

LOCAL WORKSHOP SESSION FACILITATION GUIDE GENDER-BASED VIOLENCE

These guidelines were developed within the framework of “Gaming for Peace” project. Gaming for Peace is supported by the project “Youth for a Culture of Peace and Non-violence in Mindanao” (short YOUCAP), which is implemented by “Gesellschaft für Internationale Zusammenarbeit” (GIZ) and commissioned by the German Federal Ministry for Economic Cooperation and Development.

PRELIMINARIES AND GETTING TO KNOW EACH OTHER

LEARNING GOALS

- > To let participants get to know one another and the facilitators so that they get to engage more with one another in the entire training proceedings.

Note: Cooperation partners for local workshops can use their own tools for Getting to Know Each other

Time: 90 Minutes

TIME	CONTENT / METHODS	MATERIALS
10 mins	At the onset, Facilitator will ask all the participants to be seated in circular formation then ask volunteers from them to lead the Interfaith Prayer or show a video of an Interfaith Prayer	<i>Audio Visual Interfaith Prayer</i>
15 mins	Facilitator briefly welcomes the participants and explains the rationale and objectives, and program sessions of the 2-day Local workshop.	<i>Ppt presentation</i>
5 mins	Set a reminder for observance of the local health protocols such as : <ul style="list-style-type: none"> - Wearing of face mask - Observing physical and social distance of 1-2 meters apart - Sanitizing hands every 30 minutes - Observance of CLAYGO 	<i>Ppt presentation</i>
30 mins	One after the other, participants introduce themselves following this order: <ul style="list-style-type: none"> - Name - Nickname - Organization - Describing what they do in the organization - Describing how they feel for today in one word or sentence. 	

Note: Getting to know each other tool should be brief since the activity that will follow is the Identity Molecule which will give them the chance to know more one another in a personal level.

Identity Molecule

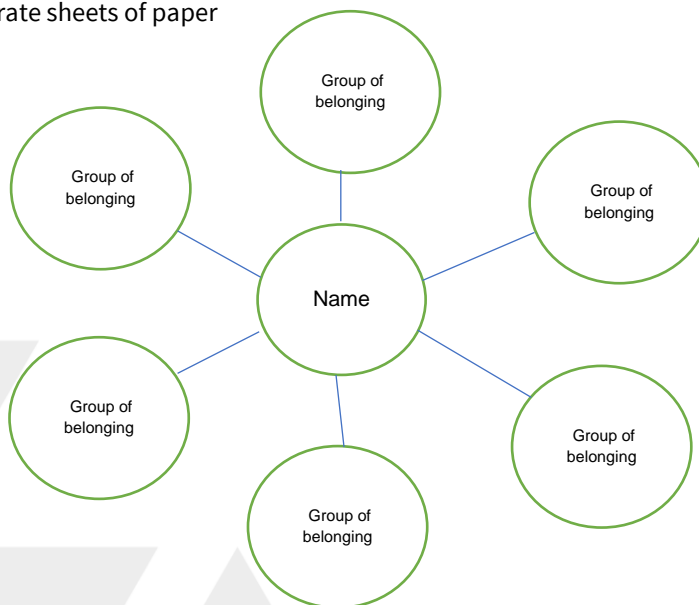
LEARNING GOALS

- > To let participants become aware of different parts of their identity
- > To make participants reflect about their multiple senses of belonging and their numerous connections to others

General Remark: This exercise should help the participants to understand that there are numerous way of how we are connected to other people. Sometimes we judge other person based on one aspect of their identity (e.g. being a Muslim or Christian person) and we forget that although we are different in one sense, we are connected in many others (e.g. we can both be teachers or share a passion for art).

Time: 90 Minutes

TIME	CONTENT / METHODS	MATERIALS
5 min	Introduction of the topic of the session and explanation of Identity Molecule	<i>Flip Chart with parts of your own Identity Molecule as an example</i>
10 min	Each participant will draw their personal Identity Molecule and fill it with 6-8 groups he/she belongs or feels connected to. When everybody is finished the participants should identify the 2 most important aspects and write them on separate sheets of paper	<i>Paper and Pens for participants</i>



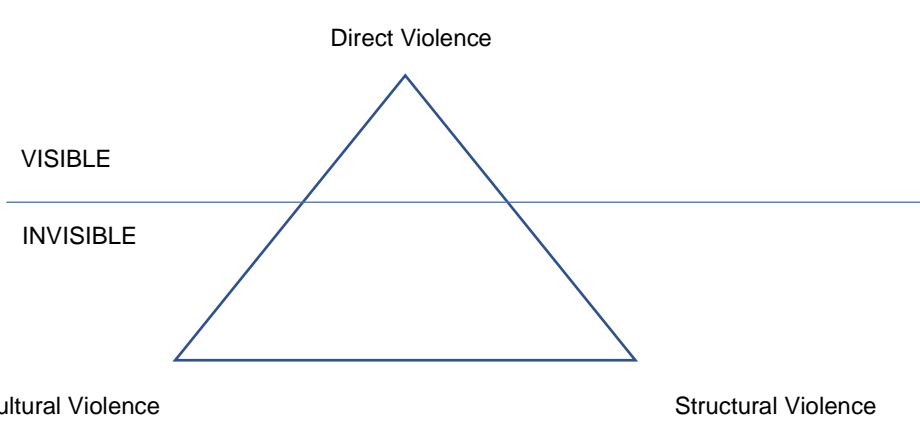
15 min	<p>Participants will go into pairs and are asked to exchange about the two most important aspects of their identity they have chosen. They should be able to choose by themselves with whom they feel comfortable to work with, don't let them just work with their neighbors.</p> <p>For the dialogue give them the guiding question: What does it mean for me personally to belong to these groups?</p>	
20 min	<p>Ask participants to come back in a circle and start the debriefing of the 1st part:</p> <ol style="list-style-type: none"> 1. Was it easy or difficult to come up with various parts of your identity and thus also to the > groups you belong to? What questions did you ask yourself to find them? 2. Was it easy or difficult to select just 2 molecules for your molecule sheet? 3. How was it to talk about with your partner? 4. Do you usually think this way about yourself? <p>Optional Questions</p> <ol style="list-style-type: none"> 5. What kind of categories came to your mind first? 6. Did you put national or cultural identity? Why/Why not? 7. Do you think you would choose the same molecules in a few months or a year or in 5 years? 	
20 min	<p>Collect the papers with the two most important categories of each person and put them in the middle of a closed circle. Give your participants the following instructions:</p> <p>“For this part of the exercise no talking is allowed. As the trainer calls out one category after another, you stand up if you feel you belong them. You can stand even if they are not the molecules you wrote on your sheet but someone else's. If you feel strongly about belonging to a certain group, you may stand longer. The longer you stand, the more intense are your feelings of belonging”</p>	<p><i>Papers with the 2 most important categories of each person</i></p>
20 min	<p>Debriefing of the 2nd part:</p> <ol style="list-style-type: none"> 1. How did you feel when you stood alone or almost alone? 2. How did it feel to be part of a bigger group? 3. Were there similarities that you hadn't expected? 4. Did you realize/learn something new or surprising about yourself? 5. Why this topic/exercise is relevant when we are talking about tensions between different groups of society? 	



Violence

LEARNING GOALS

- > To understand violence as it relates to people
- > To understand violence as it relates to systems
- > To distinguish between different types of systemic violence

TIME	CONTENT / METHODS	MATERIALS
10 min	Brief introduction of the topic of the session. Participants are asked to write down the first association, which comes to their mind when they hear the word 'violence'. Post-its are collected on a flipchart.	Post It
20 min	<p>Participants are introduced to the violence triangle by Johann Galtung:</p> <div style="text-align: center;">  <p>The diagram shows a triangle with 'Direct Violence' at the top vertex, 'Cultural Violence' at the bottom-left vertex, and 'Structural Violence' at the bottom-right vertex. A horizontal line bisects the triangle, with 'VISIBLE' above it and 'INVISIBLE' below it.</p> </div> <p>Direct violence: represents visible behaviors from specific actors that threaten life or diminish a person's capacity to meet basic human needs.</p> <p>Examples of direct violence include killing, physical harm, bullying, sexual assault, emotional manipulation.</p> <p>Structural violence: refers to the physical and psychological harm that result from unjust social, political and economic systems. Examples of structural violence include unequal educational opportunities, unequal possibilities to participate in politics, legal difficulties placed on specific parts of the population. Structural violence does not happen through specific actors.</p> <p>Cultural violence: refers to the existence of prominent social norms that make direct and structural violence seem „natural“ or „right“ or at least acceptable. Cultural aspects like religion, language or science can be instrumentalized to justify direct violence. Through cultural violence people are violently assimilated. Prominent beliefs can become such a deep part of a culture that they are seen as „just the way things are“ and are passed from generation to generation without criticism.</p>	Notebooks and pens
20 min	Participants are split into small groups and get a set of small case studies. They are asked to assign each case study to a type of violence according to the triangle.	Printouts of the case studies for each group
15 min	Back to the plenary the facilitators go through all the case studies and together with the groups assign them to the three types of violence.	

min Final debriefing:

- Did your understanding of violence change during the session?
 - Which types of violence do we need to address in conflict transformation ?
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Case studies

Direct violence

Two men are drinking in a bar. At first they are laughing together and having a good time. But the one of the men says something that upsets the other man. He gets angry and punches the first man in the face.

A woman lives with her husband and his parents. Her mother-in-law is never satisfied with the way the woman cleans and cooks. Every day she yells at her, telling her she is stupid, lazy and a bad wife to her husband.

A large football match has just finished. The fans from the winning team run through the streets cheering. A group of fans sees some fans from the other team walking home. They yell at them and throw bottles, trash and stones at them, injuring several people.

Structural violence

A man leaves his country to find a better life in a new country. When he arrives in the country he hopes to live in, he is told he cannot get a job because he does not speak the language. He goes to a language school and tries to sign up for a language course. The language school tells him he cannot study at the school because he does not have a job.

A young man wants to study mechanical engineering. He applies to the state university and is admitted. In order to attend, he must pay 70 000 SOM a year. His father works as a cook and his mother stays at home to take care of her sick parents. They cannot afford the tuition and there is no money available from the university, so the young man cannot attend university.

Cultural Violence

A woman wants to study mathematics. She applies to the university and receives a rejection letter. She is confused, because her marks in school were very good. She writes to the university to ask for clarification. She receives that answer that the mathematics department does not admit women as students.

A man applies for a job at a local factory. He is very qualified for the job. But he is not even given an interview, he just receives a rejection letter. He calls the factory and asks why he was not invited for an interview. The factory representative tells him that they do not hire people who live in his neighborhood because they have the reputation for being lazy and for stealing.

Introduction to the Simulation Game

LEARNING GOALS

- > Introduce the method of simulation gaming
- > Introduce the game material and let participants get familiar with their roles

Time: 90 Minutes

TIME	CONTENT / METHODS	MATERIALS
15 min	Give a brief general presentation of the simulation game method, covering the following topics: <ul style="list-style-type: none"> <input type="checkbox"/> What is a simulation game? <input type="checkbox"/> General Learning goals of simulation games <input type="checkbox"/> Features of experienced based learning 	<i>PowerPoint on Simulation Game</i>
15 min	Introduce the scenario of the simulation game, explaining the country context and the topic under discussion.	
10 min	Go through the schedule of the simulation game, explaining the different elements of the simulation, (e.g. plenary sessions, free negotiations, press show) as well as the voting system. Make sure that everybody understood the basic elements of the simulation (topic, scenario, rules and procedures)	<i>Sequencing of the game written on a Flipchart</i>
5 min	Distribute the role profiles. In general, you can distribute them in a random order, the only exception being the role of Mayor and the second mediator. We recommend giving these roles to somebody who feels confident about it as it has a strong influence on the game dynamics	<i>Role Profiles and printed game material in envelopes</i>
45 min	Give the participants time to read the material. Go around and make sure that everybody has understood his/her role well.	

Debriefing of Simulation Game + Evaluation

LEARNING GOALS

- > Let participants reflect about the simulation game experience in a structured manner
- > Brainstorm initial ideas for youth initiatives to address the topic of the Workshop
- > Evaluate the overall satisfaction with the workshop format

Time: 90- 120 Minutes

TIME	CONTENT / METHODS	MATERIALS
5 min	Distribute the colored cards and explain the traffic light method: <ul style="list-style-type: none"> ▪ Green: good, a lot, fully agree etc. ▪ Yellow: medium, so so, neither agree nor disagree ▪ Red: bad, nothing, disagree 	<i>Green/Yellow/Red cards for all participants</i>
45 min	Go through the debriefing questions. Participants should immediately react with their cards in a first step. Afterwards you should give them the chance to explain why they have chosen a particular card and facilitate a discussion on the topic. For more details, please check the respective chapter in the facilitation manual. <ul style="list-style-type: none"> - How do you feel now? - How easy/difficult has it been to step into your roles? - How was the communication ? - To what extent did you reach your goals (in your role)? - To what extent did you learn something during the experience? - How realistic was the game? 	
15 min	Divide the participants randomly in 4 -5 groups and give them the task to brainstorm initial ideas on how to address the topic of IFD/GBV in their environment. Results should be written on moderation cards or flipchart.	<i>Moderation cards/Flipchart</i>
10 min	Short presentation of group work results	
10-15 min	Make a final round where participants can share their impressions about the whole workshop.	
10-15 min.	Distribute the written evaluation forms and make sure that all participants fill them out and give them back to you.	<i>Written Evaluation Forms</i>