

# South Sudan

## Peacebuilding manual

Picture book



This picture book is meant to be used complementary to CARE's South Sudan Peacebuilding Manual. The picture book includes general facilitation tips and forms that can be used during trainings and meetings. The rest of the picture book consists of illustrations, visuals and stories and follows the order of the manual that consists of the following 5 chapters:

- Understanding Conflict
- Communication Skills
- Dialogue/Negotiation/Mediation/Arbitration
- Peace Committees and Peace Clubs: Roles and Responsibilities
- Self-Care Techniques/Methods

The pictures and other materials in this picture book can be used as handouts and can be illustrative during certain exercises during a training. The picture book is especially helpful in remote locations where flipcharts and other presentation materials are not available and desirable.



## Facilitator Prep Tips

- Set meeting/workshop date/time/place to suit the group. Communicate in a timely manner to chairperson and executive committee members in order to agree on date/time/place.
- Speak with the appropriate authorities to receive permission to hold meeting/workshop and inform them about the content. (i.e. local government/customary authorities, etc)
- Ensure enough flipchart paper, workable easel, markers, notepads and pens are procured and are ready to move prior to the day of the meeting/workshop. (Note: bring crocodile clips with you to clip the flipchart paper to the easel in order to avoid the wind distracting you by disturbing the flipchart paper.)
- Ensure car availability (with appropriate amount of fuel) or other means of transport prior to the day of the meeting/workshop.

## Do's for Facilitators

- Start and end on time
- Set up the meeting/workshop space in an inclusive way e.g. facing each other in a circle or semicircle, making sure you account for sunshine disturbances.
- Do introductions
- Get agreement on the agenda and rules
- Build in Social time (i.e. energizers, stretching, tea/lunch time if budgeted)
- Give group members roles in meetings/workshops to increase participation and ownership (like time management, prayer, notes, etc.)
- Start and circulate sign-in sheet
- Guide the process and encourage group members participation, remember to be neutral and respect all contributions
- Use role plays, illustrations, hands-on learning etc. to demonstrate points and enhance participation by all participants. Make sure the modules and methods you choose suit the audience and venue
- Listen more than you speak
- Keep promises especially to the group and promise only what you can deliver to them
- Probe for a response when necessary. Repeating the question is the basic method, the safest and most effective way of probing
- Be respectful. Demonstrate this respect by calling participants by their names and listening actively.
- Be enthusiastic about the topic. Display your enthusiasm by leaning towards or having direct eye contact with participants when they are speaking.
- Ask and encourage questions and idea sharing. Do not use destructive language, such as, "That's wrong," when responding.
- Keep your own contributions during group discussions brief. Let participants respond to questions and to one another first. If they answer a question completely, you, the facilitator, need not add additional information.
- Use silence to give people time to think about an answer or response to a question before you give them "the answers." Count to ten. If you don't get any responses from the participants, rephrase the question and count to ten again. Then, prompt the group with what you think could be an answer and ask what others think of that answer.
- Encourage the participation of people who have been quiet. State the participant's name first and ask the participant an opinion question, which has no wrong answer. Ask a question they can easily respond to. Break up into smaller groups for discussion to give quieter participants a chance to share their ideas and ask questions they might be too nervous to ask in front of the entire group.
- Manage Talkaholics. If someone is doing a lot of talking, wait for them to pause (such as when they take a breath), and respectfully acknowledge their contribution, and thank them. You can say something like, "I really appreciate your comments." Then make direct eye contact with other people and ask something like, "I'm very interested in hearing how other people are feeling about this issue" or "It's very interesting to get a variety of perspectives, and I would like to hear from other people as well."

## Don'ts for Facilitators

- Note-taking during the discussion is very important (you will forget otherwise). At end of each meeting/workshop you should read back or go through the flip charts to show the group your notes and outcomes during the meeting/workshop. Immediately after the meeting/workshop, you should check your notes and add any other observations on behavior of participants.
- Leave from your office or home early enough to account for all the stops you need to make on the way (picking up participants, co-facilitators, dignitaries, or remaining material or food for the meeting/workshop)
- Allow enough time so you can arrive early to the venue to set up the space as you want and prep the flipchart paper as you like (i.e. write Ground Rules as a heading on flipchart paper, on the next flipchart paper write the suggested agenda, etc)
- Be biased. Understand your internal biases and try to control them from rising to the surface as you facilitate.
- Be Dictatorial. Guide the discussions rather than directing them.
- Break promises made to participants during the meeting/workshop. Only promise what you can deliver.
- Talk more than the group does
- Be a poor time manager
- Confuse the participants by saying one thing and then doing another thing.
- Be non-inclusive based on language, gender, age, disability, or religion.
- Impose ideas and influence decisions. Allow time for the participants to think through ideas and don't rush to impose your own ideas. If you have an idea that hasn't been shared, frame it as it builds on a point already mentioned by the group.
- Think you know everything. Act in an arrogant manner where you say things like "that's not the answer..." or "you are wrong and this is the way..." or "of course, this is the answer..."
- Be intimidating. Don't use too many questions like you are interrogating people.
- Set a training space where people are positioned based in a hierarchy
- Offend participants or co-facilitators
- Place a value judgement on the group members' answers
- Ignore small but significant issues. Ask participants to talk further about the issues to allow more perspectives on why it's a significant issue and what can be done about it.

# Facilitator Tips at a Cattle Camp

(in addition to the general facilitation tips)

## Do's for Facilitators

- Set a time/date/place with the camp chairman/deputy chairman ahead of time. If it will be a recurring training (weekly, monthly, etc), make sure you all agree to the time/date/place so you build it into your schedules.
- Discuss and agree on the modules over the time period specified e.g. weekly training, monthly training, and decide on who will be the participants from the camp. Ensure there is at least 1 woman who can attend from the camp.
- Start and end on time. Try to start after 5pm when the cattle camp participants are gathered in one place and end before dark.
- Keep the module(s) to <45 min. As a rule, you want to facilitate a training within their daily schedule of duties.
- Set up the meeting space in an inclusive way e.g. try moving a few meters away from the wider camp to have some privacy, arrange available chairs or stones/tree logs in a circle or semi-circle formation so there is no hierarchy, making sure your space avoids too much sun glare
- Do introductions
- Get agreement on the purpose of the training module
- Send around sign-in sheet
- Encourage observers to watch/listen from the wider camp, considering the participants are role-models to these observers.
- Use only role-plays, illustrations, or the handbook you bring with you. Leave the illustrations and the handbook with the participants before you leave.
- Be respectful and inclusive to ensure all participants participate
- Agree on the next training date/time/place, participant #, and modules.

## Don'ts for Facilitators

- Bring flipcharts, easel, markers. Treat these trainings more like discussions than NGO-style training, so the content can be weaved easily into their daily lives.
- Talk down to cattle camp participants. Do not act like you are better than cattle camp youth.
- Break promises. Do not promise more than you can deliver. Arrive on time and don't go over allotted time for training.
- Talk more than listen
- Direct discussions. Instead, guide participants and allow them time and space to think through ideas and thoughts.
- Allow observers to distract from the training. Young children and others from the camps will gather around to listen and see what is happening. Encourage them to stay, but ensure they understand the identified participants are the ones who should be speaking.
- Conduct the training(s) in a vacuum. Ask the participants what other trainings they attended in the past and what they learned from those trainings. Prior to the training, speak with other civil society groups, peace actors, and INGOs to understand what activities/support has been conducted with this particular cattle camp.
- Forget to complete the training summary after leaving the cattle camp. Ensure you collect the sign-in sheet prior to leaving.

# Facilitator Tips for Peace Clubs

(in addition to the general facilitation tips)

## Do's for Facilitators

- Set a time/date/place with the school administrator/teachers ahead of time. If it will be a recurring training (weekly, monthly, etc), make sure you all agree to the time/date/place so you build it into your schedules. Agree on what materials you will bring (flip-chart/markers or chalk (for available blackboard)).
- Discuss and agree on the modules over the time period specified e.g. weekly training, monthly training, and decide on who will be the participants e.g. which class.
- Keep the module(s) to <45 min. As a rule, you want to facilitate a training within their school day or after-school available hours.
- Set up the training space in an inclusive way e.g. arrange available chairs or stones/tree logs in a circle or semi-circle formation so there is no hierarchy, making sure your space avoids too much sun glare
- Explain training module and set ground rules
- Send around sign-in sheet
- Use mostly role-plays, illustrations, models, or the handbook you bring with you. Leave the illustrations and the handbook with the peace club members before you leave.
- Be respectful and inclusive to ensure all participants participate (see inclusivity guidelines)
- Agree on the next training date/time/place and modules.

## Don'ts for Facilitators

- Treat the youth like they are NGO workers. These trainings are more like a life-skills class than an NGO-style training, so the content can be weaved easily into their daily lives.
- Break promises. Do not promise more than you can deliver. Arrive on time and don't go over allotted time for training.
- Talk more than listen
- Direct discussions. Instead, guide participants and allow them time and space to think through ideas and thoughts.
- Allow observers to distract from the training. Other students from the school will gather around to listen and see what is happening. Encourage them to stay, but ensure they understand the identified peace club members are the ones who should be speaking.
- Conduct the training(s) in a vacuum. Ask the peace club members what other trainings they attended in the past and what they learned from those trainings. Prior to the training, speak with the school administrator, teachers, civil society groups, peace actors, and INGOs to understand what activities/support has been conducted with this school.
- Forget to complete the training summary after leaving the school. Ensure you collect the sign-in sheet prior to leaving.

# Training Summary<sup>1</sup>:

[name of camp]

Date and Time:

Place:

Person Presiding:  [First and last names]

Persons Present:  [First and last names]

Module(s) Title(s):

## Observations of Training:

(participants behavior, what they really liked, what didn't work etc)

a.

b.

c.

d.

## Comments:

## Next module training:

(date/time/place, # participants, module title(s))

<sup>1</sup> Adapted from Work Group for Community Health and Development's Community Tool Box. University of Kansas. 2013. The Community Tool Box. Work Group for Community Health and Development, University of Kansas.

# Meeting Summary Form<sup>2</sup>

Peace Committee/Club Name:

Date and Time:

Place:

Person Presiding:

Persons Present:  [First and last names]

## Decisions made:

(Don't forget to include the decision on when the next meeting will be (time and place))

a.

b.

c.

d.

## Follow-up responsibilities:

[who will do what by when]

Task	Point Person(s)	Due
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

<sup>2</sup> Adapted from Work Group for Community Health and Development's Community Tool Box. University of Kansas. 2013. The Community Tool Box. Work Group for Community Health and Development, University of Kansas.

# Conflict Management Sheet

Date:

Community Name:

Type of conflict:  Land Dispute  Early/Forced Marriage  
 Robbery (Cattle/ Property)  Killing/ Fighting

Any Dialogue, Negotiation/Mediation/Arbitration:  Yes  No

## Outcome:

## Related to another conflict earlier? Which one?

## Inclusivity Tips for Facilitation

All members of a peace committee or peace club can make a valid contribution, and you should explore ways to allow opportunities for that during the planning stage, training stage and implementation stages of the peace committee/club activities. Below are inclusivity tips for facilitators:

### Women and Youth

- Women and youth might be shy to speak in a group discussion, in the beginning, because of gender and social norms in South Sudanese society. Knowing this, if no women has spoken in the group in the first 15 minutes of the discussion, ask “can we hear the perspective from a woman regarding xyz?” Once 1 or 2 women start to talk openly, it encourages others to follow suit and for men to allow space for women to speak. Ask a similar question to the youth in the group, who also may not feel confident to speaking openly in front of a large group. Could ask, “can we hear the youth perspective regarding what xyz do most cattle camp group use?”
- Break groups up into gender-based or age-based sub-groups so you can allow different perspectives based on gender and age to be voiced and acknowledged by all as a valid contribution and not negated or kept silent. When the perspectives are presented to the wider group, all perspectives are then captured and confidence builds within all participants.
- Women and youth, who speak their mother tongue fluently, could feel disadvantaged when trying to express themselves in another language. Ensure there are translators among the participants who can speak

the mother tongue of every participant so anyone can voice their perspective without barriers.

- Ensure women and youth have roles within the management of the trainings or peace committee/club executive committee members. Recognise the different skill sets, for instance, women have a tendency to take better records and perform well in financial management positions as a result.

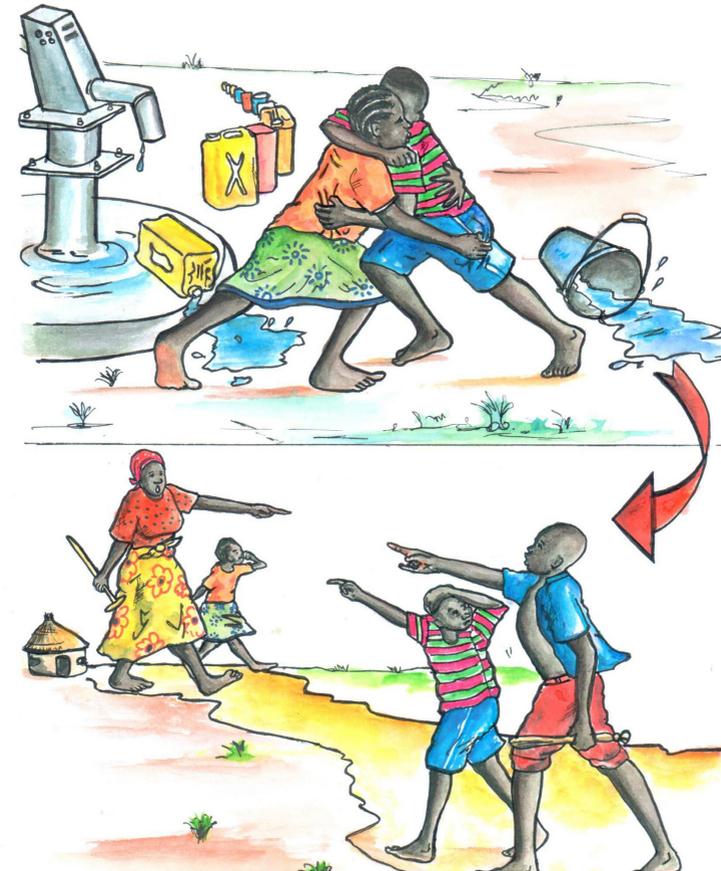
### Disabled People

- Ensure the perspectives on disabled people (physically, sensory, emotionally, psychologically challenged) are included in the work of peace committees/clubs by including disabled people in the peace committees/clubs as members. This ensures you reduce the stigma normally attached to them and shows others in the community that they are leaders, too. They would be able to highlight possible tensions or conflicts in the community that non-disabled people would be oblivious to.

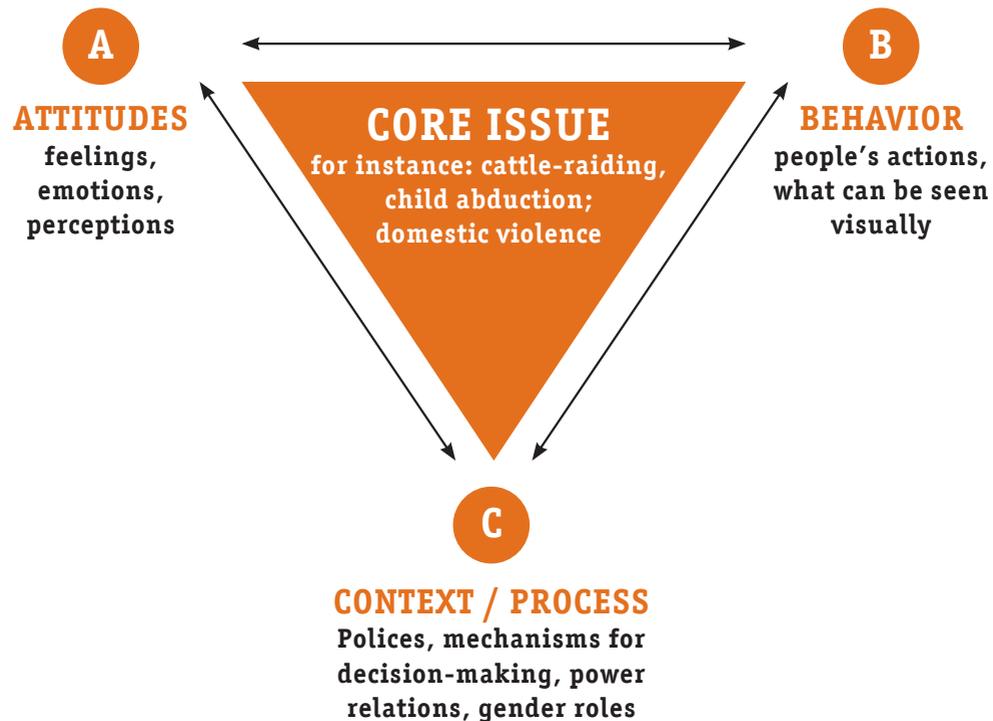
### Shy People

- Move closer to shy, quiet participants when asking them to speak might make them feel more willing, because they can look at you instead of the big group and feel less intimidated. Walking around engages people in the process.
- As some shy people find it difficult to speak in front of a crowd, you can bring them up the front to have their back to the group to build their confidence. By breaking up into smaller groups or pairs, you allow shy people to express themselves more freely.

## Section 1: Understanding Conflict



## The ABC Triangle model



*Adapted from John Galtung's ABC model*

## "ACTIONS": Everyday conflict analysis tool

- A AWARENESS**  
**Acknowledge the conflict and how you react to it.**
  - Where is the conflict issue?
  - Do I feel uneasy, upset, sad? Do I feel compassion or empathy with what is happening?
  - Am I reacting in a soft way, hard way or principled way?
- C CAUSES & CONSEQUENCES**  
**Identify the causes and consequences of the conflict.**
  - What's caused this conflict in the first place?
  - What happened because of it?
  - Was there a specific trigger?
- T TIME TO LISTEN**  
**Listen to all points of view from all parties.**
  - Who is involved?
  - What do they or you need that's causing this conflict?
  - Has this happened before? Why?
- I INITIATE PROBLEM SOLVING**  
**Together, look for ways to resolve the conflict.**
  - Brainstorm different possible options for resolving the conflict or finding a way forward.
  - What is the least harmful way to resolve it?
- O OUTLINE THE WAY FORWARD**  
**Reach an agreement on a resolution or way forward.**
  - Does everyone understand and are committed to the agreement?
- N NOTE WHO DOES WHAT**  
**Make a plan of action to implement resolution.**
  - Decide if verbal or written plans of action are necessary
  - Do I need to build in reminders for myself?
- S SEEK CONFIRMATION**  
**Assess if resolution or way forward is working to prevent conflict from reoccurring.**
  - Periodically check-in with parties or yourself to see if everyone is still following the agreement.

### Attitudes of People

The psychology/emotions within and between conflict parties

### Context/Process

The way that decisions get made - decision-making mechanisms, power relations, gender roles, etc.

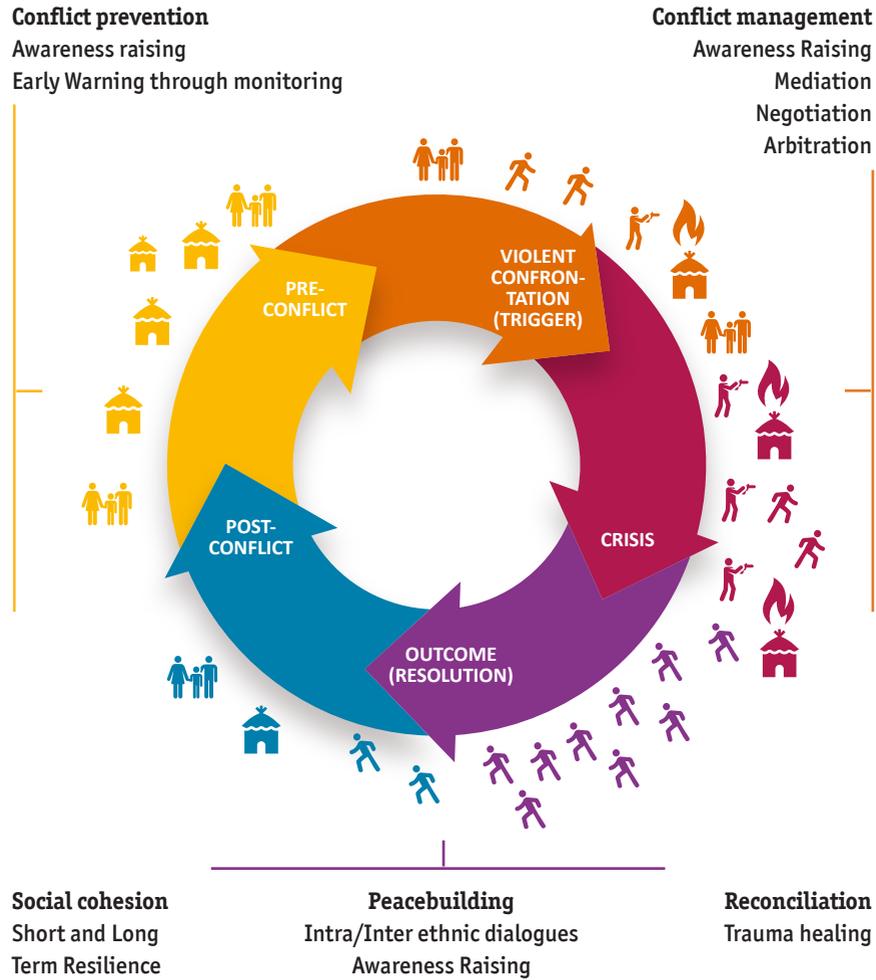
### Behavior/Actions of People

How people behave, their actions, and what can be seen physically

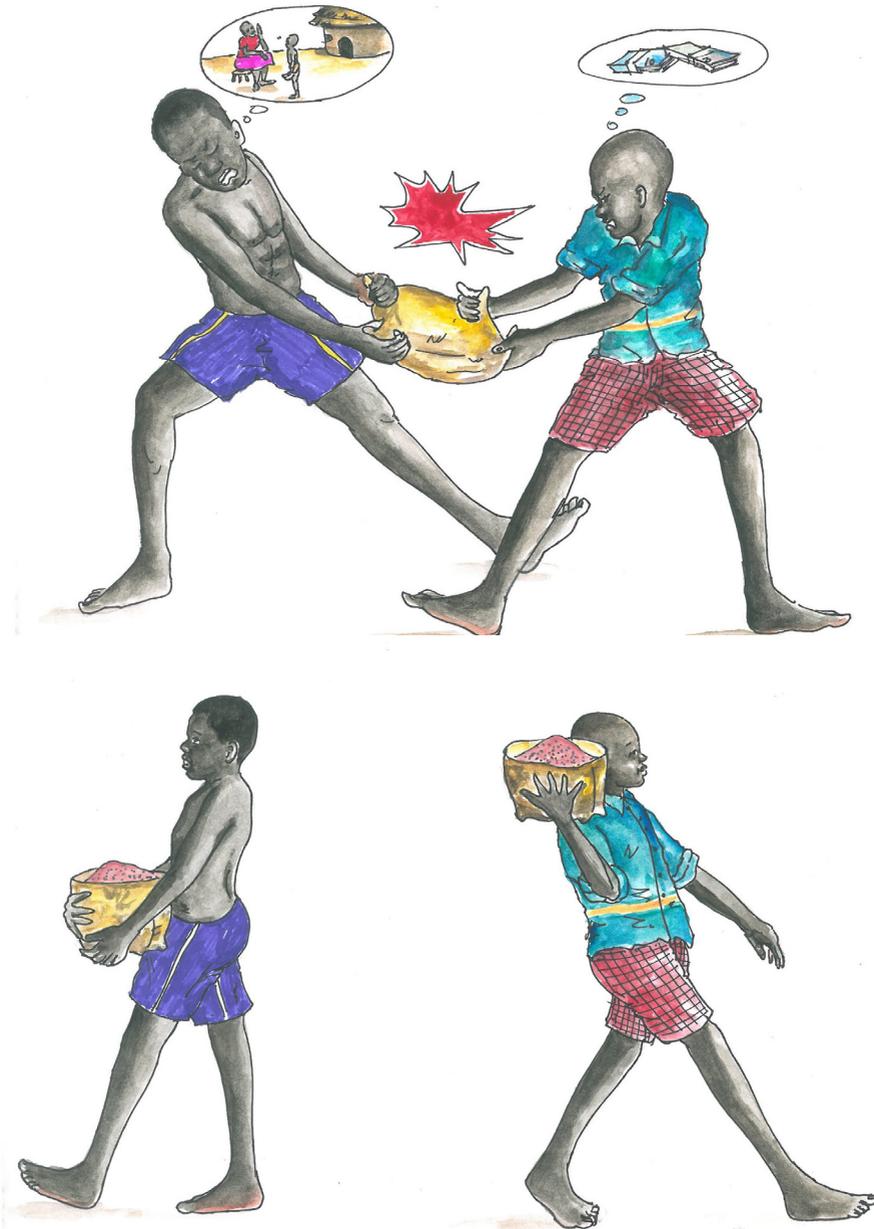
### Core Issue (or Problem)

What the conflict is about - Within the issue or problem, there are underlying needs and interests.

# Stages of conflict



# Section 2: Communication Skills



## Perception



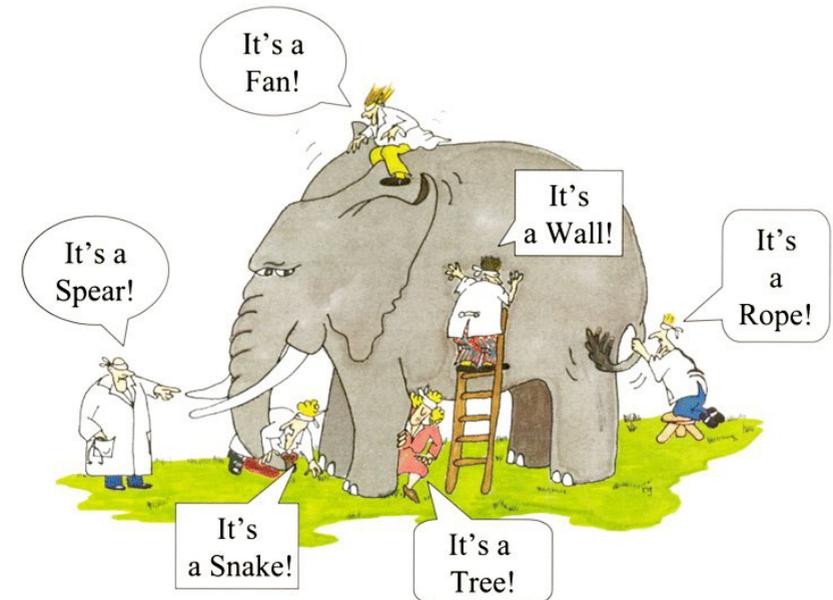
## The story of the blind men and the elephant

A community of blind men once heard that extraordinary beast called an elephant had been brought into the country. Since they did not know what it looked like and have never heard its name, they decided to know more about this animal by touching it.

They went in search of the elephant, and when they have found it, they touched its body. One touched its leg, the other a tusk, the third an ear, and in the belief that they now knew the elephant, they returned home.

But when they were questioned by the other blind men, their answers differed. The one who had felt the leg maintained that the elephant was nothing other than a pillar, extremely rough to the touch, and yet strangely soft. The one had caught hold of the tusk denied this and described the elephant as, hard and smooth, with nothing soft or rough about it, more over the beast was by no means as stout as pillar, but rather had the shape of a post. The third, who had held the ear in his hands, spoke: "By my faith, it is both soft and rough." Thus he agreed with one of the others, but went on to say: "Nevertheless, it is neither like a post nor a pillar, but like a broad, thick piece of leather."

Each was right in a certain sense, since each of them communicated that part of the elephant he had touched, but none was able to describe the elephant as it really was.



## Section 3: Dialogue, Negotiation, Mediation and Arbitration



### The orange story

One Saturday morning after a long week at work, a father plans to sleep in a little later than usual. Instead the father awakens to the sound of his two children arguing. Let's say that one of the children is nine years old and the other is seven years old. At first, the father tries to ignore the dispute and go back to sleep. But this does not work, because the children are getting louder. It sounds like they are arguing about an orange.

Now, let's say that you are the father in this story. You get out of bed to go help settle the conflict, which seems to be escalating. You are a somewhat upset that your sleep has been interrupted and a bit tired too. You see the problem immediately: there is only one orange and both children want it. What do you do?

Elicit proposed actions and approaches from participants. Likely suggestions include: cut the orange in half, take the orange away, give one an apple and the other the orange, etc.

After the everyone has exhausted suggestions, provide the "rest of story".

In fact in the real story it turned out that one child wanted the orange peel to use in making cake frosting for mother's birthday and the other wanted the orange sections (i.e., meat or fruit) to help make orange juice for their mother since its her favorite juice.

Explain the Moral of the story: if the parent had taken the time to ask each child why they wanted the orange, then it would have been possible to satisfy both parties completely. It is easy to assume that the needs of the parties in conflict can only be met at each other's expense (win-lose). By listening to the needs of the parties, it is often possible to discover a solution that is better than cutting the orange in half and compromising (looking for a win-win).

Transition to subject of 'violence' from Orange Story. So there are many ways a person could approach the situation portrayed in the Orange Story. More ways to approach the situation come to mind when you really think about it.

Analogy of the Onion where the outer layer contains the positions that we take publicly, for all to see and hear. Underneath these are our Interests – what we want to achieve from a particular situation. And, underneath these are our Needs that are vitally important to use (our Basic Human Needs).



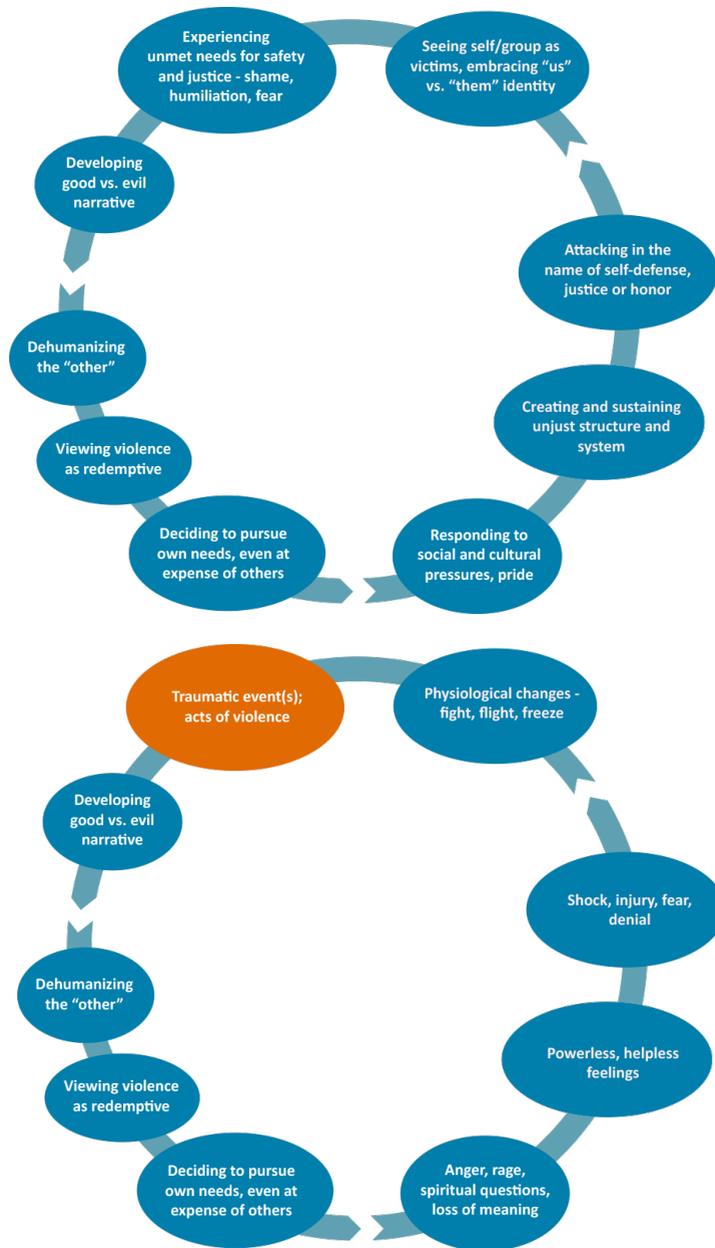
## Section 4: Peace Committees and peace clubs: Roles and responsibilities



## Section 5: Self-Care Techniques/Methods



# Agressor/Victim Cycle



© Carolyn Yoder and the STAR Team at Eastern Mennonite University. Based in part on the writings of Olga Botcharova, Peter Levine, Vamik Volkan and Walter Wink.





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