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# Peer Mediation Program

## Guide for Trainers

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# Peer Mediation Program

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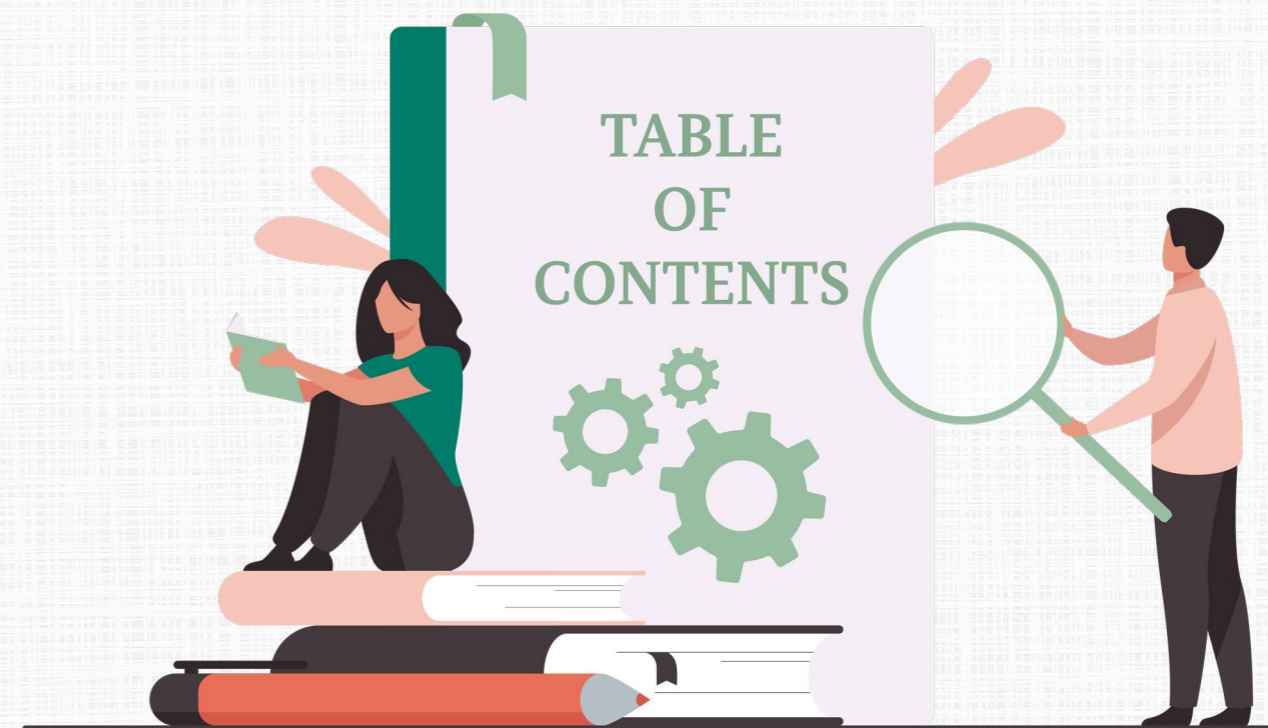


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## List of Abbreviations

<b>BARMM</b>	Bangsamoro Autonomous Region in Muslim Mindanao
<b>DepEd</b>	Department of Education
<b>DNH</b>	Do No Harm
<b>EO</b>	Executive Order
<b>FGD</b>	Focus Group Discussion
<b>GIZ</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
<b>IP</b>	Indigenous People
<b>LGBTQ+</b>	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning
<b>LGU</b>	Local Government Unit
<b>MBHTE</b>	Ministry of Basic, Higher, and Technical Education
<b>NGO</b>	Non-Governmental Organization
<b>NVC</b>	Non-Violent Communication
<b>UNDG</b>	United Nations Development Group
<b>UNDP</b>	United Nations Development Programme
<b>UNICEF</b>	United Nations Children's Fund
<b>S-PMP</b>	School-based Peer Mediation Program
<b>SSG</b>	Supreme Student Government
<b>TNA</b>	Training Needs Assessment
<b>YOUCAP</b>	Youth for a Culture of Peace and Non-Violence in Mindanao



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## Foreword

This Guide for Trainers for the peer mediation program, crafted for the people who play important roles in dealing with school-based conflicts, serves as a handy reference for trainers of youth peer mediators. It elaborates on the peer mediation process and the role of the trainers of peer mediators. It promotes a culture of non-violence, prevents violent escalation of school-based conflicts, and nurtures schools as zones of peace. It serves as a fitting confirmation and enlightenment to all educators, peace advocates, and other internal and external stakeholders that we can achieve the continuing pursuit of peace if we invest and start all our combined efforts and initiatives from the school children.

This Guide for Trainers highlights the concept of peer mediation, which emphasizes that mediation is a form of third-party-assisted dispute resolution, wherein a mediator helps conflict parties to do and facilitate what they cannot do alone. It is a facilitative and non-adversarial process. It allows the mediator to maintain neutrality and impartiality and balance the power between disputants. This guide supports the trainers for peer mediators to prepare for the peer mediation training and strengthens the sustainability of this approach.

It also encompasses the capacity development process and the conceptual framework of capacity development across individuals, organizations, communities, and societal and broader institutions. Hence, it includes three inter-connected and mutually reinforcing levels: institutional, organizational, and individual. It likewise highlights some facilitation and moderation techniques that the trainers for peer mediators should acquire. It comprises a mix of being a resource person (for inputs through sharing what one knows), facilitation of processes, moderation of discussions, and an intervener in case of tensions.

The Guide for Trainers, crafted by the project “Youth for a Culture of Peace and Non-Violence in Mindanao” (YOUCAP) in partnership with DepEd Regional Office 10, DepEd Regional Office 13, Duyog Marawi, and other stakeholders, paved the way for implementing the DepEd 10 innovations on peace education titled PEACE (Peer Mediation program in a Child-friendly Environment) Project.

In Region 10, the project commenced its pilot implementation among student-leaders and school heads at Luyungan IP High School in Malaybalay City Division and Jasaan National High School in Misamis Oriental Division, DepEd Region 10.

Subsequently, the Regional Youth Leadership Formation unit conducted a Regional Training of Trainers on Peer Mediation for the Division Youth Formation Coordinators, Teacher Advisers, and Regional Federation of Supreme Student Government Officers (RFSSG).

With profound gratitude and sincere hope of achieving peace, DepEd Regional Office 10 would like to commend the peacebuilding initiatives and combined efforts of the YOUCAP project and other stakeholders to provide a peaceful environment to our learners, community, and our nation.

### **DR. ARTURO B. BAYOCOT, CESO III**

Regional Director  
Department of Education (DepEd) Region 10

## Preface



Peer mediation empowers students to prevent, resolve, and transform violent and non-violent conflicts by developing their values, attitudes, skills, and knowledge to envision alternative options for actions towards building a conflict-sensitive, gender-sensitive, and culture-sensitive learning environment in schools. The main goal is to reduce violence in schools and increase the capacities of students and teachers to deal with conflicts in a nonviolent way.

With the school-based peer mediation program the project “Youth for a Culture of Peace and Non-Violence in Mindanao” (YOUCAP) drafted a pilot initiative that provided students and teachers with an online training to strengthen their skills in communication, problem solving, critical thinking, de-escalating conflict situations and achieving “win-win” agreements. The trained youth mediators are now able to support their peers to solve conflicts in a non-violent way with little to no intervention by adults. The trained teachers are capable for guiding the student mediators and support if issues are too serious for the mediators to solve. The benefits and impacts of learning these skills includes increased citizen participation, better student-teacher relationship, improved classroom management skills, better prepared young people entering the work force, and prevention of conflict that could lead to violence.

Peacefulness in schools is not just a category. It is a dynamic process that should form part of daily life in schools. The positive dynamism toward peace and nonviolence in schools need to be nurtured by the availability of peace-promoting capacities of individuals, organizations, and institutions. Peer mediation is one of the capacities that cut across different levels.

This Guide for Trainers has been designed to strengthen the capacities of trainers of the school-based peer mediators and to provide a user-friendly resource that they can use in preparing the peer mediation training, conducting the training, and conducting post-training activities. This guide forms part of other tools developed by the YOUCAP project such as the Guide for Peer Mediators.

I firmly hope that trainers for school-based peer mediators, home room teachers, youth formation coordinators of the Department of Education and school administrations will find this guidebook meaningful. May this guide be a useful tool for the trainers so that the training can have greater impact in more schools and regions in Mindanao and support the sustainability of the school-based peer mediation program.

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## Glossary of Selected Terms

### Agreement

An agreement between the two parties about what each will do to solve the conflict (Dues, 2010).

### Conflict

The pursuit of incompatible goals by different groups, whether pursued by peaceful means or by force (Ramsbotham et al., 2005). A motor of change that keeps relationships and social structures honest, alive, and dynamically responsive to human needs, aspirations, and goals (Lederach, 2014)

### Conflict Management

A generic term that includes a whole gamut of positive conflict handling (Ramsbotham et al., 2005). In real life, there is also such a thing as bad conflict management, the kind of management that diverts energy away from constructive solutions, end of communication and persistence of animosity. (Daresh 2002; Oachesu, 2016).

### Conflict Sensitivity

An approach that involves a sound understanding of the interaction between an intervention and the context and acting to minimize negative impacts and maximize positive impacts of the intervention on the conflict (Conflict Sensitivity Consortium, 2012)

### Gender

A social and cultural construct, which distinguishes differences in the attributes of men and women, girls, and boys, and accordingly refers to the roles and responsibilities of men and women. (<https://www.unicef.org/rosa/media/1761/file/Gender%20glossary%20of%20terms%20and%20concepts%20.pdf>)

### Gender Sensitivity

Taking into account the impact of policies, projects and programmes on men, women, boys, and girls and trying to mitigate the negative consequences thereof ([https://www.un.org/esa/sustdev/csd/csd15/lc/gender\\_terms.pdf](https://www.un.org/esa/sustdev/csd/csd15/lc/gender_terms.pdf)).

### Gender Stereotyping

Ascribing certain attributes, characteristics and roles to people based on their gender. Gender stereotypes can be negative (i.e., women are bad drivers, men can't change diapers) and benign (i.e., women are better caregivers, men are stronger). Gender stereotyping becomes harmful when it limits a person's life choices, such as training and professional path, and life plans. ([https://www.un.org/esa/sustdev/csd/csd15/lc/gender\\_terms.pdf](https://www.un.org/esa/sustdev/csd/csd15/lc/gender_terms.pdf)).

### LGBTQ+

Umbrella term for all persons who have a non- normative gender or sexuality. LGBTQ stands for lesbian, gay, bisexual, transgender, and queer and/or questioning. The plus (+) is added to be more inclusive. All children with actual or perceived sexual orientation or gender identity, have the right to a safe and healthy childhood that is free from discrimination. (<https://www.unicef.org/rosa/media/1761/file/Gender%20glossary%20of%20terms%20and%20concepts%20.pdf>)

### Mediation

A process that allows people in conflict to discuss things in a structured environment that facilitates a peaceful resolution that is fair to everyone. ([www.irex.org](http://www.irex.org)). A third-party intervention wherein the process is voluntary, and the conflict parties retain control over the outcome of the negotiations (Ramsbotham et al., 2005).

### Mediator

A person who is trained to help people resolve their disputes while remaining neutral. ([www.irex.org](http://www.irex.org))

### Needs

There are basic human needs for security, belonging, fulfillment, self-esteem, and justice (Interests, Positions, Needs & Values in Negotiations, 2018). Conflicts often undermine the fulfillment of these needs.

### Negotiation

Back-and-forth communication designed to reach an agreement between two parties who both have shared and opposing interests (Fisher et al., 1997). Two or more parties with different preferences trying to reach a joint decision (Bazerman & Moore, 2013).

### Peer Mediator

A mediator who belongs to the same social group based on age, grade, or status, such as belonging to the same class in school or the same student organization (<http://www.peacepals.com.tr/en/what-is-peer-mediation>).

### Violence

Intentional use of physical force or power threatened or actual, against oneself, another person or against a group that results in injury, death, psychological harm, maldevelopment or deprivation (WHO, 2002); includes direct violence, structural (indirect violence) and cultural violence (Galtung, 1969, 1996).

# 1. INTRODUCTION



In 2021, the project "Youth for a Culture of Peace and Non-Violence in Mindanao" (YOUCAP) initiated the piloting of the School-based Peer Mediation Program (S-PMP) in three regions of Mindanao. The YOUCAP project is commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ) and implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH in partnership with the Office of the Presidential Adviser on Peace, Reconciliation, and Unity (OPAPRU). The S-PMP pilot initiative was spearheaded by the regional offices of the Department of Education (DepEd) from Region 10 (Northern Mindanao), Region 13 (Caraga Region) and the Ministry of Basic, Higher and Technical Education (MBHTE) of the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). The non-governmental organization with technical support from Duyog Marawi Inc. was the supporting consultancy firm for the online peer mediation training for students and teachers.

One of the major activities of the pilot initiative was the training of peer mediators among students and teachers from Kapatagan (Lanao del Norte) National High School, Jasaan (Misamis Oriental) National High School, Madrid (Surigao del Sur) National High School and Luyungan (Malaybalay, Bukidnon) Indigenous People's (IP) High School and non-teaching personnel of the DepEd.

After the piloting, students from Madrid National High School formed a peer mediation social club and the school administration designated a mediation room within the school premises. In Northern Mindanao, the DepEd Regional Office 10 replicated the training covering all the fourteen school divisions in the region and focusing on the agency's youth formation coordinators, teachers, and officers of the federated supreme student governments (SSGs).

The DepEd and participants of the pilot initiative are now challenged to sustain the activities in three major areas: one, practice peer mediation using acquired knowledge and skills; two, establish peer mediation programs in schools; and three, replicate the trainings. This guidebook has been specifically designed as a knowledge product to be used by peer mediation trainers.

## 1.1 Purpose of the Guide and Intended Users

This guidebook is primarily intended for peer mediation trainers as well as prospective trainers. Specifically:

- Youth formation coordinators of the Department of Education at the regional and division levels; and,
- Practicing peer mediators involved already involved in peer mediation trainings or interested in becoming trainers.

The idea is to provide a handy resource that trainers can use in preparing the peer mediation training, conducting the training, inclusive of the module plans and process guides and conducting post-training activities.

## 1.2 Outline of the Guidebook

This guidebook is organized into five (5) chapters, including the introduction (Chapter 1). Chapter 2 introduces the framework for individual capacity development. Chapter 3 describes the process for preparing the training. Chapter 4 contains the training modules and process flow of the training. Chapter 5 discusses post-training activities.

The training module is divided into five parts. Module 1 focuses on concepts relevant to peer mediation. Module 2 introduces participants to peer mediation. Module 3 introduces two approaches to peer mediation and elaborates the peer mediation process. Module 4 focuses on the interpersonal and intra-personal capacities needed in becoming a peer mediator. Module 5 guides participants in preparing an action plan to utilize what they have learned from the training.

## 2. FRAMEWORK OF THE PEER MEDIATION TRAINING



It is important for peer mediation trainers to consciously recognize that training is just one aspect of individual capacity development. The challenge is not only to transfer knowledge and skills to individuals but also how the acquired knowledge and skills are translated to actual practice. For individual capacities to flourish, they need support in utilization of individual capacities from organizational level and from an enabling environment at the level of policies and informal norms of the school, community, and society in general.

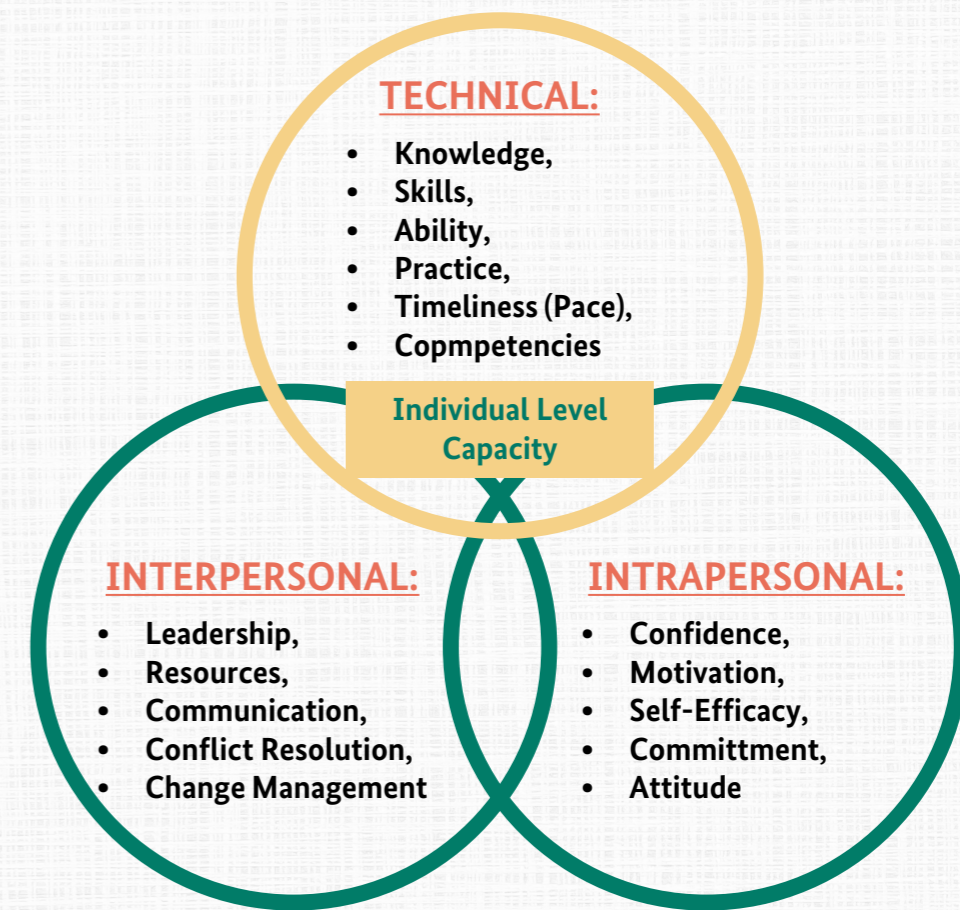
Broadly defined, capacity is the ability to carry out stated objectives (Goodman et al., 1998). It is about people, organizations and society and the process through which they are enabled to shape their own development and adapt to changing conditions (GIZ, 2011). It refers not only to skills and knowledge but also relationships, values, and attitudes, among others (Morgan, 1998).

Capacity building is a process by which individuals, groups,

organizations, and societies increase their ability to perform core functions, solve problems, define, and achieve objectives, and understand and deal with development needs in a broad context and sustainable manner (Horton et al., 2003). It is about people, organizations and society acting as a whole to mobilize and strengthen capacities, create, adapt, and maintain such capacities to achieve development results (UNDG, 2017). The process takes place over a long time (Crisp et al., 200) and it is not only a matter of training (Di Pierro, n.d.).

Finn et al. (2021) suggests framing individual capacity in terms of the combination of technical ability (knowledge and skills) and intra-personal (motivation, confidence) and inter-personal (leadership, management) capacities (see Fig. 1). The three domains will be helpful in establishing baselines of individual capacity (for example, through capacity needs assessment), tracking progress and measuring improvements (for example, through post-training evaluations and periodic reflection and learning).

Fig. 1: Framework of Individual Capacity Development



(Adapted from Finn et al., 2021)



Individual capacity can be developed through formal and informal education, individual reading, and actual experience (Matachi, 2006). Every individual, group or community has inherent knowledge and skills resources. These may be acquired from experience, observation, and perception. High school students, for example, acquire knowledge and skills not only when they are in school but also from communities and families of origin.

However, peer mediation is a challenging field of capacity.

It deals with conflicts from the perspective of a neutral and impartial third party. Peer mediators need to be trained. They need to acquire not only "soft" skills in understanding conflict, conflict sensitivity, communication, and other fields but also the "hard" skills of managing the peer mediation process. The task of expanding this capacity falls on peer mediation trainers from among students, youth formation coordinators of the DepEd and the peer mediation program as a whole.



### 3. PREPARING THE TRAINING ACTIVITY



Preparation is important in any planned activity. Completion or non-completion of preparatory requirements usually determine the viability of a training activity. The following table outlines the sequence of preparatory activities.

**Table 1: Process Guide: Preparing the Training**

Steps/Activities	Description	Checklist
1. Create the steering group.	The steering group provides overall supervision and formulation of policies, rules, and protocols.	<ul style="list-style-type: none"> <li>List of members of the steering group.</li> <li>Team leader of the steering group has been identified.</li> </ul>
2. Review the analysis of training needs. (See Annex 1. TNA Template)	The training needs assessment establishes the justification for the training and sets the baseline of individual capacities that will be used as reference for measuring outcome of the training.	Capacity needs matrix using Finn et.al. (2021) framework of individual capacity (see Fig. 1): <ul style="list-style-type: none"> <li>Technical capacity needs;</li> <li>Inter-personal capacity needs; and,</li> <li>Intra-personal capacity needs.</li> </ul>
3. Agreement on training policies, rules, and protocols.	The steering group formulates policies, rules, and protocols.	Documentation of policies, rules, and protocols (or minutes of the meeting for the purpose).
4. Take stock of resources and budgetary requirements.	The steering group takes stock of available resources and the estimated budgetary requirements for the training.	Documentation: <ul style="list-style-type: none"> <li>Amount of cash in hand and other resources.</li> <li>Estimated budget for the training.</li> <li>Budget gap.</li> </ul>
5. Identify prospective participants.	The steering group identifies prospective participants.	List of prospective participants: <ul style="list-style-type: none"> <li>Name</li> <li>Gender</li> <li>Age</li> <li>Year/grade</li> <li>School</li> </ul>

Steps/Activities	Description	Checklist
6. Select participants.	The steering group decides on the final list of participants using an objective criterion. Selection of participants needs to be conducted in a conflict-sensitive manner.	Final list of participants. The suggested maximum number is 25.
7. Designate the training team.	The steering group designates the training team.	The training team comprises, at least, the following: <ul style="list-style-type: none"> <li>Lead Facilitator</li> <li>Co-Facilitator</li> <li>Documenter</li> <li>Onsite administrative and logistics support.</li> </ul>
8. Pre-training consultations.	The training team conducts online or face-to-face consultations with the participants.	<ul style="list-style-type: none"> <li>The training team shall have been introduced to the participants.</li> <li>Participants have been given informal orientation on the purpose, content (syllabus) and procedure of the training.</li> </ul>
9. Prepare budget and logistics.	The training team prepares the training budget, inclusive of other logistical requirements.	The training budget includes costs of the following: <ul style="list-style-type: none"> <li>Meals and snacks</li> <li>Accommodation</li> <li>Transportation</li> <li>Venue</li> <li>Equipment, materials, and supplies</li> <li>Health and hygiene kits</li> <li>Honoraria</li> <li>Contingency</li> </ul>

Steps/Activities	Description	Checklist
10. Internal preparation of the training team.	The training team agrees on division of roles and responsibilities, session guides, tools and techniques and prepares the materials and supplies for the training.	<ul style="list-style-type: none"> <li>• Schematic diagram of the process guide.</li> <li>• Session guides (lesson plan).</li> <li>• Tools and techniques accompanying each session.</li> </ul>
11. Send invitations.	The steering group sends out the invitations to the participants.	If there is an existing School-based Peer Mediation Program (S-PMP), the letter will be signed by the program coordinator. If there is no S-PMP, the letter may be signed by the school administrator.
12. Onsite preparation.	The steering group and training team inspects the venue.	<b>Venue checklist:</b> <ul style="list-style-type: none"> <li>• Session rooms</li> <li>• Breakout rooms</li> <li>• Accommodation rooms</li> <li>• Tables and chairs</li> <li>• Ventilation</li> <li>• Lighting</li> <li>• Emergency exits and routes</li> <li>• Health and hygiene facilities and conditions</li> <li>• Security conditions inside and outside the venue.</li> </ul>
13. Dry run of the training team.	The lead facilitator, co-facilitator, documenter, and admin/logistics support team conducts a dry rehearsal at the venue.	<ul style="list-style-type: none"> <li>• Team has gone through all the sequences, potential scenarios, and risks.</li> </ul>

In any training cycle, preparation usually takes up eighty percent (80%) of the time. The training needs assessment (TNA) involving 25 participants might take at least one week to prepare. The better the preparation, the better chances there are of achieving success of the training. Good preparation also enhances the confidence of the training team and preparedness of the training participants.

Trainers and participants need to be both prepared, psychologically, procedurally, and substantively. Psychological preparedness is about assurance of

autonomy, competence and belonging to the group. Procedural preparedness is about common knowledge of the whole methodology and sequences of the training. Substantive preparedness is about the training needs and what knowledge and skills can participants acquire from the training. In this regard, it is highly advisable that the TNA should be conducted before rather than on the training day itself. This way trainers will be able to tailor-fit the modules, length of discussion and exercises according to the actual needs of the participants.



# 4. TRAINING MODULES AND PROCESS FLOW



The following modules are adapted from standard peer mediation training manuals used in high schools in the United States, New Zealand, Australia, and Canada. The same manuals were used by Duyog Marawi as reference for the syllabus used during the pilot training in 2021.

## 4.1

## Opening

On the first day, trainers conduct the following preliminary activities:

**Table 2: Training Day: Preliminary Activities**

Activity	Description	Person/s Responsible	Duration (Minutes)
Opening prayer	A volunteer participant may lead the prayer. If participants are of different religious faiths or affiliations, an ecumenical prayer may be said.	Volunteer from participants	5
Singing of National Anthem	Since this is a school activity, the singing of the national anthem is obligatory.	Volunteer from participants	5
Welcome Message	A representative of the school administration or DepEd welcomes everyone and sets the tone of the training.	Representative of the school administration or DepEd	5
Introductions	Participants, facilitators, and all others in the training room introduce themselves. Facilitators should prepare a creative design to enliven the activity and enhance the psychological preparedness of all.	Facilitator and/or co-facilitator	30
Expectations Check	The facilitator asks participants to share individual expectations from the training. The expectations are written on metacards and posted on a pinboard or wall. At the end of the training, participants will revisit the expectations and use these as reference for assessing whether the expectations were met.	Facilitator and/or co-facilitator	15
Briefing	Participants are briefed on the following: <ul style="list-style-type: none"> <li>• Objectives of the training</li> <li>• Training modules</li> <li>• Methodology and process flow</li> <li>• Code of conduct and ground rules</li> </ul>	Facilitator	15

## Energizing the Introductions

There are plenty of creative ways for participants to introduce themselves. Here are some options:<sup>1</sup>

### a. Name Game

- Participants sit on the floor, in a circle.
- All slap knees thrice in rhythm.
- All clap hands thrice in rhythm.
- One participant puts right thumb on right shoulder and calls the person on the right to introduce himself/herself.
- After the introduction, all slap knees thrice, clap hands thrice then another participant places thumb on left shoulder. Person on the left introduces himself/herself.
- The exercise is repeated until everyone has been introduced.

### b. Affirming one's self in a positive way.

- Participants stand in a circle.
- Trainer asks participants to think of affirmative qualities (one word) that starts with the initials of their first name and surname (for example: Linda Amper; L means Lively and A means Accommodating).
- In round robin format, each participant cites his/her name and surname.
- Participant repeats name but only the initials of first name and surname.
- Participant gives the affirmative quality (one word) that starts with the initials of his/her first name and surname.

### c. Quick Chat

- Prepare to play some music.
- When the music starts, participants walk around in all directions, avoiding contact with anyone.
- When the music stops, each participant reaches out to the nearest person and shakes hands.
- Say hi to each other and discover as much information about one another in 5-10 seconds.
- Repeat the process until a participant has chatted with three persons.
- Each participant shares what he/she remembered about the three persons he/she met.

### d. If I were...

- On a piece of paper or metacard, each participant completes the following: (a) If I were an animal, I would be ....; (a) If I were a musical instrument, I would be..., (c) If I were a color, I would be....
- Trainer collects all the papers and read each one aloud without naming the owner.
- Participants guess who the person is being referred to in the paper.
- Once the owner is identified, he/she then explains her answers.



<sup>1</sup> Adapted from: Barruel, C. (2011). Cool Schools Peer Mediation Programme Primary Manual, 5th Edition. Aotearoa, N.Z.: Foundation for Peace Studies Aotearoa.

## 4.2

## Module 1: Concepts Peer Mediators Need to Know

Learning Objective	For participants to acquire basic understanding of conflict, peace and other concepts that are relevant to the role of peer mediators and promotion of schools and learners as zones of peace.	
Session and Topic	Activity	Duration (Minutes)
Introduction	<ul style="list-style-type: none"> <li>• Introduce yourself again and your co-facilitator.</li> <li>• Welcome participants.</li> <li>• Present the module plan, process flow and related activities.</li> <li>• Remind participants of the code of conduct and ground rules.</li> <li>• Ask participants if anything needs to be further clarified.</li> </ul>	20
Warming up	<ul style="list-style-type: none"> <li>• Co-facilitator introduces an "energizer" to stimulate participants.</li> </ul>	20
Conflict	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Question &amp; Answer (Q&amp;A)</li> <li>• Brainstorming</li> </ul>	60
Violence	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Q&amp;A</li> <li>• Open sharing</li> </ul>	30
Responses to conflict	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Q&amp;A</li> <li>• Brainstorming</li> </ul>	60
Feedbacking	<ul style="list-style-type: none"> <li>• Participants give quick feedback on the process and content and level of ease or difficulty in following the discussions.</li> <li>• The co-facilitator can also prepare a simple tool such as smileys numbered from 1 to 5 on a pinboard. Participants can use the smileys as their feedback.</li> <li>• Facilitator and co-facilitator take note of smileys lower than 3, understand why and offer to make improvements.</li> </ul>	15
Recommended Readings	<p>Barruel, C. (2011). Cool Schools Peer Mediation Programme Primary Manual, 5th Edition. Aotearoa, N.Z.: Foundation for Peace Studies Aotearoa.</p> <p>IREX (2013). Conflict Resolution and Peer Mediation Toolkit. (Available at: <a href="https://www.irex.org/sites/default/files/node/resource/conflict-resolution-and-peer-mediation-toolkit.pdf">https://www.irex.org/sites/default/files/node/resource/conflict-resolution-and-peer-mediation-toolkit.pdf</a>).</p> <p>Student Conflict Resolution Experts (SCORE). (2008/2009). Quick Reference Guide to Peer Mediation for Students. (Available at: <a href="http://www.sese.org/wp-content/uploads/2013/08/Peer-Mediation-guide.pdf">http://www.sese.org/wp-content/uploads/2013/08/Peer-Mediation-guide.pdf</a>)</p>	

## Warming Up

It is always good to stimulate participants before a session. Some may have ideas on how to do it. Trainers must try as much as possible to encourage participants to volunteer in taking the lead. If no one volunteers, trainers can try the following:<sup>2</sup>

### a. Coordinated Counting

- The objective of this activity is for the group to count to ten without two people talking at the same time.
- Participants stand in a circle.
- At random, one person starts by counting 1.
- Another person says 2.
- Another person says 3.
- If two persons say a number at the same time, the counting re-starts at 1.
- The game is completed when the group is able to coordinate the counting in sequence.

### b. Circle Stand

- Participants are seated in a circle.
- They link arms or hold hands, left and right.
- On the count of three, they collectively stand up.
- Repeat the count until they stand up at the same time.

## Learning Points

### a. What is conflict?

- A disagreement between two or more people.
- It is a normal part of life. It occurs in all human relationships (Lederach, 2014).
- Conflict exists when individuals or groups compete and pursue incompatible goals, whether the incompatibility is actual or just perceived (Ramsbotham et al., 2005; Wilmot & Hocker, 2010; Moore, 2014).
- Conflict can be positive or negative depending on how you deal with it.
- Conflict is a motor of change that keeps relationships and social structures honest, alive,

and dynamically responsive to human needs, aspirations, and goals (Lederach, 2014; Condliffe, 2016).

- It can be a positive force for personal growth and helping the family, school, and community work better. If handled badly, conflicts can turn into violence and harm individuals, organizations, communities, and nations (Dues, 2010).

### Brainstorm

- Divide participants into groups of 3-5 persons. Each group designates a group leader to facilitate the discussion.
- Each person in the group thinks of an incident when she/he argued with a classmate, friend, brother, sister, mother, or father.
- From each incident, participant remembers the words that were exchanged between her/him and the other person. She/he writes the words on metacard.
- Group leader collects all metacards and puts them on the floor, pinboard or wall.
- Participants examine the words.
- Group leader asks: what do you notice about the words?
- Participants underline the negative words.
- Participants exchange ideas on how the negative words created conflict.

### b. What is violence?

- Violence is when one person or group imposes his/their will over others and cause harm. The violent act can be physical, verbal, or emotional.
- Intentional use of physical force or power, threatened or actual, against oneself, another person or against a group that results to injury, death, psychological harm, maldevelopment or deprivation (WHO, 2002)
- A triangle of structural violence, direct violence, and cultural violence (Galtung, 1969, 1996)
- Has three broad categories: self-directed, interpersonal, and collective (WHO, 2002)



- Collective violence – committed by larger groups of individuals or states (WHO, 2002)
- Structural Violence – when social structures or social institutions harm people by preventing them from meeting basic needs (Galtung, 1969a)
- Violent Conflict – similar to armed conflict but includes one-sided direct physical violence (Ramsbotham et al., 2005)
- Violence is not the same as conflict. It is a negative way of dealing with conflict.

### c. Responses to conflict

- There are two ways of dealing with conflict: destructive and constructive.
- Some of the destructive ways are violence, anger, win/lose attitude, blaming, accusations or the use of "you" statements.
- Some of the constructive ways are listening with empathy, win/win attitude, recognition of mutual needs, respect for each other's perspectives, problem solving approach and personal accountability to one's words or actions (such as the use of "I" statement).

- The way we deal with conflicts could be influenced by the four "Ws": (a) What the conflict is about; (b) With whom; (c) When; and (d) Where.
- The destructive ways have costs such as: damage to relationships; physical, emotional, and mental damage; waste of time and money, preventing the individual or group to achieve goals, diminution of self-esteem, and putting limits to a person's or group's potential.
- Constructive ways of dealing with conflict have benefits, such as: enhancement of relationships, positive environment for self-growth and achievement of goals, enhancement of self-esteem and peaceful resolution of problems.

## Brainstorming

- Divide participants into groups of 3-5 persons.
- Each group designates a group leader.
- Each participant shares experience/s of conflict in school.

<sup>2</sup> Adapted from Barruel, 2011.

**Table 3: Reporting Template: Responses to Conflict**

Based on the personal experience, each participant shares how he/she responded to the conflict using the following guide:

How did I respond to conflict? (check appropriate box)			
In response to conflict....	Often	Sometimes	Never
Yell at the other person			
Threaten the other person			
Avoid the other person			
Change the subject			
Try to understand the other person			
Complain to an adult			
Call the other person names			
Let the other person have his/her way			
Try to reach a compromise			
Let adults decide who is right			
Talk to find ways to agree			
Talk to find ways to agree			
Hit or push back the other person			
Cry			
Make it into a joke			
Forget the incident			

- » Sub-groups return to the plenary and share results.
- » Trainer synthesizes the results.
- » Participants reflect on the results and ask: (a) which responses are destructive and do not lead to resolution of the conflict? and, (b) which responses are constructive and lead to peaceful resolution and mutual benefit?

relaxation exercise. As guide for sharing, participants use the following guide questions:

- What was/were the most important thing/s I learned today?
- Which of the topics were completely new to me?
- What topic/s was/were most difficult to understand?
- What is there that needs to be improved in terms of process facilitation, participation, and content?

### Feedbacking

The purpose of this session is for participants to share most important learnings from Module 1 and inform the trainer on how the training process could be further improved. Before the feedbacking session, trainers may facilitate a



## Module Plan

Learning Objective	Participants shall have acquired general knowledge on school-based peer mediation and the potential benefits to learners and the whole school.	
Topic	Activity	Duration (Minutes)
Introduction	<ul style="list-style-type: none"> <li>Ask up to three (3) participants to recap Module 1. This can be done creatively and randomly by throwing a ball.</li> <li>Ask participants if there is any lingering question related to Module 1. If there is, deal with the question/s before starting Module 2.</li> <li>Present the Module 2 plan.</li> </ul>	20
Warming Up	<ul style="list-style-type: none"> <li>Trainer introduces an energizer</li> </ul>	20
Conflict Management	<ul style="list-style-type: none"> <li>Lecture</li> <li>Question &amp; Answer (Q&amp;A)</li> <li>Open sharing of ideas</li> </ul>	45
The Concept of Mediation	<ul style="list-style-type: none"> <li>Lecture</li> <li>Question &amp; Answer (Q&amp;A)</li> <li>Open sharing of ideas</li> </ul>	45
Peer Mediation	<ul style="list-style-type: none"> <li>Lecture</li> <li>Question &amp; Answer (Q&amp;A)</li> <li>Open sharing of ideas</li> </ul>	60
Key Actors in School-Based Peer Mediation	<ul style="list-style-type: none"> <li>Lecture</li> <li>Question &amp; Answer (Q&amp;A)</li> <li>Open sharing of ideas</li> </ul>	30
Benefits of Peer Mediation in Schools	<ul style="list-style-type: none"> <li>Lecture</li> <li>Question &amp; Answer (Q&amp;A)</li> <li>Brainstorming</li> </ul>	60
Quick Feedbacking	<ul style="list-style-type: none"> <li>Open sharing</li> </ul>	30
Recommended Readings	<p>New South Wales (NSW) Department of Education and Communities (n.d.). Peer mediation for secondary schools: Helping students to resolve conflict in peaceful ways. (Available at: <a href="https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/attendance-behaviour-and-engagement/peer-mediation/secondary-whole-package.pdf">https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/attendance-behaviour-and-engagement/peer-mediation/secondary-whole-package.pdf</a>).</p> <p>IRES (2013). Conflict Resolution and Peer Mediation Toolkit. (Available at: <a href="https://www.ires.org/sites/default/files/node/resource/conflict-resolution-and-peer-mediation-toolkit.pdf">https://www.ires.org/sites/default/files/node/resource/conflict-resolution-and-peer-mediation-toolkit.pdf</a>).</p>	

## Warming Up

Again, it is always good to start sessions for this module with energizers. Trainers can reuse some of the energizers used in Module 1, ask participants to introduce some that they already know or try the following:<sup>3</sup>

## a. Pass the Mask

- Participants sit in a circle.
- At random, first participant makes a funny face or any facial expression representing what he/she feels.
- Participant on the right side of the first participant imitates the facial expression of the first participant and then shows a new facial expression.
- Next participant does the same.
- The exercise continues until each participant has imitated the facial expression of the previous participant and invented a new one.

## b. Blind Drawing

- Participants stand up and each is given a bond paper, cardboard, and marker pen.
- Each participant chooses a partner.
- Partner A draws the face of B and Partner B draws the face of A.
- The partners show each other's drawing and exchange notes about who they are and what they do.
- They then exchange ideas on the topics contained in the module plan.

## Learning Points

## a. Conflict Management

- Conflict management represents a whole gamut of responses to conflict idealized to be positive (Ramsbotham et al., 2005).
- It is intended to prevent violence, support conflict resolution, and mitigate negative outcomes of conflict. It is a topic that is pertinent to all sorts of stakeholders - from family, private companies, state and non-state organizations and other stakeholders (Dewa et al., 2012).
- Management of conflict requires acquisition

of individual skills (such as conflict analysis, communication, conflict resolution approaches and techniques, among others) and appropriate structures for establishing favorable organizational environments (Thakore, 2013; Oachesu, 2016).

- Management of conflict could also go wrong. One must recognize that conflict systems are dynamic, non-linear, and complex (de Coning, 2018).
- Mismanagement of conflict could lead to exacerbation of the destructive elements of the conflict process. It could lead to end of communication and persistence of animosities (Daresh, 2002).
- For a conflict to be productive, conflict management must be constructive (De Dreu, 1997).
- Peer mediation is a form of constructive and productive conflict management.
- In schools, educational managers have the responsibility of coming up with better ways of dealing with in-school conflicts (Namara, 2002). Peer mediation is one option.

## b. The Concept of Mediation

- Mediation is a form of third-party assisted dispute resolution.
- A catalyzed negotiation where a mediator helps conflict parties to do what they cannot do alone (Zartman, 2008).
- A facilitative, non-adversarial process where the mediator maintains neutrality and impartiality, defer from making judgment and aims to balance power between disputants (Lovenheim & Guerin, 2004; Cremin, 2007; Moore, 2014).
- The practice is as old as humankind and is rooted in many cultures and religions (Cremin, 2007).
- It is widely used in resolving different types of disputes including marital disputes, family disputes, environmental mediation, victim-offender mediation, workplace mediation, inter-group conflict mediation, peer mediation in schools, and others (Lovenheim & Guerin, 2004; Cremin, 2007; Moore, 2014).
- The primary goal of mediation is for conflict parties to work out solutions they can live with (Lovenheim & Guerin, 2004). This does not mean

<sup>3</sup> Adapted from Barruel, 2011.



non-recognition of a wrong done and the need for restorative justice (Cremin, 2007). The process must be transformative and should lead to the restoration of good communication and human relationships

#### c. Peer Mediation

- Peer mediation is a form of peer support (Cremin, 2007).
- The "peer" in peer mediation refers to individuals belonging to the same social group based on age, grade, or status such as belong to the same class in school or belong to the same student organization (<http://www.peacepals.com.tr/en/what-is-peer-mediation>).
- School-based peer mediation is a type of peer mediation that is conducted primarily within the school.
- The school-based peer mediation program (S-PMP) piloted by YOUCAP and the DepEd focuses on junior and senior high school. The target groups for the trainings are peers in the junior and senior years of high school, roughly within the 15-18 age group, teachers of the same year group and concerned officials of the Department of Education, especially the youth formation coordinators of regional and division offices.

#### d. Key actors in school-based peer mediation

- Peer mediation in schools form part of the whole school system. It should be coordinated through a program and supervised by the school administration.
- The key actors are the disputants and peer mediators. Around them are teachers, non-teaching personnel and the school administration that provide support.
- The configuration of actors and their roles vary according to the model adopted by the school. There are four possible models: one, as a school-wide program; two, as a classroom-based program; three, as a whole-class model; and four, as a curriculum-based program.<sup>4</sup>
- In a school-wide program means that peer

mediation is applied across various grade levels. Trained students act as peer mediators assist disputes across different grade levels throughout the year. The key actors are peer mediators, disputants, teachers, staff of the peer mediation program.

- In the classroom approach, students from each class are trained and mediate within their own classroom during the year. The key actors are students in the classroom and the teacher/s.
- In the whole-class model, every student in a classroom is trained in peer mediation skills. When two disputants cannot find a reasonable solution, other students will assist at a "peace table" within the classroom (Davies, n.d.; Schruppf et al., 1991). They key actors are students in the classroom and the teacher/s.
- In the curriculum approach, peer mediation is integrated to the education curriculum on peace education for general awareness and cultural change. Here, the main actors are the teacher who develop the syllabus and actually teach peer mediation in class.

#### e. Benefits of peer mediation in schools

- Peer mediation in schools is still an emerging practice in the Philippines. The YOUCAP and DepEd pilot program is a pioneering experience in Mindanao.
- Peer mediation in schools is widely practiced in other countries like the United States, Canada, New Zealand, Australia, and others.
- Peer mediation training has also been proven to be effective in helping students to self-regulate their behavior when dealing with conflict (Bandura, 1986; Graham & Pulvino, 2000; Humphries, 1999; Johnson et al., 1994).
- Studies have shown that peer mediation has reduced or declined school violence and student suspension (Bickmore, 2000; Churchill, 2013; Schellenber et al, 2007).
- A 2003 study conducted in public schools of Cleveland (Ohio, United States) shows that 8-11-year-old students have increased understanding of and inclination to use nonviolent

conflict resolutions combined with capacity for academic achievement (Bickmore, 2003).

- Another study conducted in two New York City schools showed decreases in on-campus physical violence, name-calling, and verbal putdowns (Churchill, 2013). Schellenberg et al. (2007) also cite how peer mediation has led to reductions in student being suspended from suburban elementary schools.
- There are long-term benefits to look forward to such as empowerment of youth and better participation in governance, better student-teacher relationships, improved classroom management, prevention of violence and a peaceful school environment conducive for learning and growth.

#### Brainstorming

- » Divide participants into small groups of 3-5 persons.
- » Each group selects a discussion leader.
- » Each group engage in discussion for 30 minutes using the following guide questions:
  - a. Will peer mediation resolve student conflicts?
  - b. Will peer mediation training motivate students to resolve their own conflicts?

- c. Can peer mediation prevent violence in schools?
- d. As a student what benefit can I get from peer mediation?

» All groups return to the plenary to share results and further exchange ideas for 15 minutes.

#### Feedbacking

The purpose of this session is for participants to share most important learnings from Module 2 and inform the trainer on how the training process could be further improved. Before the feedbacking session, trainers may facilitate a relaxation exercise. As guide for sharing, participants use the following guide questions:

- What was/were the most important thing/s I learned today?
- Which of the topics were completely new to me?
- What topic/s was/were most difficult to understand?
- What is there that needs to be improved in terms of process facilitation, participation, and content of this module?



<sup>4</sup> See: Schruppf, F., Crawford, D., & Usadel, H. C. (1991). *Peer mediation: Conflict resolution in the schools*. Champaign, IL: Research Press; Davies, L. (n.d.) *Solutions Through Peer Mediation*. (Available at <http://www.kellybear.com/TeacherArticles/TeacherTip13.html>)

Learning Objective	At the end of the module, participants shall have acquired technical capacity in managing the mediation process.	
Topic	Activity	Duration (Minutes)
Introduction	<ul style="list-style-type: none"> <li>Ask up to three (3) participants to recap Module 2. This can be done creatively and randomly by throwing a ball.</li> <li>Ask participants if there is any lingering question related to Module 1. If there is, deal with the question/s before starting Module 2.</li> <li>Present the Module 3 plan.</li> </ul>	15
Basic Principles of Peer Mediation	<ul style="list-style-type: none"> <li>Lecture</li> <li>Brainstorming</li> </ul>	60
Overview of Approaches to Peer Mediation	<ul style="list-style-type: none"> <li>Lecture-discussion</li> <li>Question &amp; Answer (Q&amp;A)</li> </ul>	30
Cases for Mediation	<ul style="list-style-type: none"> <li>Lecture</li> <li>Question &amp; Answer (Q&amp;A)</li> <li>Brainstorming</li> </ul>	60
Informal Approach to Peer Mediation	<ul style="list-style-type: none"> <li>Lecture</li> <li>Question &amp; Answer (Q&amp;A)</li> <li>Simulation</li> </ul>	120
Formal Approach to Peer Mediation	<ul style="list-style-type: none"> <li>Lecture</li> <li>Question &amp; Answer (Q&amp;A)</li> <li>Simulation</li> </ul>	90
Recommended Readings	<p>Hoffman, D.A. (n.d.). Ten Principles of Mediation Ethics. (Available at: <a href="https://www.mow.uscourts.gov/sites/mow/files/Ten-Principles-Mediation-Ethics.pdf">https://www.mow.uscourts.gov/sites/mow/files/Ten-Principles-Mediation-Ethics.pdf</a>)</p> <p>The Institute of Arbitrators and Mediators - Australia (n.d.). Principles of Conduct of Mediators. (Available at: <a href="https://www.resolution.institute/documents/item/2266">https://www.resolution.institute/documents/item/2266</a>)</p> <p>New South Wales (NSW) Department of Education and Communities (n.d.). Peer mediation for secondary schools: Helping students to resolve conflict in peaceful ways. (Available at: <a href="https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/attendance-behaviour-and-engagement/peer-mediation/secondary-whole-package.pdf">https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/attendance-behaviour-and-engagement/peer-mediation/secondary-whole-package.pdf</a>).</p> <p>GIZ (2022). Peer Mediation Program: Guide for Peer Mediators</p>	

### Warming Up<sup>5</sup>

#### a. Octopus Game

- Create big space in the training room and remove all tables and chairs. Alternatively, find an open ground that is free of debris and other obstacles. Then, gather all participants.
- Ask for one volunteer. The volunteer is designated as the octopus. The octopus can run around freely.
- Once the octopus has been selected, other participants run around freely. Their intention is to avoid being tagged by the octopus.
- When a participant is caught and tagged by the octopus, he/she stands on the same spot and can no longer run. He/she can only wave arms like tentacles and hope that someone touches it and becomes tagged as well.
- The exercise ends when everyone has been tagged and remain standing where they are.

#### b. Leading the Blind

- Gather participants outdoors where there are several trees, posts, chairs, tables, or other standing objects of the same kind.
- Ask participants to form pairs of two persons.
- Each pair agrees who is the leader and who is the blind. The blind is blindfolded.
- In pairs, the leader leads the blind to a standing object, to touch and feel the object. After familiarizing with the object, he/she is led away by the leader.
- The blind removes the blindfold. He/she then tries to locate the object that he/she touched previously.
- After the exercise, participants gather in a circle and share thoughts on how it feels to be blind and lean on someone for help.


### Learning Points


#### a. Basic Principles of Peer Mediation


- In the literature on mediation, the number of basic principles vary from three, four, six and up to ten. This is because practitioners engaged


in commercial practice (or mediation for a fee) add some principles related advertising and solicitation, disclosure of mediation fees and conflict of interest, among others.<sup>6</sup>


- In peer mediation, we focus on five most important ones:

 **Impartiality.** As mediator you are neutral or do not take sides in any dispute. You will not give advice on individual positions. Your task is to guide the process. Take note that your own feelings affect your words and body language that may be perceived as partial by any of the conflict parties.

 **Confidentiality.** Everything that you see and heard during the mediation process is confidential. They cannot be disclosed to anyone or used as evidence in any legal proceedings. However, you must remind disputants of the limits of confidentiality. Any dispute that involves violence punishable under existing laws (for example: child abuse, sexual abuse, selling of illegal drugs) are not subject to confidentiality.

 **Voluntary.** Disputants must be informed that peer mediation is an option they can say yes or no to. No one will be forced to be mediated. You will remind the disputants that the product of the process should be based on their free will.

 **Self-determination.** The mediator does not make decisions or judgements on the dispute. The result of the mediation process entirely depends on the ability of disputants to reach a voluntary or uncoerced agreement.

 **Do No Harm.** You will avoid conducting the peer mediation process in a way that harms the participants or worsens the dispute. There are situations where a disputant is suffering from an emotional distress and the mediation could be potentially damaging to the person or inflame the antagonism between the two parties. An important part of inter-personal capacity of the

<sup>5</sup> Adapted from: Barruel, 2011.

<sup>6</sup> See: Principles of Conduct of Mediators (<https://www.resolution.institute/documents/item/2266>)

mediator is how to handle traumatized persons.

- These principles serve as pillars of the code of conduct of the peer mediator.

#### b. Approaches to Peer Mediation

- There are two approaches to school-based peer mediation: one, the formal approach, and two, the informal approach.
- The formal approach is structured with clear procedures and rules, has written forms to fill and sign, including the agreement of parties and is based on an agreed schedule and location (See: Lovenheim & Guerin, 2004; Block & Blazej, 2005; SCORE, 2008/2009; IREX, 2013; NYC Commission on Human Rights, 2016). The mediation session varies in length depending on the nature of conflict, behavior of participants and other factors.
- The informal approach is un-structured, spontaneous and peer mediation takes place when and where the incident happens (Davies, n.d.). The dispute is spontaneously mediated, be it in the playground, cafeteria, classroom, or hallway. In some schools in other countries, peer mediators wear arm bands, vests, or badges so that they are easily recognizable (Davies, n.d.).
- The formal and informal approaches have the same objective. They only differ in the intervention process, procedure, documentary requirements, facilitation, and physical location (see below).

**Table 4: Comparison of Formal and Informal Approach to Mediation**

Attributes	Formal	Informal
Intervention Process	Based on request and a clear plan of action.	Spontaneous and proactive.
Procedure	6-step procedure plus Step 0 (preparation).	Flexible.
Documentary Requirements	Signed forms and agreements.	No written forms to be filled up and document to be signed.
Facilitation	By a team of Mediator and Co-Mediator.	Can be done by one mediator.
Venue	Planned and pre-agreed venue.	On the spot, where the conflict happens.

#### c. Cases for mediation

- Peer mediation in schools need to be integrated to school policy and programs.
- Existing policy on school discipline that still remains in force is the Department of Education, Culture and Sports (DECS) Service Manual of 2000. The manual contains a list of 15 grave offenses and 30 minor offenses that are under the mandate of the School Discipline Committee.<sup>7</sup>
- Experience in other countries suggest that peer mediation is suitable for minor disputes. In New South Wales, Australia, peer mediation in schools focus on gossip and spreading of rumors, name calling, friendship problems, teasing, exclusion, and loss of property.<sup>8</sup>
- In the experience of the Walker Mill Middle School in Maryland, U.S.A., peer mediators do not handle drug abuse, possession of illegal drugs, possession of weapons, sexual assault, suicide attempts, cases subject to pending judicial ruling and cases with indication of imminent danger to the safety of the disputants and peer mediators.<sup>9</sup>
- School administrations need to guide peer mediators on which cases can be mediated and which ones are under the domain of the School Discipline Committee.

#### Brainstorming

- » Divide participants into small sub-groups of 3 to 5 persons. Each sub-group designates a discussion leader.
- » Sub-groups discuss using the following guide questions:
  - What are the most common student disputes in your school?
  - How do disputants usually to the situation?
  - Which disputes are easily resolved by the disputants on their own? What have been the results?
  - Which type of dispute do you think would need mediation support?
  - Which type of dispute do you think would be difficult to mediate?

» Sub-groups return to the plenary after 30 minutes and share the results of the discussions.

» Trainer synthesizes the results.

» Participants reflect on the results using the following guide questions:

- Looking at the common disputes in my school, what type/s of dispute will I recommend to the school administration for mediation?
- Looking at the disputes that need mediation support, what do I need to prepare if I were the mediator?

#### d. Informal Approach to Peer Mediation

- As discussed earlier, the informal approach is un-structured, spontaneous and peer mediation takes place when and where the incident happens.
- Once the mediator observes a dispute or if someone asks the mediator for support in a dispute, he/she can follow five simple steps:
  - Intervene. Be in the middle as a neutral and impartial third party. Your immediate purpose is to change the mood of the situation. Approach the disputants smoothly. Start with a simple entry such as saying: "Hi, how are you?"
  - Introduce yourself. You should introduce yourself even if you think that you already know the disputants by name or that you are already known to them. The self-introduction is a way of politely changing the mood and reducing the tension. It is also a way of letting them know that you are a mediator and ready to help. When you introduce your name, you also introduce your role as a peer mediator. For example, you could say, "I am Linda; I am a member of the peer mediation club. How may I be of help?"
  - Sensitively change the way parties communicate. Do not diagnose and do not attempt to find out who is right or wrong.

<sup>7</sup> DECS. (2000). *School Discipline Rules of Procedure - DECS Service Manual*. (Available at: <https://depedtambayan.net/school-discipline-rules-of-procedure-decs-service-manual/>)

<sup>8</sup> See: <https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/attendance-behaviour-and-engagement/peer-mediation/secondary-whole-package.pdf>

<sup>9</sup> See: Bryant, A. (n.d.) *Peer Mediation Services*. (Available at: <https://schools.pgcps.org/Walker-Mill/Peer-Mediation/>); Davies, L. (n.d.) *Solutions Through Peer Mediation*. (Available at: <http://www.kellybear.com/TeacherArticles/TeacherTip13.html>).

At this point, your purpose is for disputants to slow down and pause. They can only slow down and pause if the communication style is transformed, leading to the lowering of voices and tensions. Find a way to change the topic of conversation. For example: "Can we move somewhere else where we could relax a bit?"

- iv. Alter the course of the conversation. In the moment of dispute, your intervention may produce immediate effects. After cooling down, disputants may decide to improve the way they communicate. Although this does not mean that the conflict has been resolved, they shall have restored a good relationship. Then offer to facilitate the conversation for them to talk things out. However, time may be short. Offer to facilitate the continuation of the conversation then agree on a date and place.
- v. Continuing the conversation. As mutually agreed, the mediator facilitates the continuation of the conversation. There are two possibilities: one, the disputants might discover that they can resolve the dispute by themselves in a non-violent way. Therefore, they may no longer need a mediator; and two, they might see the need for a structured process. If they choose this option, the mediator needs to discuss with his/her team and prepare the requirements for the structured approach.

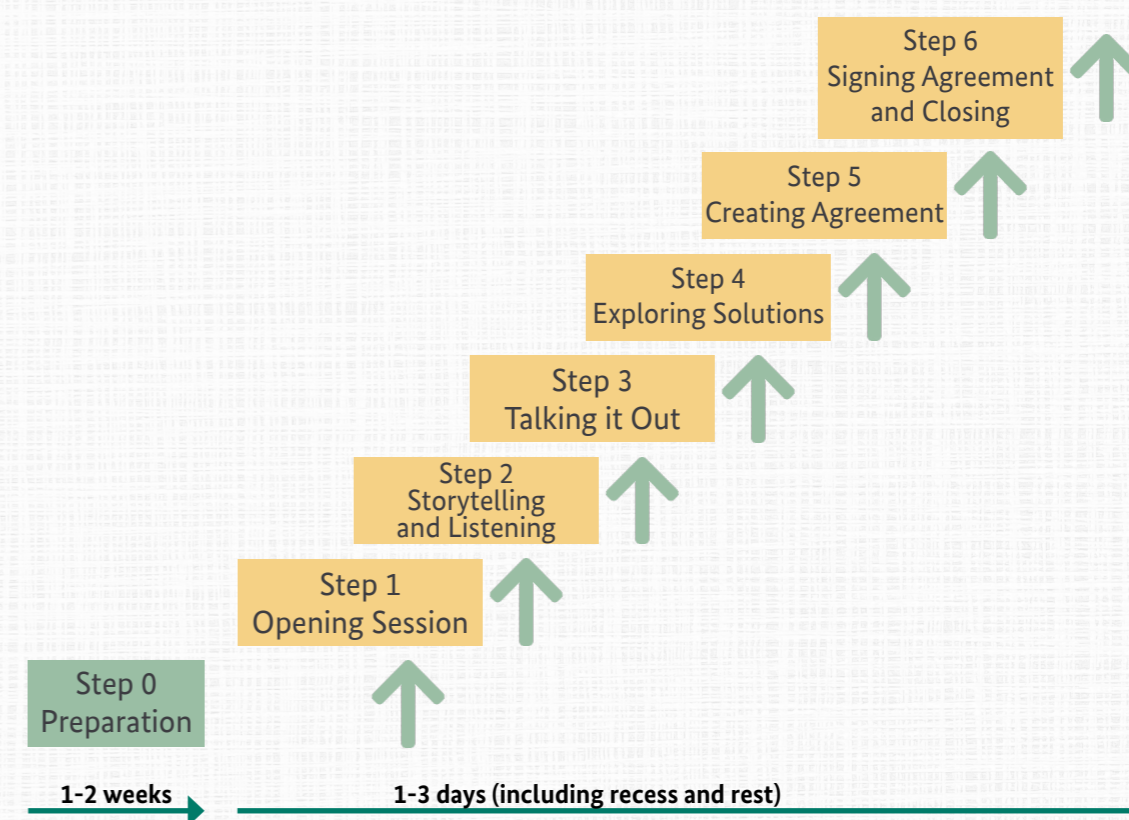
### Simulation Exercise

- Trainers will prepare two dispute scenarios written on bond paper and each one sealed in an envelope. For example: two students hurling verbal insults, and someone might get hurt; one student accuses another student of stealing his/her notebook.
- Ask for six (6) volunteers.
- Divide the 6 into two groups (Mediation Group A and Mediation Group B) of 3 persons each. The rest of the participants act as observers. They are also divided into two groups: Observer Group A and Observer Group B.
- Each group designates the peer mediator and the two disputants.
- Hand out the one sealed envelope to Group A and the other envelope to Group B.
- Create space so that each group are separated by a distance so that they do not disturb one another.
- The mediation groups separately enact the scenarios contained in the envelopes.
- The designated mediators follow the procedure for the informal approach to mediation.
- Give each group 20 minutes for the simulation.
- After completion of the simulation, gather everyone in a circle.
- Mediation groups A&B share their experience.
- Observer groups A&B share their observations.
- All participants reflect on the experience.
- Trainers will share their own observations and reflections and congratulate everyone for the job well done.

### e. Formal approach to Peer Mediation

- Formal peer mediation is structured into a six-step process, plus Step 0 for the preparation (see Fig. 2). The preparation begins when a request for mediation is received and evaluated.

Fig. 2: Peer Mediation Process: Formal Approach



Adapted from Lovenheim & Guerin (2004), Block & Blazej (2005); Davies (n.d.); SCORE, 2008/2009; IREX, 2013; and, NYC Commission on Human Rights, 2016.

- The six steps in the actual mediation process are: (1) Opening Session; (2) Storytelling and Listening; (3) Talking it Out; (4) Exploring Solutions; (5) Creating Agreement; and (6) Signing Agreement and Closing.
- It is important to note that disputants have the right to choose which approach to use. The

mediator needs to inform the disputants of the documentary requirements and the length of the formal approach.

- Peer mediators will undertake a special training on this topic using the guidebook: Peer Mediation Program: Guide for Peer Mediators.

## Simulation Exercise

- Formal mediation is a long process. In this simulation, participants will try to experience Step 1 of the process.
- Select eight (8) volunteers. The rest of the participants act as observers.
- Divide the 8 into two groups (Group A and Group B). Each group selects a peer mediator, co-mediator and two disputants.
- Use the following handout (sample script) as guide:

### Formal Mediation Step 1

Actors:



"Good morning! First of all, I want to welcome you both to this mediation and thank you for coming."

"Welcome. My name is Felix and Linda (Mediator), and I are here you through in finding solution to the conflict. "

"How would you prefer that we address you?"

"You can call me Robert."

"My name is Arah."

"Thank you all. First we would like to explain how the mediation process works and what we will be doing today."

"First of all, we would like to confirm that you are here voluntarily."

"Yes, confirmed."

"Yes, confirmed."

"Second, we need to agree on some rules that will guide us through the process." (Felix shows sample of "Do's" and "Don'ts").

"Could you explain what 'listening actively' means?"

"Active listening means...."

"How long does the process last?"

There are six (6) steps, including what we are doing now as the first step. The length of the process actually depends on you. It can take an hour or longer. If we cannot finish today, we can schedule another session to continue the process."

"It is important for us to make it clear that everything we do and say here stay between us. We won't tell our friends, classmates, and teachers. The only except is when someone is in danger of being hurt or hurting someone."

"Our job is to help you understand each other better and find a solution. We are not here to judge and decide who is right or wrong. We promise to try our best to remain neutral."

"Please do not hesitate to ask if there are things that need to be clarified."

"I understand everything."

"So far I have no further questions."

"Alright then, let's proceed. Before we go to the next step, we would like each of you to give your opening statements. Please share your interpretation of what happened, what the issues are, your position on the issue/s, your interests and needs and your expectation from this mediation."

**Table 5: Example of Ground Rules**

Do's	Don'ts
<ul style="list-style-type: none"> <li>• Listen actively.</li> <li>• Raise hand to be recognized before reacting.</li> <li>• Be sensitive to gender, culture, and conflict.</li> <li>• Be open and open.</li> <li>• Mean what you say and say what you mean.</li> <li>• Speak for yourself.</li> <li>• Be polite.</li> <li>• Avoid derogatory statements about another person or group.</li> <li>• Tell the truth to the best of your knowledge.</li> <li>• Focus on issues, not the person.</li> </ul>	<ul style="list-style-type: none"> <li>• Do not interrupt or distract others' attention when someone is talking.</li> <li>• Do not judge the other person's opinion.</li> <li>• Do not criticize.</li> <li>• Do not change the subject.</li> <li>• Do not offer advice.</li> <li>• No stereotyping and mudslinging.</li> <li>• Do not make false assumptions.</li> <li>• Do not poke fun at others.</li> </ul>

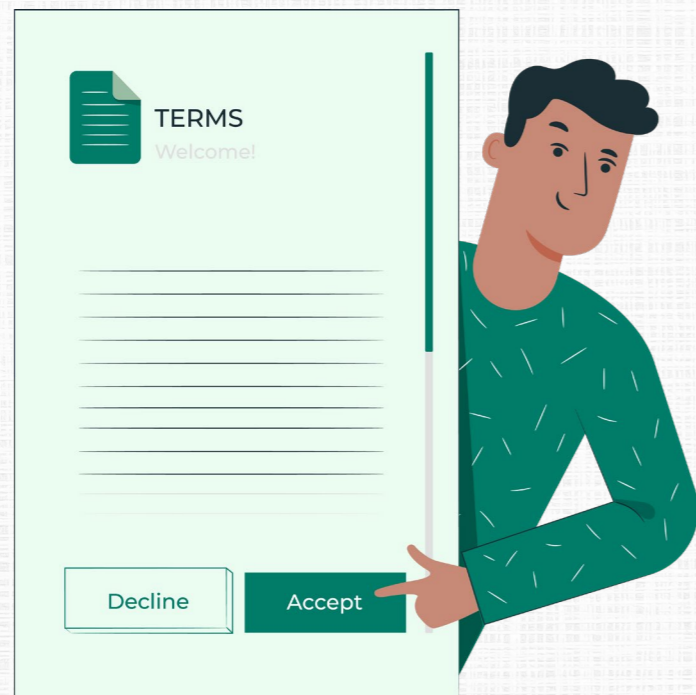
- After the simulation, participants return to the plenary.
- Alternately, mediators and conflict parties give feedback on their experience.
- At random, observers share their own observations.

for sharing, participants use the following guide questions:

- What was/were the most important thing/s I learned today?
- Which of the topics were completely new to me?
- What topic/s was/were most difficult to understand?
- What is there that needs to be improved in terms of process facilitation, participation, and content of this module?

**Feedbacking**

The purpose of this session is for participants to share most important learnings from Module 3 and inform the trainer on how the training process could be further improved. Before the feedbacking session, trainers may facilitate a relaxation exercise. As guide



**4.5 Module 4: Becoming a Peer Mediator**

To become a peer mediator, one needs to develop technical, inter-personal and intrapersonal capacities. The topics of the preceding modules (Modules 2 and 3) fulfills the technical aspects of individual capacity. In this module, trainers will focus on inter-personal and intrapersonal capacities.

**Module Plan**

Learning Objective	At the end of the module, participants shall have acquired inter-personal and intrapersonal capacities as peer mediator.	
Topic	Activity	Duration (Minutes)
Introduction	<ul style="list-style-type: none"> <li>• Ask up to three (3) participants to recap Module 3. This can be done creatively and randomly by throwing a ball.</li> <li>• Ask participants if there is any lingering question related to Module 3. If there is, deal with the question /s before starting Module 4.</li> <li>• Present the Module 4 plan.</li> </ul>	15
Warming Up	<ul style="list-style-type: none"> <li>• Participants undertake energizer to warm themselves up before the sessions.</li> </ul>	20
Role of the Peer Mediator	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Question &amp; Answer (Q&amp;A)</li> <li>• Open sharing of ideas</li> </ul>	0
Inter-Personal Capacity	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Question &amp; Answer (Q&amp;A)</li> <li>• Simulation</li> </ul>	90
Intrapersonal Capacity	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Question &amp; Answer (Q&amp;A)</li> <li>• Open sharing of ideas</li> </ul>	60
Crosscutting Capacities	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Question &amp; Answer (Q&amp;A)</li> <li>• Open sharing of ideas</li> </ul>	45
Feedbacking	<ul style="list-style-type: none"> <li>• Open sharing</li> </ul>	30
Recommended Readings	<p>Rosenberg, M. B.2005. Nonviolent communication a language of life, (2nd ed). Encinitas: Puddle Dancer Press.</p> <p>Scuka, R.F. (2005). Relationship Enhancement Therapy: Healing through Deep Empathy and Intimate Dialogue. New York, N.Y. and Hove, Great Britain: Routledge.</p> <p>Wheatly, M. (2009). Turning to One Another: simple conversations to restore hope to the future. San Francisco, California: Berret-Koehler Publishers Inc.</p> <p>Conflict Sensitivity Consortium. (2012). How to guide to conflict sensitivity. Available for download at: <a href="https://conflictsensitivity.org/wp-content/uploads/2015/04/6602_HowToGuide_CSF_WEB_3.pdf">https://conflictsensitivity.org/wp-content/uploads/2015/04/6602_HowToGuide_CSF_WEB_3.pdf</a></p>	

## Warming Up<sup>10</sup>

Before starting the module stimulate the participants by introducing one or two energizers. Some participants may volunteer to introduce what they know. Otherwise, trainers can choose from the following examples:

### a. Human Pretzel<sup>11</sup>

- The purpose of this energizer is to encourage interaction and cooperation.
- Divide participants into two groups (Group A and Group B) of 10 to 12 persons.
- Create space so that the two groups are separated.
- Two people from each group leave the room. The remaining participants stand in a circle.
- While standing, participants in each group hold hands, twist themselves over and under through each other without dropping hands. They form a 'pretzel'.
- The two people waiting outside return to their groups. They are challenged to untangle the group.
- The 'pretzel' group cooperates as the two people try to figure out who goes where without dropping hands.

### b. Human Tent

- Select an open area free of obstacles and dangerous objects.
- Participants stand in a circle, facing towards center and holding hands.
- While standing and firmly holding hands, ask participants to step backward until everyone is stretched out but still able to maintain firm hold of hands they are holding.
- Participants keep their feet planted on the ground.
- On the count of three, participants lean back at the same time, as far as they can and without losing grip of the hands they are holding. They must use the group to maintain balance.
- While leaning backward, ask participants to count 1s and 2s alternately and let them remember their number.
- On the count of three, all 1s lean forward and all

2s remain leaning backward.

- On another count of three, all 1s lean backward and all 2s lean forward.
- This exercise is about collaboration - how individuals lean on the group to keep the balance.

## Learning Points

### a. Role of the Peer Mediator

- The mediator is a 'go-between' who facilitates the process of helping parties find a solution to a dispute (Lovenheim & Guerin, 2004). His/her main task is to facilitate the process and help parties to:

- Find a solution.
- Review the facts and revise assumptions.
- Discover hidden issues.
- Understand the difference between positions on the issue, interests, and needs.
- Identify overlapping interests and needs and open the door for focusing on common interests and needs.
- Explore and agree on solutions that satisfy common interests and needs.
- Based on the principles of mediation guiding his/her conduct, the mediator does not do the following:
  - Act as a judge when there are competing ideas.
  - Advise any party on what decisions to make.
  - Act as a counselor or therapist even if he/she encounters emotional issues during the mediation process.
  - Imposing discipline on anyone.

- Behaving like a boss during the process.
- Disclose any information related to the identity of the conflict parties, the issues discussed and the agreement.

- A peer mediator is also expected to have the following qualities as a person:

- Friendly and caring for others;
- Neutral and impartial;
- A good listener and communicator;
- Objective in appreciating the facts;
- Empathetic; and,
- Credible not only in terms of knowledge and skills in mediation but also by having access to adult support and supervision from the school-based peer mediation program and the school administration.

### b. Inter-Personal Capacity

- Interpersonal capacity is the ability to interact and communicate with others. In this training trainers will focus on five capacities that are most relevant to mediation:

#### ➤ Communication

- Communication is the act undertaken with the goal of sharing information or making something common to all involved in the exchange of information (IREX, 2013).
- Communication can be verbal or non-verbal. In addition to use of words, people can communicate using body language.
- Communication may look simple but is actually complex. It is influenced by a wide range of factors including age, gender, race, ethnicity, socio-economic status, level of education, physical constraints,

and others.

- How people communicate can also be a source of conflict.

#### ➤ Active Listening

- People talk everyday but they do not necessarily listen to one another. It is one thing to hear someone talk and another thing to actually listen.
- Active listening is a communication technique in which the listener uses active non-verbal behavior (such as eye contact and gestures) as well as verbal behavior (such as tone of voice, asking to understand, confirming one's understanding) to demonstrate to the speaker that the listener is paying attention (IREX, 2013).

#### ➤ Non-violent Communication (NVC)

- NVC is an approach to listening and speaking that leads us to give from the heart, connecting us with ourselves and with each other that allows our natural compassion to flourish (Rosenberg, 2005).
- NVC is founded on language and communication skills that strengthen our ability to remain human, even under trying conditions.
- Figure 3 (below) shows the difference between how people usually communicate and how different communication would be using NVC.
- Without NVC, people tend to immediately interpret what they hear, make judgement, do not care about establishing connection with the other person and make a demand based on one's interpretation and judgement.
- With NVC, two persons communicating undertake a process of O (observation), F (understanding each other's feelings), N (understanding each other's needs) and R (making a request instead of making

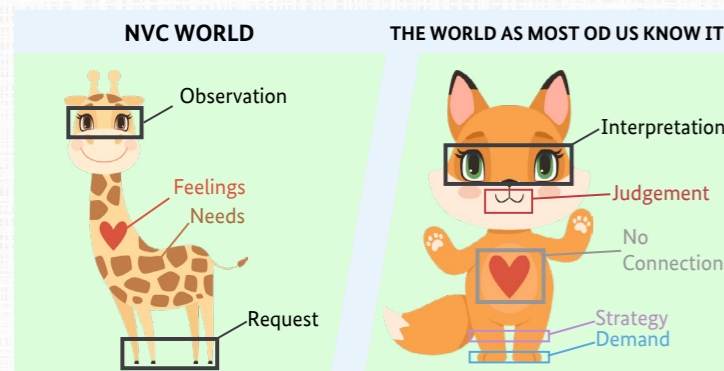
<sup>10</sup> Adapted from: Barruel, 2011.

<sup>11</sup> Pretzel is a type of baked bread made from dough that is boiled before baking. The traditional pretzel is formed with the ends intertwined and then twisted back to form a pretzel loop or pretzel bow.

demands).

- This is why NVC is also called compassionate communication.

**Fig. 3. Comparison: NVC and Non-NVC Communication**



### Do No Harm

- There are many types of harm that can befall on a person or a group: physical harm, psychological harm, unintended serious harm (for example, COVID-19 infection), harm from negligence, exploitation, complicity in violence, harm from laws, policies and regulations, and others (Linklater, 2011). Not all harm comes from violence.
- The Do No Harm concept was borrowed from medical practice and later developed in the 1990s for humanitarian action in conflict-affected situations (CDA, 2016; Charanle & Lucchi, 2018). It has since evolved as a basic principle (of not doing harm to others) toward a thinking framework and an action framework that guides development interventions.
- In the context of peer mediation, it is important to remember that a person's words and actions transmit messages to the other person. Those messages could be explicit (you mean what you say) or implicit (you do not necessarily mean what you say).
- Some actions and words connect people.

Other words and actions can divide people and exacerbate conflict.

- There are patterns of behaviour that impact on people. These are collectively known as RAFT: Respectful versus disrespectful, Accountable versus unaccountable, Fair versus unfair, and Transparent versus non-transparent (CDA, 2004; Goddard & Lempke, 2015).
- In peer mediation, mediators and disputants should adhere to the principle of Do No Harm by consciously observing explicit and implicit messages and patterns of behaviour that might do harm

### Handling traumatized persons

- One of the possible effects of conflict is trauma.
- There might be cases where a traumatized disputant comes to the mediation without the mediator knowing the extent of the trauma beforehand.
- A traumatized person is one who is experiencing excessive physical arousal that does not allow the brain to turn into a stable autobiographical experience. The response is a lingering reaction to terrible events of the past. Anything associated with the terrible incident triggers unpredictable psychological and physiological reactions.
- The mediator is not a therapist. However, if confronted by a situation where a disputant is experiencing trauma, the mediator must be prepared to avoid doing harm. He/she can take the following measures as form of psychological first aid:
  - Be calm.
  - Invite the traumatized person to breathe deeply at regular intervals.
  - Assure the person that he/she is in a safe place. Name the

location of the place so that he/she knows exactly where he/she is.

- Encourage the person to orient his/her body in the here and now such as showing her the chair and offering her a glass of water.
- Respect the "stop" signal. Do not force the person to talk and get details of events causing the trauma.

- Suspend the mediation.
- Do not patronize the traumatized person as if he/she is someone different and weak.
- Refer the person to the school counselor.

### c. Intrapersonal capacity

- Intrapersonal capacity is the inherent and acquired capacity of a person to deal with himself/herself. This is closely connected to inter-personal capacity. The latter cannot be fully developed without the corresponding intrapersonal capacity. For this training trainers will focus on four capacities most relevant to the role of the peer mediator:

### Empathy

- Empathy is about understanding and sharing the feelings of another person and making that person know and feel that we know what she/he means and how she/he feels (Scuka, 2005).
- This is different from sympathy where we feel and show pity for the misfortune of others.
- It is like "being in the shoes of the other" to better understand the other person.

### Accountability

- Accountability is taking responsibility for one's words and actions.
- It is taking stock of the possibility that

what you say or do has effects on the other person.

- Before acting or saying anything, think of the consequences.
- Proactive accountability is making sure that what you say or do has positive effects on the other person and your relationship with that person.

### Flexibility

- Every person has his/her own ideas and assumptions.
- Flexibility is the opposite of rigidity. It is the ability to revise one's assumptions and modify judgements if and when the previous assumptions have been found to be incorrect.
- In the mediation process, both the mediator and disputants should be flexible. Through active listening, for example, one can check and revise his/her assumptions and prior judgements about a situation or about what was said or done.

### Dealing with emotions

- Everyone has emotions. Every person reacts to what is said or done and shows this reaction in the form of emotions.
- It is a basic emotional need - to make others feel how you feel. However, expression of emotion has different effects depending on how a person communicates it.
- There are helpful ways of dealing with one's emotions:<sup>12</sup>
  - Name the emotion. Go beyond simple descriptors like mad, sad, or happy and think more deeply about what you feel and why.
  - Claim ownership of the emotion. The emotion is your own. No one gave it to you. It is your response to a situation.

<sup>12</sup> Adapted from IREX, 2013.



- iii. Tame the emotion. Take deep breaths, drink water, or do other actions that help you calm down.
- iv. Reframe the emotion. Ask yourself under what conditions you have felt this emotion in the past. The situation you are facing now maybe different from the past.
- v. Aim the emotion. After understanding your emotion better, ask yourself how to change it. Get help from someone you trust.



**Crosscutting capacities on conflict, culture, and gender**

- There are capacities that cut across technical, interpersonal, and intra-personal domains depending on context of use. These capacities include conflict sensitivity, gender sensitivity and cultural sensitivity.

- Conflict sensitivity is an approach that involves sound understanding of the interaction between an intervention and the context and acting to minimize negative impacts and maximize positive impacts of the intervention on the conflict (Conflict Sensitivity Consortium, 2012). In the context of peer mediation, the peer mediator is expected to act in such a way that the intervention minimizes negative impacts and maximizes positive impacts of the mediation.
- Cultural sensitivity begins with awareness that cultural differences and similarities exist between people and have effects on values, learning and behavior.<sup>13</sup> To be culturally sensitive means having a set of skills that allow you to understand and learn about people of different cultures without assigning value - positive or negative, better, or worse, right, or wrong - to the differences.
- Gender sensitivity starts with awareness of gender - a social and cultural construct which distinguishes the differences in the attributes and roles of men and women, and girls and boys.<sup>14</sup> To be sensitive is to respect gender equality and rights, including the perceived or actual sexual orientation of lesbians, gays, bisexuals, transgender and queer and/or questioning (LGBTQ+).<sup>15</sup> Gender sensitivity also means avoidance of gender-stereotyping or the tendency to ascribe certain attributes, characteristics and roles to people on the basis of gender or gender preference.

**Simulation: Applying NVC in Mediation**

- Divide participants into groups of 5-7 persons.
- Each group selects a leader/facilitator, documenter, and rapporteur.
- Each group selects a conflict case from in-school conflicts shared during the brainstorming session in Module 1.
- Review the case to gather more details. Do not name the parties to the conflict.
- Analyze the case using NVC.
- Focus your observation on the primary actors of the conflict; theoretically, Party A and Party B.
- Mediation follows a procedure. When analyzing

- the case using NVC, treat NVC components as cross-cutting elements across the mediation process.
- Analyze the case based on stock knowledge or any other available information.
- The conflict may not have undergone mediation yet and you may not have been engaged in mediation. The exercise starts from this perspective: if you were the mediator, what would you do or have done?
- Use the following hand out as guide for discussion and reporting:

**Table 6: Reporting Template: Applying NVC in peer mediation**

Name of Group		
Group Members		
Description of the Case Analyze	<ul style="list-style-type: none"> <li>• What is the conflict about, what is the main issue?</li> <li>• Where did it happen?</li> <li>• When did it happen?</li> <li>• Who were the actors involved? (use aliases)</li> </ul>	
NVC Process	Guide Questions	Answers
Observation	Conflict parties usually focus on two points of observation: the conflict issue and the behavior of conflict parties. <ul style="list-style-type: none"> <li>• Are the observations of (of the issue) by Party A and Party B based on facts and commonly held and validated information?</li> <li>• Are the observations of Party A and Party B on each other without bias or prior judgement on who they are?</li> <li>• Give examples of biased or unbiased observations.</li> </ul>	
Feelings	<ul style="list-style-type: none"> <li>• Do Party A and Party B express feelings based on factual observation?</li> <li>• Do Party A and Party B express feelings based on individual needs?</li> <li>• Give examples of self-focused and empathy-based expression of feelings.</li> </ul>	
Needs	<ul style="list-style-type: none"> <li>• Do Party A and Party B express needs based on self-empathy, sincerity, or empathy?</li> <li>• Have they identified common needs for physical, psychological, and spiritual wellbeing?</li> <li>• Give examples of self-focused needs and common needs.</li> </ul>	
Requests	<ul style="list-style-type: none"> <li>• What are the demanding requests of Party A and Party B?</li> <li>• What are the non-demanding requests of Party A and Party B?</li> <li>• Are the two parties willing to translate their requests into a strategy for meeting of common needs?</li> <li>• Give examples of demanding requests.</li> <li>• Give examples of non-demanding requests.</li> </ul>	

<sup>13</sup> See: [https://www1.nyc.gov/assets/ochia/downloads/pdf/cultural\\_sensitivity\\_wkshp.pdf](https://www1.nyc.gov/assets/ochia/downloads/pdf/cultural_sensitivity_wkshp.pdf)

<sup>14</sup> See: <https://www.unicef.org/rosa/media/1761/file/Gender%20glossary%20of%20terms%20and%20concepts%20.pdf>

<sup>15</sup> The plus (+) in LGBTQ+ is to emphasize inclusivity.

## Feedbacking

The purpose of this session is for participants to share most important learnings from Module 4 and inform the trainer on how the training process could be further improved. Before the feedbacking session, trainers may facilitate a relaxation exercise. As guide for sharing, participants use the following guide questions:

- What was/were the most important thing/s I learned today?
- Which of the topics were completely new to me?
- What topic/s was/were most difficult to understand?
- What is there that needs to be improved in terms of process facilitation, participation, and content of this module?

4.6

## Module 5: Action Planning

### Module Plan

Learning Objective	At the end of the module, participants shall have exchanged ideas on how to utilize what they have learned from the training	
Topic	Activity	Duration (Minutes)
Introduction	<ul style="list-style-type: none"> <li>• Ask up to three (3) participants to recap Module 4. This can be done creatively and randomly by throwing a ball.</li> <li>• Ask participants if there is any lingering question related to Module 4. If there is, deal with the question/s before starting Module 5.</li> <li>• Present the Module 5 plan.</li> </ul>	15
Action Planning	<ul style="list-style-type: none"> <li>• Self-managed action planning according to school of origin.</li> <li>• Participants map out a post-training plan of action to utilize what they have learned from the training.</li> </ul>	45
Plenary Sharing and Synthesis	<ul style="list-style-type: none"> <li>• Sub-groups share their plans.</li> <li>• Trainer synthesizes the plans</li> </ul>	30

## Warming Up

Similar to previous warming up exercises, ask participants if they want to use an energizer that they already know. Otherwise, trainers can try the following:

### a. Animal Farm

- Prepare a list of animal's equivalents to one third the number of total participants.
- For each animal, prepare three metacards with

- the name of the animal on each card.
- Gather the participants in a circle.
- Randomly, each participant picks a card and take note of the name of the animal.
- Tell participants to blindfold themselves using their handkerchiefs.
- While on blindfold, participants walk around, find their own kind by imitating the sound of the animal assigned to them. For examples: meow, maaah, moooh, tweet-tweet, etc.

- When two animals of same kind come across each other they hold hands or link arms and walk around to find the third.
  - The exercise ends when all animals have found each other.
- b. Scream**
- Participants stand in a circle, with heads down.
  - Trainer counts to three.
  - On three everyone raises their heads and looks at the next participant either to his/her left, right or across the circle.
  - When the eyes of two participants meet, they both scream as loud as they can and sit down in the middle of the circle.
  - Trainer calls "heads down" then counts to three again. Two people whose eyes meet scream and sit in the middle of the circle.
  - Tighten the circle as other participants being to occupy the middle.
  - The exercise is repeated until only two people remain standing. They are the winners.

## Warming Up

- Organize participants according to the school where they come from. If there is a participant who is alone from a school, he/she still prepares a plan.
- Give each group 30 minutes to prepare an action plan.
- After 30 minutes, groups return to the plenary to share their plans.
- Trainers will summarize the plan and include it as attachment to the training report.

Each group prepares an action plan using the following guide questions:

- What is the situation in our school?
- What are the most common disputes?
- How do students respond to the disputes?
- How are the disputes currently resolved?
- What can we do as peer mediators? what is our aim?
- What actions can we take?
- How do we organize ourselves?
- What is the time frame of our plan?
- Who will coordinate our group?

Table 7: Template: Action Plan

Identifying Information	
<b>Name of the Group</b>	For example: Madrid Peer Mediators' Club
<b>Names of Group Members and Year/Grade in School</b>	For example: Dennis, Junior High
<b>Name of School</b>	
Elements of the Plan	
<b>What is the situation of the school?</b>	For example: generally peaceful
<b>What are the most common disputes among students?</b>	For example: bullying, teasing, name calling

Elements of the Plan	
<b>What can we do as peer mediators? (objective)</b>	For example: help reduce incidence of unresolved disputes
<b>What actions can we take (activities)?</b>	For examples: <ul style="list-style-type: none"> <li>• Share what we learned from the training by conducting small work-shops.</li> <li>• Promote peer mediation through seminars and poster making.</li> <li>• Pilot test mediation.</li> </ul>
<b>How do we organize ourselves?</b>	For examples: <ul style="list-style-type: none"> <li>• Organize a peer mediation club.</li> <li>• Create peer mediation teams by classroom.</li> <li>• Get the support of the school administration and teachers.</li> <li>• Identify cases for mediation.</li> </ul>
<b>What is the time frame?</b>	For example: 6 months
<b>Contact person of group coordinator</b>	For example: Gina, mobile # 09911234567

4.7

### Closing

At the end of the training participants should be in the mood to celebrate for a mission accomplished. There are three activities trainers have to undertake:

1. Conduct the debrief.
2. Facilitate reflection.
3. Award certificates of completion.



## 5. POST-TRAINING ACTIVITIES



Every training has a purpose. Each training activity is an experience. That experience is not only for the sake of acquisition of knowledge and skills but, more importantly, for translating knowledge and skills to practice. As a result of the training, new prospective trainers shall have been identified and some training participants will have been

ushered to relevant structures such as peer mediation teams, training teams and other teams. Post-training outcomes need to go through a process of utilization of the training output.

The following post-training activities may be conducted:

**Table 8: Post-Training Activities**

Whose Activity	What Activity	For What	Checklist
Training Team	Assessment of the Training	Preparation of the training report and team insights.	<ul style="list-style-type: none"> <li>• Training report, including insights of the members of the team. (See Annex 1)</li> <li>• Documentation report.</li> </ul>
Steering Group and Training Team	Internal debrief and reflection	Assess results and learn lessons from the experience.	<ul style="list-style-type: none"> <li>• Success areas</li> <li>• Rooms for improvement</li> <li>• Lessons learned</li> </ul>
School Administration and/or S-PMP	Assessment of the Results of the Training	<ul style="list-style-type: none"> <li>• Assess what has changed among participants (comparing the TNA and the actual result of the training).</li> <li>• Agree on how to communicate results of the training.</li> <li>• Determine how to mobilize new capacities developed from the training.</li> <li>• Determine how to sustain training activities.</li> <li>• Map out strategies to generate more support for trainings.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of capacity change</li> <li>• Possibility of replication of the training.</li> <li>• Integration of trained participants to the S-PMP or peer mediation teams.</li> <li>• Identified potential trainers.</li> </ul>
Training Participants	Consultations and/or sharing sessions.	<p>Formation of core groups or peer mediation circles among themselves.</p> <p>Brainstorm how to practice what they have learned from the training.</p>	<ul style="list-style-type: none"> <li>• List of core group members</li> <li>• Topic/s of discussion</li> <li>• Group agreements</li> </ul>

## FOOD FOR THOUGHT: SOME USEFUL SUGGESTIONS FOR THE TRAINERS



The task of the trainer (as facilitator) is to make things easy for participants. His/her role is not to complicate simple solutions or make simple processes into complex processes. However, there are points during the training that discussions are extended due to misunderstandings and debates. It is when discussions become messy (such as during intense disagreements and heated debates) that some participants might show impatience and weariness. To keep the training on track, the trainer can employ the following techniques:

» **Conversational techniques.** This can be as simple as asking the participant to slow down, lower the tone of voice and to speak more clearly. Another technique is to encourage other participants to ask clarificatory questions with the aim of helping a participant to explain himself/herself better. When the need arises, the facilitator can intervene by asking: “may we know how others think... does anyone else have an idea? Can we give chance for the others to share their views?”

» **Tactical use of ‘turns-of-phrase’** to filter interactions. For example, if a participant emotionally and strongly puts forward an opinion or judgment, the trainer can intervene by saying: “yes, but... what if we step backward and review the assumptions.” This way, the debate can be sensitively reoriented towards a constructive route.

» **Probing.** This is to help the participant clarify his/her point and encourage others to ask questions. When needed, the facilitator can initiate the probe by asking questions like: “can you say something more? Can you paraphrase or could you say it in a different way? Can we check whether this is consistent with available data?”

» **Periodic summaries.** Summing up or synthesizing what have transpired in the conversations is already part of the procedure. However, the trainer has the option to apply the tool if and when contradicting views and judgements accumulate and need to be sorted out. Applying this tool is a way of asking participants to slow down and pause in order to sort out issues. However, the trainer must guard against possible misunderstanding that the synthesis already concludes the conversation.

» **Pausing when things go rough.** There are times when emotions go high owing to extended debates. The trainer's task is to let things cool down by calling for a break and reminding the participants of the agreed rules and norms of conduct with regards conflict, culture and gender sensitivity and the principles of Do No Harm.



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# ANNEXES



**Annex 1:  
Template: Training Needs Assessment**

For the Peer Mediation Training, the training needs assessment (TNA) focuses on individual capacity, specifically, individual training needs relevant to peer mediation. The assessment may be conducted through a purposive survey, face-to-face interview or focus group discussion (FGD).

The Trainer (or Training Team) can use the following template. What is important is that the questionnaire should be answered individually. The respondent may not be obliged to state his/her name. However, it is important to gather relevant information to establish the demographic characteristics of the respondents:

Training Needs Assessment (Survey)	
Name	(Optional)
Age	
Year/Grade in School	
Gender	
Ethnic Origin	
Religious Affiliation	

Needs Category 1: Technical					
Please Rate Yourself	1 (Don't Know Anything)	2 (Not Enough)	3 (Just Enough)	4 (High)	5 (Very High)
How much do you know about conflict?					
How much do you know about peace?					
How much do you know about your school as a zone of peace?					
How much do you know about peer mediation?					
How much do you know about actual mediating conflict among peers?					

Needs Category 2: Intrapersonal					
Please Rate Yourself	1 (Very Low)	2 (Satisfactory)	3 (Good Enough)	4 (High)	5 (Very High)
How do you rate your self-confidence in dealing with conflicts in school?					
How do you rate your motivation in helping others in conflict?					
How do you rate your commitment to maintain a peaceful school environment?					
How do you rate your attitude when you observe conflicts in school?					
Do you consider yourself as effective in dealing with conflicts in school?					

Needs Category 3: Interpersonal					
Please Rate Yourself	1 (Very Low)	2 (Satisfactory)	3 (Good Enough)	4 (High)	5 (Very High)
How do you rate your leadership ability?					
How do you rate your ability in resolving conflicts?					
How do you rate your ability to communicate with others?					
How do you rate your ability to relate with others?					

Needs Category 4: Specific Needs	
If you were to participate in a peer mediation training, what topics would you be interested in?	
If you were to participate in a peer mediation training, what would you expect from the Trainer (or Training Team)?	
What information would you need before deciding to participate in a peer mediation training?	
What would motivate you to participate in a peer mediation training?	



**Annex 2:  
Template: Training Attendance Sheet**

Title of the Training, Name of Venue, Date/s, Name of Sponsor								
Name	School	Year/Grad	Age	Gender	Ethnicity	Religious Affiliation	Contact Details	Signature

**Notes:**

- The data sets in attendance sheet are useful for the trainers to sensitize the process and customize some of the topics to the target audience.
- Contact details, including name of school and year/grade are useful for conduct of follow-up meetings and tracing post-training activities of participants.

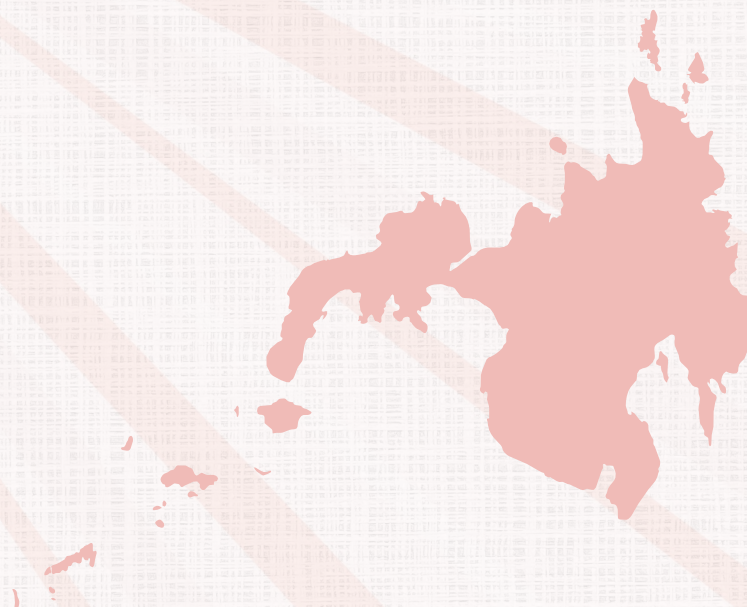
**Annex 3:  
Template: Training Report**

Headings	Description
<b>Title Page</b>	<ul style="list-style-type: none"> <li>Title (Name of the Training)</li> <li>Author/s (Trainer, Co-Trainer)</li> <li>Venue of Training</li> <li>Date of Training</li> <li>Qualifier (state if draft or final and date of submission)</li> </ul>

Headings	Description
<b>Introduction</b>	<ul style="list-style-type: none"> <li>Brief description of the training (what the training is all about)</li> <li>Purpose of the training</li> <li>Who organized the training?</li> <li>Description of the participants of the training (who, age groups, year/grade, what school, ethnic distribution, gender distribution)</li> </ul>
<b>Overview of the Process</b>	<ul style="list-style-type: none"> <li>Describe the overall process (from preparation to actual conduct; who were involved; length of each process)</li> <li>Describe the actual procedure during the training (syllabus, session duration)</li> <li>Process observations (reactions of participants, quality of participation, etc.)</li> </ul>
<b>Results</b>	<ul style="list-style-type: none"> <li>Were expectations met? (show result of the rating of satisfaction)</li> <li>What were the most difficult topics?</li> <li>What were the easiest topics?</li> <li>What were the agreements and disagreements?</li> <li>What were the most important learnings? (what knowledge and skills did the participants acquire)</li> </ul>
<b>Insights</b>	<ul style="list-style-type: none"> <li>Combined insights of the training team: what went well, what didn't go well enough? what can be improved?</li> </ul>
<b>Recommendations</b>	<ul style="list-style-type: none"> <li>What does the training team recommend if similar trainings were conducted in the future? (in terms of content and process and logistics)</li> </ul>
<b>Annexes</b>	<ul style="list-style-type: none"> <li>List of participants (copy of the attendance sheet with signatures)</li> <li>Photographs</li> <li>Exercise sheets made by the participants (including the rating of the Triangle of Satisfaction)</li> <li>Documentation report prepared by the documenter</li> </ul>



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## Youth for a Culture of Peace and Non-Violence in Mindanao, Philippines (YOUCAP) Project

### About the Design:

Mindanao, the Philippines' second largest island, has rich and diverse cultures. These distinctions have long been a source of contention. It is time to rebuild a culture of peace regardless of faith, tribe, or gender.

A rich, bright, and unique clothing pattern emerged from several Mindanao tribes textiles. The textile designs were woven together to form a pattern (banig). This, like weaving (banig), represents collaborating on ideas, approaches, dialogue, and participation of youth and other stakeholders to promote a culture of peace. Combining fabrics created pixels that resembled the vibrant, contemporary, and youthful traditional banig.

The three hands represent Mindanao's three peoples: Muslims, Christians, and Indigenous People. This is a symbol of cultural and social unity in Mindanao. These hands represent the project's education, civil society, and government partners, both state and non-state.

These elements form a modern peace sign and the letter "Y," representing Youth, the sector at the center of the YOUCAP Project's activities. Also, the letter "Y" stands for YOUCAP, a project that works with partners to strengthen state and non-state actors in Mindanao to contribute to culture-sensitive, gender-sensitive, and youth-oriented peacebuilding and non-violent conflict transformation.

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