Flipchart and marker pens.

ACTIVITY 8: DESIGNING PARTICIPATIVE PROCESSES BEARING IN MIND DIVERSITY AND DYNAMICS OF POWER

1. Go back to what was produced in activity 4 (enriched by activity 5). Add the keys of diversity (activity 6) and power (activity 7) in order to make it richer. If necessary, split the group into pairs and help them design.
2. The whole group shares their two designs (2 minutes per person).

Key	**Methodology:** This exercise requires relating back to everything we have worked on, so it is a good exercise in synthesising, but at the same time it is complex and some participants are likely to need your help.
Watch out!	Some examples will provoke more dialogue than others.
Materials	Flipchart and pens.

10
Social Cohesion

Objectives

By the end of the session, participants will:

- Relate social cohesion and PVE.
- Know keys, experiences and good practices of initiatives that promote social cohesion.
- Delve into the design of strategies to promote social cohesion in their territories and contexts.
- Increase their motivation to promote processes of social cohesion in their contexts..

Session plan

Activity	Duration	Recommendation
A1: Definition of social cohesion	45 mins	medium
A2: Relation between social cohesion and PVE	25 mins	medium
A3: Flea market of experiences in social cohesion	60 mins	medium
A4: Keys to creating social cohesion	30 mins	high
A5: Designing processes to promote social cohesion.	90-120 mins	high

Activities

ACTIVITY 1. DEFINITION OF SOCIAL COHESION

1. The facilitator hides a series of characteristics that are normally associated to united societies around the space. Each characteristic is written on cards and there are the same number of cards as participants (some may be repeated). The characteristics are:
   - I feel wellbeing when I belong to a group.
   - I collaborate and cooperate with the people around me.
   - I trust the people around me.
   - I can manage the differences I feel towards other people through dialogue.
   - There is a collective commitment to fight social exclusion.
   - I feel there are equal opportunities among people.

2. After a few minutes, the participants find the cards. Each person should have one card. They walk around the space while thinking about a time they remember when they experienced the situation described in the card. The facilitator makes a sound and the participants must find someone to share their experience with. This is repeated 3 times.

3. In the last round of dialogue, each pair forms a group with another pair (4 people in total). Each group checks the relation between those situations and social cohesion. In what situations with that group/community/organisation do you think there was cohesion? Why?

4. With those thoughts, they create a definition of what they see as social cohesion. Each group joins another group (8 people) and they share their definitions. They create a new definition based on their previous ones and the elements they have in common. Finally, the groups share their definitions. The facilitator extracts the common elements in order to establish what social cohesion means for that group. The facilitator then completes the definition and specifies the characteristics of united, cohesive societies (many of them are on the cards).

Key	**Methodology:** Depending on the amount of people, the number of participants in each group may be bigger or smaller. At the end of the activity, there should be no more than 3 definitions.
Watch out!	In the last part of the definition, it is better to focus on the common elements in each definition that makes up the final definition (and not focus on the writing).
Materials	Cards.

ACTIVITY 2. RELATION BETWEEN SOCIAL COHESION AND PVE

Although social cohesion supports PVE, there may be societies or groups with a certain degree of social cohesion involved in VE. Brainstorm the group for ideas about what characteristics social cohesion should have in order to promote PVE. The facilitator completes that information with other characteristics that may not have been mentioned.

Key	**Methodology:** Collect the ideas in groups with shared similarities. You can ask participants to write each idea on a piece of paper and then group them together.
Watch out!	It is sometimes difficult to group ideas in categories. If some are hard to classify, you may just group them in a list.
Materials	Presentation with the characteristics of social cohesion.

ACTIVITY 3. FLEA MARKET OF EXPERIENCES IN SOCIAL COHESION

Participants think about specific experiences they know that promote social cohesion. They write the title of the experience on a poster and they name them for the rest of the group to hear. The space is distributed as if they were in a “flea market” and each person with a poster stands in “stall”. The rest of the participants go from stall to stall in order to get to know a little bit more about each experience, how it was implemented, strengths and weaknesses, agents that have participated, etc. Participants should visit several stalls and “sellers” should be able to explain their experience to more than one “customer”. Later, roles can be reversed and new experiences discussed. Several rounds could be take place.

Key:	**Methodology:** Depending on the number of people who have experiences to share, a certain number of tables ("stalls") will be set up, and a certain amount of rounds organised. In a group of 20 for example, four tables could be set up per round.
Watch out!	Be careful with the amount of noise. If people raise their voices because a lot of people are talking at the same time, it might feel uncomfortable to ask them to be quieter.
Materials	Cardboard and marker pens.

ACTIVITY 4. KEYS TO CREATING SOCIAL COHESION

Based on the initiatives presented in the flea market of experiences, the group extracts the keys experiences must have in order to promote effective social cohesion. It the group has not done the previous activity, they can start from scratch. In groups of 3 or 4 people, they create 4 or 5 keys. They then share their keys with the whole group and discuss them. The facilitator completes their ideas.

Key:	**Content:** The 13 keys in point 10.2 in the Manual.
Watch out!	Some groups may find it difficult to extract keys from the experiences. In htat case, give them some examples with the keys in the manual.
Materials	Sheets of paper and pens.

ACTIVITY 5. DESIGNING PROCESSE TO PROMOTE SOCIAL COHESION

1. Participants put forward study cases for which they would like to design processes to promote social cohesion. In order to do so, they make a brief presentation of the case.
2. A study case is chosen for each 4 or 5 people. The groups are formed through affinity with the case.
3. The facilitator presents the six stages in designing processes (see point 10.3 in the Manual). For each phase, the facilitator explains the important elements to bear in mind. There is a brief dialogue about the phases. Then, each group designs a process and thinks about possible actions for each phase, who the target population is, and what collectives/organisations and people they can work with. Each group will have a filecard like this:

	ACTIONS	TARGET	ALLIANCES
STAGE 1			
STAGE 2			
STAGE 3			
STAGE 4			
STAGE 5			
STAGE 6			

4. When the group has finished the design, one of its members stays put while the rest of the group move around the other groups to see what they have come up with. They take ideas in order to improve their own design and give the other groups recommendations for improvement. They go back to their groups and use those new ideas to improve their design. They make a final presentation and the facilitator comments on each proposal.

Key	**Content:** Working on real cases which could potentially be implemented.
Watch out!	If there are any ideas on which there is not general agreement within the group, the facilitator can make a note and signal it as “discrepancy” since we are not making decisions but merely proposing possible designs.
Materials	Filecards.