



RESILIENCE IN CONFLICT ANALYSIS TOOLKIT

Analysing Resilience: A Peace and Conflict Model

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INTRODUCTION TO THE TOOLKIT

Conflict has a variety of causes, for instance linked to competition for scarce resources, perceived identity-based differences, competition over political power, and dissatisfaction among excluded groups. People affected by conflict often have two overriding concerns: surviving immediate physical threats and overcoming long-term threats to their livelihoods and development. Resilience offers an alternative lens for understanding conflict, as well as a foundation upon which to support broader socioeconomic development. Resilience, as an entry point for engagement in environments in which development and peacebuilding interventions take place, draws on existing strengths within communities experiencing hardship. Interventions focused on resilience frequently look to existing, locally legitimate systems, structures and ordering principles within society as the ground upon which programming is built.

The Resilience in Conflict Analysis Toolkit (RCAT) aims to provide a series of activities by which organisations seeking to engage in development contexts can understand and further enhance existing strengths within communities. Equally, it is a model that looks to create the conditions for individuals in these contexts to unpack and recognise their own resilience to a greater degree, and a means for people (including across conflict divides) to understand one another and foster mutually beneficial relationships. It is intended to be used by community members, civil society organisations, international non-governmental organisations, and others, and was developed through participatory, locally led research on individual resilience in urban informal settlements in Nairobi, Kenya. The RCAT was initially designed by Life & Peace Institute. However, on the basis of research conducted in Nairobi, it has been tested, added to, and further enriched, by a set of local civil society actors and youth leaders in Nairobi.

The resilience in conflict analysis toolkit contains 36 participatory exercises that are geared towards promoting individual/communities' sources of resilience. The toolkit can be contextualized in various settings not limited to peacebuilding, humanitarian, development and capacity building with diverse groups and needs.

CONTEXTUALISING RESILIENCE

What is resilience?

'Resilience' has a variety of definitions. The definition of resilience used in this Toolkit is informed by a research project led by local youth leaders in Nairobi, Kenya, and supported by Life & Peace Institute, entitled '*Analysing Resilience: A Peace and Conflict Model*' (AR: PCM). This project adopted a bespoke definition of resilience, based on desk research, literature review (mainly focused on the intersecting disciplines of peacebuilding, development and psychology), and consultations with subject matter experts. This definition was:

The capacity to manage change peacefully, to respond creatively when crises emerge, and to transform conflict into positive outcomes

This definition was applied to research that took place in four urban informal settlements in Nairobi: Eastleigh, Kibera, Majengo and Mathare. However, the data collected, analysis, and validation – most specifically, the perspectives of individuals defined as 'resilient' in the research sites – informed a revised definition. The research showed that resilience is not necessarily peace-oriented or based on nonviolence. While promoting peace and seeking to build trust may be associated with resilience, individual or community resilience may also be strengthened through comparing one's own community to another. Through the research, links began to emerge between the exclusion of perceived 'outsiders', supporting the

development and protection of one's own community, and both individual and intra-communal resilience. These research findings informed a revised definition of resilience:

The capacity to transform hardship (of many kinds) into personal, intra-community or in-group cohesion and perceived advancement, and to actively resist events and processes believed to do harm to oneself or one's community

The updated definition illustrates that individual and community resilience may be built from any action that is believed to protect, or promote the interests of, one's community (often defined in geographic terms).

FUNCTION OF RESILIENCE IN CONFLICT ANALYSIS TOOLKIT

This Toolkit has been developed to provide a set of approaches, practical tools, and guidance that generate insights on individual and community resilience in a given environment. The Toolkit was developed with conflict-affected and fragile environments in mind. However, it can be used in a variety of settings. The Toolkit has been informed by multi-phase primary source research and iterative testing, as well as broader best practices conflict-sensitive engagement in situations of protracted violence and fragility.

The Toolkit is intended to be usable by a wide range of individuals and organisations, with particular attention to interactivity and adaptability to specific local contexts. It includes infographics, visuals, and illustrations to enhance its reach and accessibility. Ideally, the RCAT is not to be used as a one-off, extractive exercise, but an ongoing process, initially over the course of five days, with continued engagement to take place with

participants, based on the data that its use generates. It provides information on both what individuals do that demonstrates resilience (creative responses to conflict), and why they do so (choosing to respond in those ways) – the former is what resilience looks like in practice, and the latter its source(s).

The RCAT has four specific functions:

1. To help peacebuilding practitioners to integrate resilience perspectives into their conflict analyses.
2. To shed light on the day-to-day management and transformation of conflicts that is often invisible, undramatic, overlooked, informal, or otherwise not revealed by traditional conflict analysis models.
3. To provide the foundations for designing more effective, equitable, locally-informed peacebuilding initiatives, that learn from and build on existing agency and structures in communities, and is organic to that individual, community or society – not drawn from the typical toolbox of ordinary peacebuilding models and approaches. Further, the Toolkit provides the means to design peacebuilding programming that starts from positivity, strength, and potentiality within communities, rather than grievances, mistrust, and drivers of violence.
4. To build linkages with local stakeholders that may have previously been overlooked or excluded from programming, yet have the potential lead efforts to transform their communities.

A focus on power

The Toolkit is also designed to be a process that builds power and agency among users – in the way that it is used, through the exercises themselves,

and in the eventual data output. With this aim, there are three overall principles that guided its development, and underpin its use:

1. **The 'what'** a different lens: the RCAT gathers data on perspectives, behaviours, and actions that are usually hidden from view banal, ordinary, unchecked, everyday, undramatic or otherwise invisible to typical conflict analyses, it generates information that traditional conflict analysis lenses do not usually 'see'.
2. **The 'how'** analysis as a means of equalising power: the use of the RCAT is itself a relationship-building, power-shifting exercise, and it is mutual the researcher/user and the respondent/participant both have an equal role, and both give information and take part in using the tool. Power between them is shifting throughout.
3. **The 'so what'** everyone benefits: the RCAT generates outputs for both the researcher/user and the respondent/participant both go home with something on paper that they can use. The researcher/user (of which LPI may be one) is able to use the Toolkit as a means to develop options for action, and potential building blocks for future work, while the respondent/participant, through the Toolkit, develops a set of locally conceived, context-specific resilience indicators for their community, neighbourhood, household, family, friends or social group.

The structure of the Toolkit

The Toolkit is arranged around 11 overall resilience themes (see below for further information). These themes remain broad and high-level, in order to allow data to be gathered under each, based on the specific dynamics of that theme in a given community. Further, the Toolkit (and its themes) focuses largely on social and relational factors, and on gathering rich, individualised qualitative data. It is adaptable and can be used to explore

‘positive’ dimensions of resilience (toward peace and nonviolence, across and within levels – individual, household, community, society), and ‘negative’ (for instance, violent non–state armed groups that display strong intra–group bonds).

The Toolkit components

The Toolkit contains three overall parts:

- 1. The themes** – These focus on sources of individual resilience, as well as factors that influence this resilience. They form the basis of the exercises. There are two–to–eight exercises under each theme.
- 2. The exercises** – The toolkit is composed of 35 practical exercises to engage the participants. Through the exercises, facilitators and participants generate data on each theme, specific to their community. The exercises are the practical ways in which researchers gather information – the sessions through which participants are led.
- 3. The outputs** – These are what the participants and researchers ‘take home’ through using the Toolkit. These may include, for instance, peacebuilding programming options that respond to the data gathered, or localised resilience indicators.



DEVELOPING THE TOOLS

REPERTENT

TRANSCRIBE

VALIDATING THE TOOLS

DEVELOPING THE TOOLKIT

TOOLKIT TESTING

URBAN

COMMUNITY DIALOGUE

RURAL

USING THE TOOLKIT

Participants

Respondent and Researcher Selection

When selecting respondents, and agreeing on facilitators that will lead the process of Toolkit use, a number of questions may be deliberated to guide this decision-making:

- When should a non-governmental organisation (NGO) or other civil society actors use the Toolkit? When the RCAT begins being used, what kind of commitment does this imply to engage those people over a longer period of time? How can the RCAT be equally useful to respondents and facilitators? Note that personal empowerment, and individual self-reflectiveness may indeed be fostered through Toolkit use, but it is then hard to know what happens with this self-reflectiveness if participants are not given additional space to use this reflection in the longer term.
- Why is the Toolkit being used in a given context? The process is not simply to discover how participants feel, or their perceptions on particular issues. It is to bring them on board, to continue working with them. Ideally, the Toolkit should only be used where the facilitators have plans to continue engaging with respondents.
- For existing programmes within NGOs and civil society actors deploying the Toolkit, what does this mean for their existing work? Should Facilitators engage individuals that are already programme participants, or those that are being contacted for the first time? Is this a means of finding new peacebuilding participants? Where does this fit into programme strategies?
- The question is ethical – a survey may take 10 minutes, and often is not 'meaningful' to users. It does not ask them to reflect on their

- identities in substantive ways. However, as the Toolkit is intended to use a methodology that does, indeed, 'matter' for people, a greater ethical commitment is created, with greater potential to do harm.
- The Toolkit is not only directed at speaking with those individuals that are characterised as 'marginalised' within communities. It seeks varied perspectives, from different positions, on the same questions – it asks *everyone* about their resilience: all participants should be able to 'see' themselves in the exercises – all face grief, all have experiences that have constructed and eroded their resilience. Using the Toolkit is a mutual experience – equalising, building relationships between them, both powerful and excluded. In this way, the Toolkit has the potential to capture the diversity of people living in a certain area – individuals with differing positionality in a community system: those that are usually invisible, hidden from view, the sorts of people who have not researched before, who usually do not have a platform, as well as those at the forefront.
- Consider using a pre-Toolkit use power analysis – to identify respondents, and in particular, potential respondents' positionality within a given system.
- If an external facilitator is used, as process designers they should work extremely closely with internal people.
- It may be possible to host groups that are in conflict in the room, but pacify tensions, for instance by asking each group to put their perspectives on the wall, so they are not directly arguing with each other, and the conflicting issues are externalised.

Who should participate?

While a range of participants may benefit from using the Toolkit, in general those that are brought together to use the RCAT may include:

- **Local communities** – Consider diversity and inclusion of the

- different genders, generations, ethnic, political, and vulnerable groups to ensure a broadly representative range of members of a given community.
- **Government authorities** – Where possible, safe, and when it can be ensured that the presence of government actors will not cause discomfort for other participants, or otherwise inhibit the potential for open and transparent engagement.
- **Influential local leaders** – For instance, elders, chiefs, religious leaders, and others that hold influence in the context in which the Toolkit is being used.
- **Local civil society actors** – Including community-based organisations, non-governmental organisations, women-led civil society groups, youth-led civil society groups, and others.
- **Formal and informal security and justice providers** – Based on the local context, this may include police, non-state armed actors, and others.
- **Media** – This may include individual journalists from local radio stations, newspapers, or television channels, or independent reporters.
- **Private sector** – Representatives of businesses and/or investors.

Ethical Considerations when using the Toolkit

- **Anonymity:** Participants should be told that their views may be published and be given the opportunity to remain anonymous. All aspects of the process of using the Toolkit should also be subject confidentiality, should the Participants request this.
- **Informed consent:** Participants must be informed of the purpose of the research, how and where it is being conducted, and what will be done with the data generated. Any eventual reports created with the data should also be given to all respondents.

- **Independence:** It should be clear to participants that the use of the Toolkit, and the data gathered through this, is not connected to any political party, commercial entity or other interest group. The data must be used independently and communicated impartially.
- **Trauma and do-no-harm:** Best practices in do-no-harm and responding to trauma, if this emerges through Toolkit use, should be integrated and agreed upon with participants. Those taking part in using the Toolkit should be clear that they are not obliged to communicate any information that makes them uncomfortable, or that they feel may put them at risk. It is not necessary for participants to convey any personal experiences if they are not content to do so. If any questions emerge during Toolkit use that are seen as sensitive in a given context, participants are not obliged to answer these.

The following are additional guidelines to be adhered to when using the toolkit.

- **Cultural sensitivity:** Communities in which the Toolkit is being used will hold a variety of cultural practices, and beliefs associated with morality. Facilitators should in principles seek to respect the specific cultural and moral dynamics of these communities.
- **Consultations and respect of time:** Participants should be consulted on the time and location of the meetings in which the various exercises in the Toolkit are used. Participants should also be provided the opportunity to choose to engage in a language that they understand, as well as determine other additional facilitators.
- **Respect of opinion/input:** During the use of the Toolkit, participants should be provided space to speak without interruption, intimidation, or coercion.
- **Mutual usability:** Both the participants and the facilitators are the 'users' of the data. Individual Toolkit uses should not implement any exercises, or promote any processes, that are not useful to both the facilitator(s) and the participant(s).

- **Freedom to end the process:** If participants want to stop using the Toolkit at any point during the process, they are free to do so. This applies to an individual participant's choice to step out of the process, or a decision by the group of participants as a whole.
- **Additional ethical considerations:** Discussion should also take place between participants and facilitators on any further ethical principles that should be applied, in consideration of that particular group of participants and the context in which the Toolkit is being used.

Selection or nomination of participants: What to consider

When planning workshops in which the RCAT will be used, the question of who starts the conversation, and what is the motivating element for those that are invited to participate, should be considered. If individuals are selected to participate, rather than being informed of a process and choosing to take part, then they are not, in effect, 'signing up' – they are being 'drafted in'. Often, they are asked, either because of position or experience, to participate, but do not have the agency to refuse – there is an implied position of power held by the inviter, over the invitee (particularly where local actors are being asked to participate in a process led by an international organisation).

If the tool is being brought into a community/to an individual, rather than them choosing to use it themselves, how do facilitators ensure the participants remain in control of the process? The risk here is that the approach of self-selection will bring forward people that see themselves as volunteers, or as activists, rather than those that lack the confidence to do so, or are otherwise largely 'invisible', 'unbranded' peacebuilders. Conversely, participant selection by the facilitators may lead to only existing networks being engaged.

Questions to consider when thinking through participants, in light of the above:

- Are there individuals in the community that have demonstrated extraordinary independence and creativity?
- Are there individuals that have been marginalised that would benefit from the opportunity to participate? Are there risks for them in doing so?
- Are there individuals that have never participated in a process of this kind before?
- Are there individuals with an otherwise unique experience that would bring distinct perspectives?
- Is there anyone that should be avoided? Why?
- Should selection be conducted based on criteria, then those that are selected each choose one other individual they want to bring in, or believe should take part?

Based on the need to identify participants representing a wide range of experiences, and the likelihood of sensitive, personal conversations during Toolkit use (requiring trust-based relationships between the facilitators and the participants), it may be beneficial to bring on board facilitators from the community in which the Toolkit will be deployed – from the very early stages of planning.

There is a need to identify participants representing a wide range of experiences, incorporating independent and creative thinkers, community leaders, and opinion shapers. Factors to consider include:

- **Diversity, inclusion, and equality** – Consider and seek to adapt the use of the Toolkit to the capacities of various stakeholders in order to maximise their ability to participate. Tailor the venue, facilitation method, and tools used to the specific needs and experiences of

- women, men, and youth, minorities and marginalised groups, such as persons with disability, sex workers, those that have engaged in crime, and people who identify themselves differently based on the identity characteristics they prioritise.
- **Geographical representation** – Toolkit use may focus on a small geographic area as part of an effort to generate understanding of the specific dynamics of resilience in that area, or across geographies, to shed light on the commonalities and differences between participants' sources of resilience and the ways in which they exercise it. In addition, the Toolkit may be used with those that have existing (positive) relationships, or those that are in conflict or otherwise lacking constructive relationships, where the RCAT use is a means of building these relationships.
- **Literacy levels, language, and culture of the community(ies) in which the Toolkit is being used** – Consider the language(s) that the participants are comfortable with, and encourage the use of multiple languages during use of the Toolkit. In addition, create space for participants to explain the ways in which the Toolkit may need to be modified to align with cultural values in the community and location in which it is being used.
- **Community livelihood sources and income generation dynamics**
 - Try to ensure the use of the Toolkit does not interrupt participants' existing daily activities, with sessions taking place at times that align with their schedules, for instance holding a meeting in the evening or in the locations in which participants work. In addition, discuss with participants where there is a need to engage (and potentially involve) existing community structures of organisation, for instance local authorities, or other decision-making bodies or (formal or informal) authorities in the area to enable them engage comfortably.

Collaborating with participants

Managing Expectations

Set expectations among participants from the outset. It is important that those being taken through the RCAT know what to expect – they can regularly enquire on the process of using the Toolkit, and hold facilitators to account.

- **Communicate objectives** – The Toolkit is a means of engagement to build a relationship with the participants. The facilitator should share functions, communicate its use and set expectations in consultation with the participants. Be clear with participants on why the Toolkit is being used, and whether facilitators are able to sustain this relationship beyond the workshop in which the Toolkit is being used.
- **Engagement** – This is important to build engagement, ownership, and responsibility, and avoid a situation where people become passive participants. The facilitator should be transparent on the Toolkit methodology and what it entails, allowing respondents to opt out if they do not want to participate – based on time, process, content, or other issues they have with the RCAT.
- **Partnership and mutuality** - Using the RCAT is intended to empower individuals to realise their strength and agency. The process should empower the participant, and the vertical imbalance – between facilitator and participants, researcher and researched – should be reduced. The use of the Toolkit should be mutually empowering – for the researcher/facilitator and the respondent/participant. This begins with jointly designing the process by which the participants are taken through the Toolkit. Explain to participants how and why they were selected, and any intention to continue working with those individuals in the longer term. It may be

- better, in some cases, to select those that are already participants in programmes or projects being implemented or supported by the facilitating organisation, or choose those that may be integrated into a new programme or project.
- **Ground rules and terms of engagement** – When using the toolkit general guidelines should be agreed upon by the facilitators and participants (for instance, phones should be silent). This means jointly setting, where possible, norms for the engagement process with participants – what sort of behaviours and forms of participation should be encouraged? Provide clarity on what the facilitator is able to provide (covering the cost of the Toolkit use such as, refreshments, venues and so on), and what they are not able to provide. Avoid raising expectations that researchers cannot fulfil.
- **Reciprocity** – Ensure the information generated by using the Toolkit is shared back with participants. If this is not possible, consider not using the Toolkit in this setting, so as to ensure equity and ongoing participation.
- **Transparency** – Be transparent on the methodology of the Toolkit and what it entails, allowing respondents to opt-out if they do not want to participate – based on time, process, content or anything else.
- **Sensitivity** – If there is any potential that using the Toolkit will create tension, alternative approaches should be devised. Timing, here, is critical – particularly directly after a ‘shock’, the moment may not be conducive unless driven by a demand for a platform for reflection. In this way, the use of the Toolkit should be needs-based and demand-driven. This often requires trauma-informed and trauma-responsive engagement.

Gender considerations

Gender should be considered at multiple levels:

- Both facilitators and participants, where possible, may consider retaining a 50–50 distribution of women and men. However, if this is not appropriate, increases risk for participants, or otherwise reduces the ability of certain respondents to speak honestly and openly, individual women’s and men’s groups may be formed.
- Gender-oriented exercises are included in the Toolkit, to gather information on women and men’s distinct sources of resilience, as well as the differences in the ways it is exercised. Further, based on decisions made by participants prior to launching into using the Toolkit, female and male participants may run through their own tailored exercises – it is not essential that the RCAT is applied uniformly among participants.
- Other gender-related considerations should be developed jointly with the participants during the pre-meeting (see below for further information).

Logistical considerations

It is essential to consider:

- Consider the particular time at which the Toolkit is to be used in a community – both in terms of the stage of a given conflict, and more particularly, the time of day, to allow participants to maintain their regular schedules and livelihoods. Time, and timing, are important – the Toolkit should be used when participants are ready, and if possible, once relationships have been (at least in a minor sense) established between them.
- Provide space for joint decision-making on the location for the

- Toolkit use. Is it more effective and conducive to run the Toolkit in participants' homes, or in a third party location? Should participants travel and stay outside their day-to-day environments for the duration of the exercises? In workshop formats, participants often feel forced to participate – invited, perhaps feeling an obligation to attend, but not committed to the process or the outcome. Workshop environments tend to remove participants' agency – even if people want to take part, and are indeed invested in the workshop's goals, agendas are typically not conceived in ways that build agency through the workshop process (for instance, agendas are defined by facilitators in advance without consulting participants). The Toolkit seeks to change this, by providing decision-making control to those providing the information during the Toolkit use. The venue should be conducive and comfortable for engagement, as well as accessible for a wide range of participants. The specific needs of those taking part should be considered, such as childcare needs for participants with children, inclusion of the elderly and persons with disability, and other needs. In addition, language should be a factor in decision-making about how to use the Toolkit, including whether there is a need for interpreters.
- Ensure that different forms of knowledge are equally valid, and that the Toolkit is adapted to a given context, including through discussion on shaping the Toolkit with participants, prior to using it. Using the RCAT is intended to empower individuals to realise their strength and agency, and this begins with jointly designing the process by which the Toolkit is taken up by the group of participants.
- Context should be considered – if there is any potential that using the Toolkit will create tension, alternative approaches should be devised, or the Toolkit should not be used.

Conflict sensitivity and do-no-harm

The Toolkit includes a variety of exercises that are designed to create space for participants to discuss their unique sources of resilience, and the ways in which they exercise this resilience. Conversations that take place during Toolkit workshops are likely to involve reflections on participants' environments, dynamics of conflict and their interaction with it, as well as personal memories and individuals' histories that may be difficult to discuss or may create tension. For this reason, it is important to ensure that principles associated with conflict sensitivity and do-no-harm are embedded in each session. Conflict sensitivity refers to the practice of understanding the context in which an intervention (or, in this case, the use of the toolkit) takes place, the ways in which that intervention interacts within conflict in that context, and the process of acting upon this understanding to ensure that the intervention not only mitigates potential negative effects that may exacerbate the drivers of violence, but actively contributes to peace.

As part of efforts to ensure Toolkit workshops are conflict sensitive, a range of considerations should be identified and discussed during the participant pre-meeting, these include contextual and relational dynamics in the area(s) in which the Toolkit is being used that need to be navigated, or to which the workshop must adapt. In addition, specific exercises within the Toolkit are also designed to generate information that can be used to promote conflict sensitivity. In particular, within the 'Context' theme, exercises such as 3.1 (Timeline), 3.2 (Identifying Key Locations of Insecurity and Violence), and 3.3 (Gendered Power Pyramid Analysis) act as a form of conflict analysis, exploring drivers of violence and inter-group dynamics in the areas in which the Toolkit is being used. In general, these exercises should be used early in the Toolkit workshop, and followed up with discussion with participants on key questions, including: What do the results of these exercises mean for upcoming conversations among the group of participants? Does anything

need to be changed, for instance the location in which the Toolkit is being used, the time of day in which sessions are to take place, the ways in which conversations are recorded (if at all), or anything else?

Exercises that have the potential to elicit discussions on traumatic events, or may risk re-traumatising participants based on their previous experiences, have been marked as such in the section below containing the exercises. In addition to managing trauma on the part of participants in Toolkit workshops, secondary trauma – experienced by facilitators – should be considered. In order to mitigate this, create space for relationship-building among the facilitators, or prioritise groups of facilitators (from two to four per Toolkit workshop) that hold existing relationships of trust. It is important that facilitators are able to take breaks, and hand over to a co-facilitator, to have a 'partner' to speak with, that facilitators check in with one another during Toolkit workshops, hold daily debriefs, and more broadly develop mutually supportive relationships with one another.



ARTS
W... ME

KARIBU



GALLERY

NO PARKING



KEY STEPS IN USING THE TOOLKIT

Four key steps to guide the use of the Toolkit:

1. An internal pre-meeting among facilitators.
2. A participant pre-meeting with all individuals that will be engaged in Toolkit use.
3. Principles to be applied during Toolkit use.
4. Follow-up actions to be implemented after Toolkit use.

During the **internal pre-meeting within the organisation** that will be facilitating the workshop in which the Toolkit is used, facilitators should discuss the following questions:

- What does the use of the Toolkit, and the data it generates, mean for the existing work of participants or facilitators? Where does this fit into ongoing programming processes?
- If facilitators engage participants through the Toolkit that have not previously been approached, do they then continue to work with them?
- Should facilitators engage those that are already involved in programming by the facilitators' organisation? Or those that are new to the organisation? What is the relationship of the workshop in which the Toolkit is used to existing programmes and participants?
- Can the Toolkit use be a means of identifying new programme participants for facilitators' organisations?
- Is the Toolkit, in this case, a means of collaboratively developing a new initiative?
- Think through the current relationship between researcher and respondent – what does each do? What does each get out of the process? Are there ways that more can be given to the respondent, such that they can benefit more from research processes?

The purpose of the **participant pre-meeting** is to agree on key principles and exercises, to build consensus, and ensure all understand the process and consent to participate. The RCAT is also adapted to a given context during the participant pre-meeting. It promotes clarity of purpose and alignment among participants through group discussion and negotiation. In this way, the purpose of the RCAT use determines the process to be used. The key points to be covered are as follows:

- Discuss the ethical considerations, and add any further considerations based on participants' inputs, and lay out a set of ground rules.
- Develop a common language, and how the use of this vocabulary works in practice – including agreement on key terms, particularly those that are contentious in a given context, and to avoid definitional discussions that could derail the conversation later.
- In particular, reach a collective understanding among participants and facilitators of what 'resilience' means. This is very important – use the definition included above as a starting point, then discuss it further and ensure that all participants and facilitators hold a common sense of what is being referred to by the term.
- Decide on which exercises to conduct, based on the dynamics, needs and interests of the specific group of participants. It is not necessary to go through every exercise in the Toolkit. A selection should be made, based on which of the exercises are most useful to participants, what is appropriate for a given context, and what participants feel comfortable with. In this way, the participants and the facilitators collaboratively define the agenda for Toolkit use.
- Agree on who wants to lead an exercise – while all should be given space to facilitate sessions, some participants may find facilitation disempowering or uncomfortable.
- Agree on the data recording method. Agree on the data recording method with the participants. Ask them to choose how their inputs

- will be recorded – by voice, written notes, pictures, or not at all.
- Agree on logistical considerations including location. At the least, clarify that transport reimbursement will be provided. Toolkit sessions could be held at a café or restaurant, rotate between participants' homes, or another location could be collaboratively selected. Meetings may take place over extended periods of time, with the same people. A flexible approach should be taken – the Toolkit is not designed to be used in a rushed manner, or where multiple exercises are compressed into short sessions.
- During the participant pre-meeting, a question should be asked of the participants: what can the facilitator(s) give you, or do for you? While expectations should be managed, and discussions around this question should not focus on financial support, conversations may be held on what the facilitators can do for each of the participants individually. Participants should also ask this question amongst themselves, potentially providing something to each other.

The use of the Toolkit builds relationships and trust between the researcher and respondent, and among respondents, through creating mutuality, equity, and equal sharing of information between them. Deliberate effort has been placed on including methodological elements around research as a relationship-building exercise, a peacebuilding exercise, and most importantly, as a means of eroding power imbalances, or balancing power, between the user and the respondent, between the researcher and the researched. Who does what in the exercises? Who decides which exercises to do? These are questions to be agreed upon between researcher(s) and respondent(s). The benefits of the Toolkit, therefore, are not only the information and analysis it generates through use, but the relationships and experiences forged through using it – the tool itself changes perceptions and power via its use, not just through its analytical output.

As part of the participant pre-meeting, a set of teambuilding and collaborative rule-setting processes may be used. These assist with participants getting to know one another and laying the relational groundwork for the Toolkit use, as well as promoting a collaborative and non-judgemental engagement dynamics among the group. A selection of these are included below. However, additional group activities can be added, as relevant and appropriate to the context in which the Toolkit is being used.

1: RED LINES

Purpose: To build healthy relationships among participants and a common understanding of the environment in which the workshop is taking place and the individuals taking part in it, while being sensitive to their respective experiences and feelings. This exercise enables participants' to be more self-aware and supports them to identify and set healthy boundaries for self-care and form sustainable relationships.



Materials required: Pens, paper.



Time: 30 – 45 minutes.

GUIDANCE

- Request participants to individually think about or write down their red lines – behaviours or statements they do not like, or that they perceive as a line crossed.
- Give them time to reflect on these red lines.
- When they are ready, allow them to individually share/present to the whole group.

REFLECTIONS

- In what ways do you draw resilience from your red lines?
- Are there instances where your red lines make you vulnerable?



FACILITATOR'S NOTES

- Remind the participants to respect their peers' red lines irrespective of their values or beliefs.
- The exercise is best done at the beginning of the engagement.
- Facilitators are also encouraged to share their red lines with the participants.

2: 9 AND 6/M AND W

Purpose: To enable participants to appreciate, understand, and accommodate the worldviews and perspectives of others.



Materials required: Flip chart, marker pen.



Time: 30 – 45 minutes.

GUIDANCE

- The facilitator writes down number 6 or 9, or letters M or W on a flip chart then places the flip chart on the floor.
- The facilitator divides the participants into two groups so that they are facing each other with the flip chart in the middle.
- The facilitator asks the participants to mention what they see from their angle.
- Reposition the group and request the same.
- Discuss with the participants what they see.

REFLECTIONS

- How was the exercise?
- How do our perceptions and views about others or certain things shape our resilience?

- Have you found yourself in situations where you made a rushed decision before understanding the worldview of others?
- In what ways can misunderstanding of perspectives lead to conflict?
- Which lessons can we draw from this exercise?

3: BALLOON AND TOOTHPICK GAME

Purpose: To enable participants to illustrate the connection between perception and actions.



Materials required: Balloon, toothpick.



Time: 45 – 60 minutes.

GUIDANCE

- Divide the participants into two groups standing in two lines facing each other.
- Give the people in one line a balloon each and ask them to inflate the balloon.
- Give each participant in the second group one toothpick.
- Give all participants the same instruction – ‘protect the balloons’.

REFLECTIONS

- Ask how many balloons are we left with?
- Ask them what were the instructions? Remind them of your earlier instruction: ‘protect the balloons’ (it was never stated that the other team should try to pop the balloons).
- Ask participants with toothpicks why they opted to burst the balloon.
- Ask participants who had the balloons how they felt when being chased by participants who had toothpicks.
- Ask participants how they relate the exercise to their life or community.



FACILITATOR'S NOTES

- It is important that you give instructions in the defined order to create a sense of competition.
- This exercise can be used among two conflicting or diverse group.
- This exercise is preferably conducted outdoors.

4: THE ROD CHALLENGE

Purpose: To help participants to reflect on how community members can better embrace each other's weaknesses and strengths, recognising that each individual has unique capabilities.



Materials required: Sticks/rods/plastic hula hoops (three of each depending on which one is chosen).



Time: 45 – 60 minutes.

GUIDANCE

- Divide participants into three groups and assign each group to stand at a designated starting point.
- The facilitator places a stick/rod/hula hoop in front of each group.
- The facilitator instructs participants to place their index fingers under the item, with the top side of their fingers facing upward, and in unison lift it up and carry it to the finish line.
- Should any team member remove their finger at any point before reaching the end, the team repeats the exercise.

REFLECTIONS

- How was the exercise?
- What was your strategy? How did you come up with it?

- Did anyone feel excluded from the activity? Why?
- How does this relate to our daily lives, communities?



FACILITATOR'S NOTES

- The facilitator needs to time the exercise; it should be approximately 10 - 15 minutes.
- This exercise can be used to bring out discussion on the theme of the other.
- This exercise is not suitable when working with persons with disability.

5: BRING THE COW HOME

Purpose: To help participants to learn how to overcome their limitations through creative thinking and collective problem solving.



Materials required: Use available materials (string, plastic bottles, and belts).



Time: 60 minutes.

GUIDANCE

- The facilitator divides participants into two or three groups.
- Give each team unequal resources/items listed in the materials above.
- For each team, place an item symbolically representing a cow, for instance a bottle/shoe/ball within a boundary, at the same distance for each team.
- The teams are then instructed on the distance they need to keep from the boundary.
- From that distance, they need to engage their creativity to develop a strategy to pull out the symbolic cow from within the boundary and pull it towards them.

REFLECTIONS

- How was the exercise?
- How did it feel to have less/more resources?
- What strategies did you employ to 'bring the cow home'?
- How can you relate this exercise to what happens in your community?
- Based on these reflections, what increases or decreases your resilience in your community?



FACILITATOR'S NOTES

- The facilitator should encourage participants to be creative, as this exercise fosters teamwork and 'out of the box' thinking.
- The facilitator should determine the resources to provide to the participants to 'bring the cow home'.

6: TREASURE HUNT

Purpose: To enable participants to reflect on how collaboration and teamwork can play a role in building resilience.



Materials required: Blindfolds and other materials to represent treasures, for instance paper cups, balls, marbles, or other materials.



Time: 45 – 60 minutes.

GUIDANCE

- Ask the participants to divide into pairs.
- In each pair, one should then be blindfolded.
- Place the treasures on the ground within a given boundary, and ensure the place is safe for the participants to walk around.

- The participant that is not blindfolded, rotates the blindfolded one three times on the same spot.
- The participant that is not blindfolded verbally guides the blindfolded one to collect as many items (treasures) from the ground.
- Once all items have been collected, the blindfolded participants open their blindfolds to see how many items they managed to collect.
- The facilitator then guides them in discussions.

REFLECTIONS

- How was the exercise?
- How did it feel to be blindfolded? Was it challenging to focus on the voice of your instructor?
- How did it feel to guide the blindfolded person? What were the challenges you faced?
- In our community who are the persons giving the instructions and who are the persons who are blindfolded (to showcase power dynamics)?
- Is this exercise a Reflections of our community? In what ways?



FACILITATOR'S NOTES

- Ensure the surrounding is safe.
- The 'treasure hunt' should take approximately 10-15 minutes.
- This may be used both as an indoor and outdoor activity.

During the use of the Toolkit, the following principles should be embedded:

- Wherever possible – both the facilitator and the participant participate in the exercises equally. There are elements of the tools where both users conduct the same exercise (noting that, ideally) facilitators are from the community in which the Toolkit is being used).
- There may also be moments in which the participants discuss their perspectives and experiences in one way, and the facilitator(s) conduct a separate but complementary exercise, after which they converge and explain their answers to each other.
- Overall, the Toolkit is composed of group exercises. However, there may be individual or one-to-one components or sessions in which two participants work together on a given exercise.
- Further, there are other areas where the facilitator hands the Toolkit over to the participant, who then leads an exercise in which the user/facilitator is giving information (or both of them). This means distinct, but equal, roles in the use of the tool, where the ‘ball’ is being handed back and forth between the facilitator and the participant. The facilitator becomes a participant, and roles switch back and forth.
- Equality between facilitator and participant is promoted through both parties sharing information and experiences, and both deciding the purposes for which that information is used in future.
- The participant(s) and the facilitator(s) jointly decide on both the exercises to be used, and the ways to run through each exercise. Exercises should remain adaptable throughout, with ongoing discussion between both users on the specific methods for each exercise.

General guidelines for facilitators

- Facilitators should give participants ample time to share their stories.
- Facilitators should encourage participants to share only what they are comfortable with.
- Facilitators should provide time for reflection, and identify and articulate connections through common responses.
- Use qualitative, probing questions and let respondents discuss, rather than leading them to answers – there are no ‘right answers’.
- Facilitators are encouraged to share their experiences with participants in the interest of reciprocity.
- All exercises used must be agreeable to the participants and care should be taken to avoid any risk or danger to the participants.
- Using the Toolkit should not take the form of a lecture on the method, then application. The tone of the facilitator should not be paternalistic, or didactic, instead, facilitation should be characterised by humility, and collective vulnerability among facilitator and participants.

Plans should also be drawn together for follow-up to the use of the Toolkit, and what takes place immediately following completion of the process:

- Ask participants for their thinking on next steps – in what way should findings from the Toolkit workshop be used? Consider community events to present and discuss the findings.
- How can all contribute to promoting the findings that emerge from Toolkit use?
- Where possible, appropriate and safe, credit should be given to participants for the perspectives and ideas provided – provide participants with agency in relation to Toolkit output, giving the power to decide whether or not to be named or quoted in any

- eventual products created through Toolkit use, i.e., reports or documentation.
- Consider translation of the eventual product into the primary language of participants.
- If possible, give the data, in its raw form, to respondents, for instance via email, WhatsApp, USB flash drive, or CD.
- Ask again – what can the facilitator do for the participants? What can participants provide to one another? For instance, facilitators may use their contacts to create new relationships for participants, if there are particular individuals with which they wish to develop a relationship.

Summary – using the Toolkit

- Each workshop in which the Toolkit is used should generally take place over five days, with 6–10 participants, and two facilitators.
- Each day lasts eight hours, unless otherwise agreed among participants and facilitators.
- This includes breaks and lunch, although the specifics of when and how often breaks take place, as well as what is done during breaks, is to be discussed and agreed with participants.
- The workshops should, ideally, take place in an outdoor open space.
- Facilitators also participate in exercises wherever possible.
- Participants can take on a facilitator role for individual exercises, if they would like to do so.



RESILIENCE THEMES

The following are 11 resilience themes – sources of resilience, dimensions and factors that affect it – developed through foundational research in Nairobi, Kenya.

Given that these themes are developed by a peacebuilding organisation, rather than a development agency (or in the fields of ecology, environmental sciences or psychology), they focus mostly on social and relational dynamics – exploring individual experience, intra- and inter-group interactions and relationship-building. These are also not geared toward measurement, and producing quantitative data. Instead, they are themes that explore perceptions, attitudes, and memories to create the conditions for creating empathy.

1. **Sense of self** – Conviction in one’s individual capabilities and attributes to enact and influence change, respond to adversity and build personal resilience. A sense of purpose, sometimes linked to faith, acts as a critical source of independence and a will to draw oneself up and out of conflict.
2. **Home** – The location, livelihoods, and the area’s heritage that people associate with their identity. Pride in one’s area and community, in particular a sense of belonging and a desire to change stereotypes associated with the location – as well as a belief in one’s ability to do so.
3. **The context** – The history, intensity, and frequency of conflict and insecurity in the local environment. The ability to move around with relative freedom, and space to think beyond immediate survival and endurance only, appear to be necessary in order to exercise resilience – this means using the Toolkit in situations of active conflict may be challenging.

4. **Relationships** – Of dependence (inward and outward – both depending on others, and having others depend on the individual), interdependence, as well as connectedness and scale of networks, and the ability to mobilise the community.
5. **Capacity for empathy** – Focuses on participants’ ability and desire to recognise and understand other people’s feelings, perspectives, actions and reactions, and experiences. Further, the wish to communicate with, and change, the attitudes and behaviours of violent actors. An affinity with those that struggle, fall, and survive, and attaching value to this.
6. **The other and in-group identity** – Portrays how individuals draw their sense of identity, belonging and resilience from their in-group compared to those they perceive to be different from them. This could be a group, community, area, idea or ideology to fight against. This sense of a common external threat has the potential to unify, galvanising individual and intra-group resilience, often along ethnic, inter-community, religious or other lines.
7. **Generations** – Focuses on interactions between and across members of different generations or age categories. Interactions and perceptions across generations and age groups are important in the resilience of the community as a whole – where divisions across ‘youth’ and ‘adults’ impact the relative resilience of both. Treatment, status of, and opportunities for, youth – and their relationship to insecurity – are also significant.
8. **Personal history** – Helps individuals to retrace their past to develop their sense of belonging, self-awareness and spur personal growth and appreciation of self. This includes experiences of violence and injustice, and living surrounded by day-to-day insecurity. Memories of fear, harassment, suffering of self and others also appear to be important in decisions to respond ‘differently’ in future.

- 9. Authority** – The perception of and relationship with ‘authority’ (in various forms) impacts individual resilience. This includes how the communities relate with state actors, security services, or non–state violent groups, and other forms of authority.
- 10. Violence** – Explores the ways in which the exercise of violence may be a source of resilience. It encourages participants to think about how people learn, experience and express violence differently, and how they can contribute to stopping the cycle of violence in their lives or communities. It highlights the ability to overcome past violence and incidences of violence as a source of power that generates resilience. This theme also looks at perspectives on the value of violence and role in developing agency and identity, as well as perspectives on when violence is justified, and what it achieves.
- 11. Capacity to transform/positive futures** – The ability to change positively through hardship, to use insecurity to gain strength, resolve, and motivation. To learn from shocks, and action this learning toward defined goals.

These themes form the basis for a series of participatory exercises detailed below, through which participants learn about their own resilience, and create usable data on resilience in conflict more broadly.

PARTICIPATORY EXERCISE

This toolkit comprises 36 exercises designed for learning and action under the 8 resilience themes as depicted in the table below, not all the themes generated exercise, however, some of the exercises could be used to explore more than one theme. Each exercise within a theme gathers data on that theme. These specific exercises are tailored for peace practitioners, community groups and their facilitators.

The exercises are designed to be generally intuitive, accessible, and easy-to-use with guidelines and reflection questions provided. The exercises aim to allow participants to think through and articulate their experiences, without being asked about them directly. Most of the exercises cover issues that relate to how individuals relate to their context at a personal and communal level. They should be enjoyable, interactive, and in many cases, humorous.

While there is flexibility, the exercises should be used with groups of six-to-ten individual participants, over four days – noting that the meetings do not need to take place over four consecutive days. The specific modalities of each Toolkit use should be agreed upon with respondents during the participant pre-meeting detailed above. Further, the sequencing of the exercises is to be discussed during the participant pre-meeting, and therefore the order below may be amended based on the group and context.

While the exercises have reflection questions specific to their focus areas, time should also be taken to reflect with participants three general questions following each exercise:

1. How did they find the experience of taking part in the exercise?
Was it useful?
2. Are there any overall lessons coming through?
3. Did participants learn something they did not know before?

Summary table showing all exercises, clustered within themes

THEME	TOOLS
1. SENSE OF SELF	<ul style="list-style-type: none"> 1.1 Kwaheri Titles 1.2 Draw your Superhero/Superheroine/Role Model 1.3 The Wardrobe 1.4 SWOT Analysis – strengths, weaknesses, opportunities, threats 1.5 Reflective Drawing 1.6 Animal Pictures 1.7 Imagining Scenarios
2. HOME	<ul style="list-style-type: none"> 2.1 Enabling Environment – ‘how does your home give you strength?’ 2.2 My Community in Photographs 2.3 The danger of a single story/single narrative 2.4 My Ideal Home
3. CONTEXT	<ul style="list-style-type: none"> 3.1 Timeline – ‘when does it start for you?’ 3.2 Identifying Key Locations of Insecurity and Violence 3.3 Gendered Power Pyramid Analysis 3.4 Hotspot Mapping.
4. RELATIONSHIP	<ul style="list-style-type: none"> 4.1 The Human Knot 4.2 String Web Affirmations 4.3 Concentric Circles 4.4 Networks of Support and Networks of Threat 4.5 Pick Your Team 4.6 Follow Me 4.7 Invitation List

THEME	TOOLS
5. CAPACITY FOR EMPATHY	5.1 Interactive Dramatics 5.2 Power Pyramid
6. GENERATIONS	6.1 Role Play 6.2 Value Clarification
7. PERSONAL HISTORY	7.1 Personal Presentation 7.2 The River of Life 7.3 Violence Clothesline 7.4 Stories of Pain and Stories of Power 7.5 Symbols of Hope and Symbols of Struggle 7.6 Discovering Vulnerability
8. CAPACITY TO TRANSFORM	8.1 My Vision Board 8.2 Exploring Community Strengths 8.3 Scarcity Challenge 8.4 Sinking Ship

Exercises

THE OVERARCHING RESILIENCE BOARD/PILE

Purpose: To enable participants to explore the different sources of resilience.



Materials required: Pen, paper and other available materials such as stones.



Time: Continuous.

GUIDANCE

- The facilitator takes notes of, and gathers, instances of everyday resilience that come up through participants' inputs, examples and lived experiences.
- Using available materials create a 'pile' of either stones, paper, or any other items that are available in the workshop setting. This should be displayed at the end of each day to visually demonstrate participants' sources of resilience.
- Post-it notes could also be used, and placed on a section of wall in the workshop setting.
- The facilitator collects these items throughout, with instances of resilience coming through participant's stories, as examples are given, on an ongoing basis.

REFLECTIONS

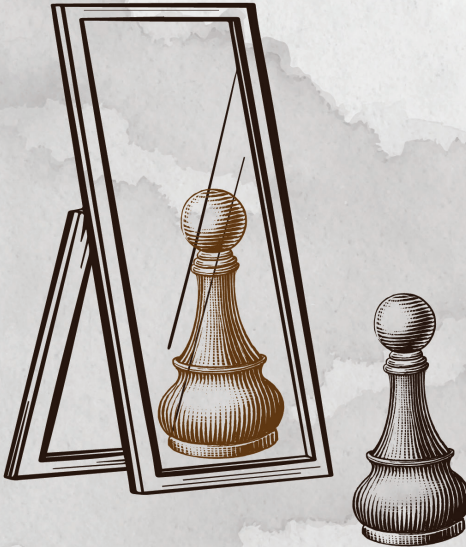
- At the end of all the exercises, reflect upon the overall size of the 'pile', and the experiences that make it up, demonstrating the cumulative build-up of examples of strength throughout the Toolkit use.



SENSE OF SELF

RESILIENCE

SENSE OF SELF



Conviction in one's individual capabilities and attributes to enact and influence change, respond to adversity and build personal resilience. A sense of purpose, sometimes linked to faith, acts as a critical source of independence and a will to draw oneself up and out of conflict.

THEME 1: SENSE OF SELF

This theme focuses on how individuals perceive their 'inner' and 'outer' selves, their ability to shape their own future, and their motivation for taking action for change. This self-awareness allows one to manage their relationship with themselves and others. This theme consists of eight (8) tools, which support the participant to reflect on the factors that increase or decrease their resilience at a personal level. They present participants an

opportunity to be vulnerable and honest with themselves as they examine their deep-seated emotions and reflect on their individual strengths and weaknesses as well as their purpose within the world.

Interrelated themes

Capacity to transform, Relationships Personal history Capacity for empathy.

Exercise 1.1: Kwaheri Titles

Purpose: To examine the collection of names, labels and titles given or assigned to participants' around which they may construct their identity, as well as portray the broad range of identities that participants hold in varying contexts. It allows participants to reflect on the extent to which these identities impact their resilience. The exercise has an equalising effect: for the entire duration of the engagement, participants are not referred to (or defined) by their titles.



Materials required: Pens, Papers, Bag/Basket/Bucket.



Time: 30 – 45 minutes.

GUIDANCE

- Request participants to write down all their titles, names or labels on a piece of paper or visualize them.
- Titles may include, for instance, officer, member of parliament, doctor, leader, chief, activist, and many others depending on the context in which the Toolkit is being used.
- Ask participants to place the written titles in a bag/container as a symbol of setting aside the titles.

REFLECTIONS

- How was the exercise?
- How do you feel now without your titles or names or labels?
- Were there titles, names or labels that were easy for you to let go, why?
- Were there titles, names or labels that were difficult for you to let go, why?
- Is there anyone that would like to take their titles back out of the bag? If so, why?
- How do your titles, names or labels increase or decrease your resilience?



FACILITATOR'S NOTES

- The exercise is best done at the beginning of the engagement.
- Allow participants to share titles, labels and names given by the community.
- While in general titles are likely to be positive in that they denote authority of one kind or another, negative titles applied to the individual by others can also be included (and then discarded, as with the positive titles).
- The facilitator should clarify to the participants that they are not being stripped of their titles. This is because some titles are important and need to be picked up after the training.
- Consider participants that are not able to see, talk, hear, write, or hold a piece of paper. They may instead keep the names, labels, and titles at the back of their minds. Be mindful, creative, and innovative to engage all participants actively.
- Improvise the materials required, for instance a bag, bucket, basket, or something else for placing the names, labels or titles depending on what is locally available.

Exercise 1.2: Draw your superhero/superheroine/role model

Purpose: To enable participants to identify with their superheroes/superheroines/role models that they look up to or inspire them, or whose day-to-day actions make the community a better place, and examine the inspiration and resilience drawn from these individuals.



Materials required: Pens, multi-coloured pencils, papers, crayons.



Time: 45 – 60 minutes.

GUIDANCE

- Give out a piece of paper or manila and provide multi-coloured pencils or crayons to all participants.
- Ask them to draw their superheroes/superheroines/role models. These could be from movies, novels, particular iconic individuals, or from their communities.
- Afterwards, ask each to present their drawings.
- Ask each participant to explain why this individual is a superhero/superheroine/role model, the powers/strength they draw from the superheroes/superheroines/role models, and to outline qualities they admire in them and how it reflects in their lives.
- Link their responses to how it contributes to the broader group understanding of resilience.

REFLECTIONS

- Are there commonalities among the superheroes/superheroines/role models and their characteristics and skills?
- Are there any surprising superheroes/superheroines/role models? If so, why?
- What have participants learned from other participants' choice of superhero/superheroine/role model?



FACILITATOR'S NOTES

- For those that are not able to draw, ask them to visualise their superheroes and then to present who they are as with other participants.
- The exercise can also be used for the theme capacity to transform. In this case, participants can explain how they would like to change their community based on the skills held by their superhero/superheroine/role model, or the skills they have drawn from their superhero/superheroine/role model (demonstrating that they believe that they have the capacity to realise that change).

Exercise 1.3: The Wardrobe

Purpose: To improve self-awareness by understanding one's relationship with self and others based on the individual's interaction with others. It focuses on individual and shared discovery, appreciation and learning from feedback, and individual growth that builds resilience.



Materials required: Pens, paper (preferably A4 size), music devices.



Time: 45 – 60 minutes.

GUIDANCE

- Draw an image shape of a wardrobe on a flipchart/blackboard or other surface, ensuring it can be seen by all participants.
- Distribute A4 papers or other materials that can be written on to the participants.

- Ask participants to fold the paper with the two ends meeting at the middle forming two opening folds.
 - On the outside of the right fold write 'How do other people perceive me?'
 - On the outside of the left fold 'How do you perceive yourself?'
- Ask participants to write their answers to these questions on each side of the paper, on the outer side of the fold.
- Play soft music in the background and let the participants walk in the room. When the music stops, the participants pair.
- Participants in pairs start by asking each other, what was your first impression of me? They both need to engage. Then they change roles so that the other participant also gets the same question answered.
- Play the music again, and allow new pairs to form, answering the same question.
- Ask participants to compare what they had written or drawn on the outside of the flips with what the other person had just told them.
- Then request all participants to sit down alone and write inside the paper unique things about themselves that others do not know about them, and they would like to share.
- Play music and let participants find a different partner. Ask them to share what they have written on the inside of the folds.

REFLECTIONS

- How was the exercise?
- How do you feel?
- What was difficult/easy about sharing?
- What did you learn about others and yourself?
- Were the initial perceptions about you true?



FACILITATOR'S NOTES

- Encourage participants to share only what they are comfortable with.
- Encourage participants to be open-minded and sensitive to the feelings of others.
- Prompt the participants to reflect on their sense of resilience drawn from the exercise.
- The facilitator to be creative in the absence of a music device, for instance, using clapping or singing.
- This exercise can also be used in the themes of *capacity for empathy* and *the other*.

Exercise 1.4: SWOT Analysis

Purpose: To enable participants to systematically examine their individual strengths, weaknesses, opportunities and threats and how these factors influence their resilience.



Materials required: Marker pens, flip charts, masking tape.



Time: 30 – 45 minutes.

GUIDANCE

- Participants are asked to conduct an individual SWOT analysis.
- Ensure continued emphasis on resilience and on the positives that can be drawn from the tool (for instance, weakness and threats being potential sources of learning).
- Adapt the following template:



- Ask the participants to draw the above table and fill it out.
- Give them 20 minutes to individually think and fill out the table.
- After all participants are finished, allow each to present their table, and provide space for thoughts from those listening on what they have heard.

REFLECTIONS

- Are there commonalities among the SWOT analyses?
- Can participants assist one another to transform identified weaknesses? For instance, can one participant provide skills to another that relate to an identified weakness?
- Reflect on their presentations by guiding them to bring out where their resilience is increased, decreased, how and what they can do to build on their resilience.



FACILITATOR'S NOTES

- This exercise may be better conducted at the mid-point in the workshop, after participants have established relationships with one another, and feel secure in sharing more personal information.
- Allow participants to share only what they are comfortable with.
- Consider other people who are abled differently, and devise ways to accommodate them during the exercise.

Exercise 1.5: Reflective drawing

Purpose: To enable participants to recognise their capabilities and sources of resilience.



Materials required: Marker pens, flip charts, masking tapes, coloured pencils.



Time: 45 – 60 minutes.

GUIDANCE

- Ask participants to pair.
- Give each pair a marker pen and a flip chart, then request each pair to share personal stories where it took the individual's capabilities, uniqueness or strength used to overcome a hurdle.
- Stories can be from any aspect of participants' lives – social relationships, professional development, livelihoods, environmental change, or anything else.
- Ask them to narrate their stories by drawing on a flip chart image/s of their liking that symbolise **both** their stories Which either increase or decrease your resilience.
- Ask pairs to present their drawings while linking it to their abilities.

REFLECTIONS

- Was it easy /difficult to come up with one image to represent both stories?
- How did the hurdle in the stories shared, and overcoming it, strengthen your resilience?
- How did you take the lessons from that experience forward into other aspects of your life?



FACILITATOR'S NOTES

- Consider other people who are differently abled, and devise ways that will accommodate them for the exercise.
- The participants can freely use several image for presentations.
- The exercise can also be used in the theme of *personal history* and *capacity to transform*.

Exercise 1.6: Animal Pictures

Purpose: To enable participants to explore individual character and abilities.



Materials required: Animal picture cards, pens, papers.



Time: 45 – 60 minutes.

GUIDANCE

- Distribute pictures of different animals.
- Ask participants to identify an animal they resonate with in terms of its characteristics.
- Participants list out the strength and weakness of the animal they have chosen.

REFLECTIONS

- How do your strengths and weaknesses align with the animal you chose?
- How do your experiences and relationships shape your character (and abilities)? How do they shape the ways in which you respond to hardships and adversity?
- Discuss the adaptability of the animals on the cards in their environment – how do they weather difficulty? In what ways are they attuned to, and suited for, their environment? What behaviours and actions do they take to survive and thrive in their environments?
- What has been learned from this exercise in terms of the participants' resilience?



FACILITATOR'S NOTES

- In the absence of animal cards, they can be drawn or mentioned. In this case, participants can collectively decide on the animals to include.
- There should be a wide range of animals to choose from, such that all participants have a range that they can select.
- Animal Pictures can also be used as an introductory exercise.

Exercise 1.7: Imagining scenarios

Purpose: To focus on each individual's abilities – confidence in their capacity to make change, and trust in themselves, and to foster pride in their skills and qualities.



Materials required: None.



Time: 45 – 60 minutes.

GUIDANCE

- A hypothetical crisis scenario is proposed by the facilitator.
- Divide the participants into two groups and share the same scenario to both.
- Following this, each participant within the group shares the skills, qualities, networks, or materials they would bring to contribute to solving the crisis.
- In the context of the chosen scenario, encourage participants to think about pre-event planning, post-event strategies. Opportunities for participants to think through growth in struggle, and for self-discovery.
- The group merge together to share their proposed solutions for discussion.
- The facilitator engages them in a discussion reflecting on their struggles, lessons learnt and journey to self-discovery.

Scenarios

- Ask the participant to imagine that they are in a town, and it has been lockdown .
- They have no access to electricity, no food and no security.
- Ask them to think beyond survival in order to identify things needed to survive.
- Ask them to come up come with 3 items that would help them to survive.
- They then justify as to why they chose the items.



FACILITATOR'S NOTES

- This exercise is good for diverse groups, gives everyone a chance to participate, functions as a relationship-building process, is potentially humorous, and has no 'right answers'.
- In regard to the scenarios used, there are two options: a scenario may be created that is related to the communities' context, focused on issues that affect them i.e., environment, peace, insecurity, gender, governance. In this case, the scenario will be directly relatable to the experiences of participants. However, if participants have been directly affected by traumatic events and the chosen scenario may prompt them to describe, or re-live those events, a scenario should be chosen that is sufficiently distant from participants' everyday lives such that it is not a traumatising process. This could be either a relatable scenario, but something that has not taken place in participants' communities, or an event that is outside the realm of foreseeable possibility. A selection of scenarios used in tests of the Toolkit that contributed to its development are included in textbox.



NOTES





NOTES



RESILIENCE

HOME



The location, livelihoods, and the area's heritage that people associate with their identity. Pride in one's area and community, in particular a sense of belonging and a desire to change stereotypes associated with the location – as well as a belief in one's ability to do so.

THEME 2: HOME

This theme enables participants to examine the concept of home at an in-depth level. It provides an avenue for them to reflect on the sense of belonging, identity, security and emotional connection drawn from the spaces in which they feel at home. This also refers to the place in which

participants feel a sense of belonging, and potentially pride. Home, in this case, goes beyond a physical fixed structure (such as a house, a room) to include a place of personal identity, centre of reference, openness, which lays a foundation on their relationship with others – their community. This theme consists of five tools that are packaged to enable participants to reflect on the spaces where they feel safe and secure – where their resilience springs from and is nurtured. Through the diverse exercises, they are supported to identify their sources of strengths or spaces where they recharge, recover and reassert their power in the wake of crises or adverse situations in life.

Interrelated themes

Context, Relationship, Personal history, Sense of self, Capacity to transform.

Exercise 2.1: Enabling Environment

Purpose: To enable the participants to explore the norms, cultures and structures dominant in their community, and the ways in which these factors shape participants' resilience.



Materials required: Pens, papers/manilla cards.



Time: 45 – 60 minutes.

GUIDANCE

- The participants are paired, one becomes the researcher while the other becomes the respondent.
- The researcher asks the respondent the following questions to explore the positive aspects in their community that they draw strength from:
 - » Structural: what in your home environment supports you to develop assets, agency, access, opportunities, security, and safety? This could be, among others, schools, hospitals, places of worship, police stations, jobs,

vegetation, particular people, or organizations.

- » Normative: what attitudes, norms, beliefs, traditions in your home environment create the conditions for your positive development?
- There is the potential for multiple respondents to take on researcher roles, and for the paper on which answers are recorded to be handed back and forth between the two individuals.
- Use the questions you posed above to spark a conversation that will help participants to reflect on the sources of their resilience.
- What does it mean for you to be 'at home'?
- What is your connection of home to personal identity, growth and development?
- Where do you draw your resilience from?

REFLECTIONS

- What was learned about the most important elements of someone's 'home'?
- Were there common factors described across participants?
- Does the exercise make you want to engage with any particular groups more than you currently do? If so, why?



FACILITATOR'S NOTES

- Clarify that 'home' does not only refer to where you sleep – it refers to your home environment, your community, and/or the area you feel safe.
- If facilitators are from outside the community in which the workshop is taking place, they can participate and refer to the areas they consider as their 'home'.

Exercise 2.2: My Community in Photographs

Purpose: To allow participants to define and present their community from their individual perspective.



Materials: Projector, magazines, newspapers, gazettes, papers, coloured pencils.



Time: 45 – 60 minutes.

GUIDANCE

- Give participants cameras, or if possible, request them to use their phone cameras.
- Participants are then asked to bring back 10 pictures that symbolise their life, their community, and their home.
- If it is not possible to use cameras, participants may use cut-outs from various magazines to show what is in their community, draw or describe their perception of their community.
- For those who took digital pictures, project all the pictures submitted.
- These pictures are then presented back to the group and discussed, with key themes and similarities drawn out.
- Participants are encouraged to present their work and what it symbolises to them, what gives them a sense of belonging, and how it builds or decreases their resilience.

REFLECTIONS

- Are there common defining factors and sources of pride across communities?
- Did people from the same community present different kinds of pictures, or focus on different elements of their community?
- Were there things you specifically chose not to take photos of, or to show in your presentation (if magazine cut-outs or drawings are used)? If so, what were these things, and why did you choose not to photograph (or otherwise showcase) them?



FACILITATOR'S NOTES

- Facilitator to ensure that the projector (where available) is ready for use prior to participants getting to the session.
- In certain contexts, the use of a camera could be a security concern. It is only appropriate in certain environments and based on consultation with participants. Taking pictures, for instance, may cause security issues, or make participants appear as informants hence consent should be sought first.
- The details of this exercise should be given prior to the day when it takes place, as an assignment for which participants should be able to prepare properly.
- During this exercise, facilitators can create a WhatsApp group (where possible) to assist with sharing the different photo collections.

Exercise 2.3: The danger of a single story/single narrative

Purpose: To engage participants to explore stereotypes associated with their community that increase or decrease their resilience within that community. The exercise helps participants to understand how different forms of discrimination and perceptions are based on our values/norms and identities.



Materials required: Projector, laptop, Bluetooth speaker, pen and paper.



Time: 60 – 90 minutes.

GUIDANCE

- The facilitator shares an audio from YouTube of Chimamanda Adichie Ngozi – ‘The danger of a single story’.
- The group listens carefully and shares their reflections about it and how it relates to what is happening in their community.

REFLECTIONS

- How was the exercise?
- In your own understanding, what was the story about?
- How does our perception about others shape our resilience?
- Does this story reflect our society?



FACILITATOR'S NOTES

- The video can only be used with participants conversant with the English language, and in environments that have access to electricity, internet, and other facilities. If the resources are not available, the facilitator can choose another exercise under the theme.

Exercise 2.4: My Ideal Home

Purpose: To provide space for participants to recognise potentially common sources of strength and opportunity, and to see ways in which their home environments support their resilience.



Materials: Pens, pencils, erasers, papers/mini cards.



Time: 45 – 60 minutes.

GUIDANCE

- Start by asking participants to reflect on the following questions:
 - » What does the word 'Home' mean to you?
 - » What is the first thing that comes to your mind when you hear the word home?
- As participants listen to one another, ask them to visualise an ideal home.
- After all participants have had the opportunity to speak, ask each

participant to draw their ideal home.

- The exercise continues until they all participants have completed their drawings.
- Discuss what each part of the home symbolises to them in relation to their community (e.g., the door can symbolise security, gatekeepers or opportunities, the roof can symbolise safety, protection, or sense of belonging).

REFLECTIONS

- What are the key elements coming through in all the drawings?
- Is there anything you feel is missing from the drawings?



FACILITATOR'S NOTES

- The drawing exercise should take around 20 minutes, and the discussion around 30 minutes.
- Support participants to reflect on their sources of resilience based on different aspects depicted by their drawings, for instance the roof might be rusty, but it still provides protection, safety.



CONTEXT

RESILIENCE

CONTEXT



The history, intensity, and frequency of conflict and insecurity in the local environment. The ability to move around with relative freedom, and space to think beyond immediate survival and endurance only, appear to be necessary in order to exercise resilience – this means using the Toolkit in situations of active conflict may be challenging.

THEME 3: CONTEXT

This theme explores the social, cultural, economic and political situation within which an individual operates in and draws their resilience from. It also maps out gender-related differences in resilience and key stakeholders in provision of security during crises. The participants examine levels of security and safety within their surroundings, assess the sources of

violence, and delve into opportunities to curb the spread of violence and promote non-violence. This theme aligns with peacebuilding, conflict management and crisis prevention processes in the community, such as relationships between security actors and violent groups, early warning and early response mechanisms, and monitoring of day-to-day incidences of violence.

Interconnected
themes

Home, Capacity to transform, Sense of self.

Exercise 3.1: Timeline

Purpose: To understand the intensity and frequency of insecurity within a specific area or region and explore factors that contribute to participants' endurance and survival.



Materials required: Multi-coloured sticky notes, marker pens, masking tape.



Time: 60 – 90 minutes.

GUIDANCE

- A physical timeline of the conflict is built together among participants, mapping events over a given time – positive and negative – in the area the participant considers to be 'their' community.
- Place a line of masking tape on the wall with an indication of different years from when participants would like to start, and end the timeline on the current year, mapping events over a given time – positive and negative – in the area the participant considers to be 'their' community.
- Use one post-it/sticky note per event or personal experience, with a different colour for each.
- Ask participants – 'when did the insecurity start?' The participant

chooses when and places the post-it/sticky note with details of the event on the year it happened.

- The participant chooses, then runs through, adding events to the timeline as they go, on the lower side of the masking tape.
- They then layer positive events on top – moments of peace, efforts to change things, 'peace shocks and negative events on the bottom.
- Start with individual reflections on the timeline, then each attendee goes up to the wall where items are being assembled and places their additions – building the timeline together.
- Then, once the timeline is completed, pair the participants to discuss how different scenarios affected them, and provide the following Reflections questions:

» Where were you at the time?

» What did you do?

» What would you do differently if a similar situation presented itself?

REFLECTIONS

- Why were some events included and some not included?
- How do you reflect on the balance between conflict-related and peace-related events?
- What are some of the common types of violence/insecurity in the community/region?



FACILITATOR'S NOTES

- The exercise reminds groups of a historical perspective (good and bad), everyone can contribute, and it may lead to empathy, with highs and lows.
- If writing is a challenge for some participants, they may draw, or request another participant to write on their behalf.
- It is important to localise the events and encourage participants to share their individual experiences.
- This is a group exercise, with timelines assembled. Be mindful of who is in the group to navigate perspectives.
- If different generations are in the room, think about whether to split into two generational groups, and have each develop their own timeline of when the insecurity started. Presentations will then highlight differences in understanding between generations. The alternative is to have multi-generational groups. However, this may lead to the older generation taking the lead in the group, with the younger participants having limited chances to make their contributions. Where the older generation shares their knowledge, and elders also learn from young people (for instance, on what it means to fight) – mutuality and interdependence may emerge.
- Be cognisant that the exercise takes into account historical perspectives and individual experiences of insecurity. This might be sensitive for some participants who experienced trauma in connection to the events.

Exercise 3.2: Identifying Key Locations of Insecurity and Violence

Purpose: To explore insecurity in one's specific area, surroundings or broader environment through identifying forms of violence and insecurity that take place there, as well as identifying parties to the violence and providers of safer spaces.



Materials required: Flipcharts, masking tape, marker pen, sticky notes.



Time: 45 – 60 Minutes.

GUIDANCE

- Place four flipcharts in corners with each written topic below.
 - » Perpetrators of violence/insecurity.
 - » Places where violence/insecurity occur frequently.
 - » Causes of violence.
 - » Places where people seek refuge.
 - » Providers of safer spaces and support for victims of insecurity.
- Provide the participants with different colours of sticky notes, each indicating one of the topics above. The participants will write the answers to the above topics and stick them to the specific flipchart.
- Give out sticky notes of different colours, which participants will use to write down their responses from the different topics. Ask participants to stick the written notes as they rotate around the room in groups, allocate 10 minutes for discussion at each flipchart.
- During the rotational exercise, facilitators identify the trends of insecurity/violence.
- After participants have finished adding their sticky notes, a discussion takes place on the following:
 - » Who are the perpetrators of insecurity and violence in your community?
 - » Who are the victims of crime in your community?

- » Which are the areas with prevalent cases of insecurity and violence?
- » What are the causes of insecurity and violence in your community?
- » Where do you go during instances of insecurity?
- » Who do you rely on during instances of insecurity?

REFLECTIONS

- In regard to the individuals that participants rely on during moments of insecurity, why is it that participants choose those individuals in particular? What resources, qualities or skills do they hold that are useful in those situations?

Exercise 3.3: Gendered Power Pyramid Analysis

Purpose: To discuss the ways in which exposure and sensitivity to crises, and sources of resilience, may differ for women, men, girls, and boys that face adversity and hardship in a conflict setting. To examine gender roles and power dynamics within participants' communities.



Materials required: Masking tape, sticky notes and marker pen.



Time: 60 – 90 minutes.

GUIDANCE

- Using a masking tape/chalk, draw a large triangular shape on the floor big enough for people to stand on. Divide the triangle from the peak point to the flat base to make two halves.
- Indicate the peak of the triangle as the top and the base as the bottom. One half is to be labelled female, and the other half male (as illustrated below).
- Ask participants to list common roles or titles of people living in their community. These roles are to be written on a sticky note.

- Allocate the roles among participants then ask them to position themselves on the power pyramid based on their community perception of the assigned role and gender.
- The same role should be reflected upon for multiple genders – for instance, differing levels of power held by a female politician as compared to a male politician.
- Ask participants to describe the sources of resilience for women and men. Discuss the difference.
 - » What factors contribute to this disparity?
 - » What can we do within our spheres of influence to bridge this gap?
 - » How does gender disparity affect individual security?
 - » How do different women and different men thrive? For instance, a woman local trader as compared to a woman politician?

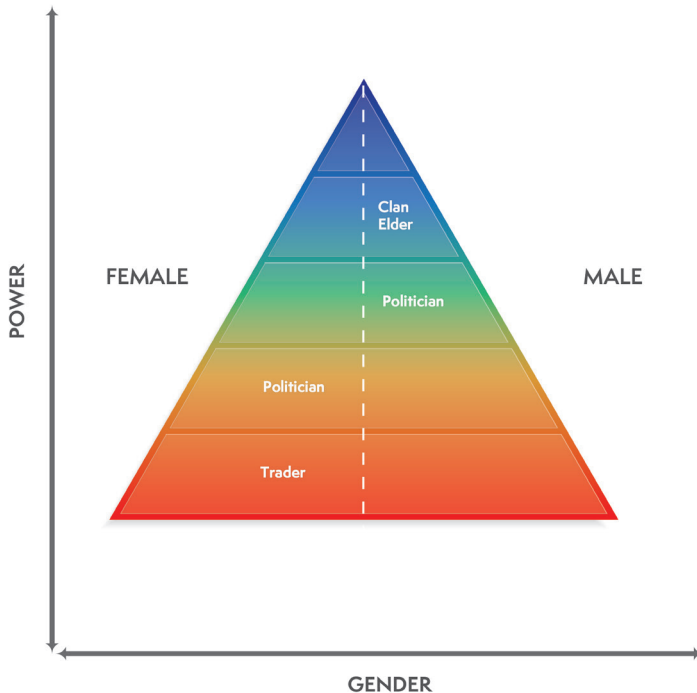


Figure 1 - Gender power ordering tool example diagram

REFLECTIONS

- Were there any areas of disagreement among participants?
- What did participants learn about the differing sources and manifestations of resilience for women, men, girls, and boys?



FACILITATOR'S NOTES

- A flipchart, with the triangle drawn onto the paper, can be used instead of masking tape or chalk on the floor of the workshop setting.

Tool 3.4: Hotspot mapping

Purpose: To map out insecurity and violence prone areas and examine patterns and trends of these incidences within one's area, surrounding or environment as well as explore available resources that nurture participants'/community resilience during crises.



Materials required: Flipcharts, Masking tape, Marker pen



Time: 45 - 60 Minutes.

GUIDANCE

- Divide participants into groups then give each group a flip chart and a marker pen, give instructions where each group will draw maps of their locality and also indicate all areas within their locality that are prone to violence or other forms of insecurity (hotspot areas).
- On the sketched map ask them to put a mark of x using the red marker pen provided to locate the hotspots zone, ask them to also indicate on their maps key community resources and resource centers such as religious facilities, hospitals, police stations and

other places where community members seek refuge during violence/insecurity.

- Allocate 15 minutes for presentation and discussion.
- Reflections
- Discuss with the participants some of the hotspots identified and the reasons for these choices.
- What are some of the identified resources and of what relevance are they to the community?
- Was everyone aware of some of the mentioned resources?
- How do incidences of insecurity build our resilience?
- What do you believe would be an ideal living situation for you?
- What can you do to make that happen?



NOTES







RELATIONSHIP

RESILIENCE

RELATIONSHIP



Dependence (inward and outward – both depending on others, and having others depend on the individual), interdependence, as well as connectedness and scale of networks, and the ability to mobilise the community.

THEME 4: RELATIONSHIP

This theme explores one's association with others the value that is gained through these connections. It brings out aspects of interdependence, connectedness and networking. This theme consists of eight tools, which aim to support the participants' reflections on their relationship with themselves while taking into consideration the attributes of, and roles played, by others within their context or in a specific situation. This theme

highlights interdependence by providing participants an opportunity to offer support to others, and accept support from others, to nurture their resilience.

Interconnected
themes

Capacity for empathy, Capacity to transform,
Home, Sense of self, Generations.

TOOL 4.1: THE HUMAN KNOT

Purpose: To bring out the connectedness and strength of a network, with a focus on promoting creativity and problem-solving in difficult circumstances.



Materials required: None.



Time: 30 – 45 Minutes.

GUIDANCE

- All participants form a circle, except one who goes out of the room, as the others tangle themselves (not more than 15 people).
- Arrange group members in a circle, standing shoulder to shoulder.
- Ask everyone to put their right hand up in the air, and then grab the hand of someone across the circle from them.
- Everyone then puts their left hand up in the air and grabs the hand of a different person.
- Check to make sure that everyone is holding the hands of two different people and that they are not holding hands with someone directly next to them.
- Group members are required to maintain silence during the

exercise. Once tangled, the member outside the group is tasked with untangling them without breaking the chain of hands.

- If group members break the chain they need to start over, maximum twice.

REFLECTIONS

- How did it feel when getting entangled with the others?
- How did it feel to remain silent?
- What strategy was used to untangle you? Was it in the order you had entangled yourselves?
- How did the team communicate during this activity?
- How does working in a team and/or in connection with others increase or decrease your resilience?



FACILITATOR'S NOTES

- This exercise creates connections and can be used early in the workshop. It is also potentially humorous.
- This exercise requires physical connection, and for some may be uncomfortable.
- The exercise can be done with a single identity group, especially in places where gender mixing is delicate (that is, have female-only and male-only groups).

TOOL 4.2: STRING WEB AFFIRMATIONS

Purpose: To offer an opportunity for participants to connect with each other and foster awareness of who they are through the lens of others within their support group.



Materials required: Thread.



Time: 40 – 60 minutes.

GUIDANCE

- The participants form a circle, and one of the participants holds onto a ball of string.
- At the facilitator's instruction, the participant holding the ball of string pulls out enough string to cover the distance between the participant and the furthest person across the circle.
- The participant, while still holding one end of the string, throws the ball of string to the furthest person across the circle. The participant then shares something positive about the person they are throwing the string to.
- Each of the participants will follow this process, until everyone has received the ball of string, forming a web.
- The last person throws the ball of string backwards to the person that threw it to them. This process is followed until it gets back to the initial participant.

REFLECTIONS

- How did you feel when you were selected and told words of affirmation?
- What was your feeling when a string was passed to you compared to before when you were not connected to a string?
- How does interdependence decrease or increase our resilience?
- How do the different networks we have, build our resilience and give us support?



FACILITATOR'S NOTES

- This session works well as an opener half-way through or toward the end of the workshop, at which point participants have gotten to know one another.

TOOL 4.3: CONCENTRIC CIRCLES

Purpose: To enable participants to reflect their interconnectedness with their surroundings, including household, community and society, and examine how this connection fosters intra- and inter-group resilience and understanding.



Materials required: Marker pens, flipchart and masking tape.



Time: 60 – 90 minutes.

GUIDANCE

- Draw concentric circles on a board/flipchart, from the individual, outwards. These circles focus on one's own strength (strength drawn from self), their household's strength, their neighbourhood's strength, and their society's strength, in times of struggle. It asks, for each concentric circle, where is strength drawn from?
- Participants work individually, then share where they draw their resilience from at each level.
- Each of the groups present to the larger team.
- Discuss similarities and differences in what the participants have shared, and whether these aspects cut across any of the other concentric circles.

REFLECTIONS

- Where do you draw your strength from, in each concentric circle?



FACILITATOR'S NOTES

- Following the first individual round, ask participants to answer the same question for different times in their life. Then, ask them to do it for another group (potentially, the opposing side in a given conflict) – where do they draw their strength from? Discuss each concentric circle, but from the perspective of a member of the 'other/opposing' group.
- This exercise can be completed multiple times, each round focusing on another group, contributing to the development of inter-group empathy, and promoting self and intra-group understanding among participants.
- This exercise may take over one hour, depending on the number of participants. If necessary, the exercise can be completed and then discussed in small groups, with discussed then shared with the wider group of participants, and commonalities (and differences) drawn out.

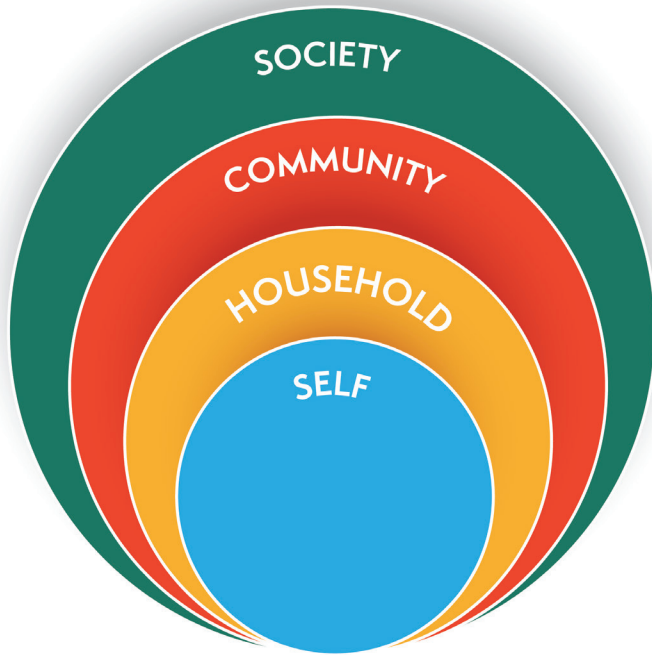


Figure 2 - concentric circles visualisation

TOOL 4.4: NETWORKS OF SUPPORT AND NETWORKS OF THREAT

Purpose: To bring out the importance of strengthening existing networks and forming new networks in one's community that increase resilience, and build understanding of the relationships and interactions that reduce resilience.



Materials required: Notebooks, pens, and strings (where applicable).



Time: 45 – 60 Minutes.

GUIDANCE

- Ask participants to consider – ‘who is in your support network? How has the network changed over time? Who is part of your resilience network? Who is not?’
- After every question give the participants 2 minutes to reflect on the answers and 10 minutes for discussions per question.
- In an open group conversation, discuss with the participants – how is your resilience is increased and decreased by certain groups – ‘who increases your resilience? Who threatens/diminishes your resilience?’
- Start individually, with each person outlining their support network. Then build to group presentations, with commonalities among participants’ networks drawn out.
- This will trigger conversation enabling participants to share sources that increase or decrease their resilience with their networks.

REFLECTIONS

- Ask participants to consider – ‘who is in your support network’ and why?
- Who is not part of your network and why?
- How have your networks changed over time?
- Who builds your resilience and who threatens your resilience and why?
- How was the exercise?



FACILITATOR'S NOTES

- This exercise should be used preferably with participants that have a bond – it should be used later in the Toolkit process.
- The facilitator should encourage creativity amongst the participants e.g., they can draw symbols/images to showcase their networks of support e.g., a river, tree.
- If there is need the facilitator can give out notebooks and pens for the participants to write down their answers.
- Encourage the participants to exercise confidentiality.
- There is the potential to use social network techniques, for instance strings connecting the individuals mentioned across participants, in which the same individuals may be identified by multiple participants – put them up on the wall, and discuss areas where participants where specific individuals, or types of stakeholders, come up.
- Ideally, have 'authority figures' in the room at the same time. These individuals should also answer the questions – 'who builds your resilience, who threatens your resilience?'
- There is the possibility to builds on the Timeline exercise above, using same starting point.
- invite if they were planning a community activity or fundraising event, for instance?
- In groups familiar with each other, they can draw connections in their support networks e.g., one individual may be mentioned by several participants as being part of their support network. A string may be used to join the different linkages together.

TOOL 4.5: PICK YOUR TEAM

Purpose: To identify, and in future potentially mobilise and engage with, key community stakeholders depending on their role and context/situation.



Materials required: Manilla cards and marker pens.



Time: 60 – 90 minutes.

GUIDANCE

- Ask the participants to identify a diverse range of community stakeholders – participants should list as many as possible. These may include people or groups, for instance religious leaders, community health workers, political leaders, local administration, and others.
- The facilitator writes down the identified community stakeholders on manilla cards, one stakeholder per card. The same individuals or groups can be indicated on multiple cards.
- Place the cards on a table/surface where all participants can see them.
- The facilitator then shares an unspecified crisis depending on the context. This could be political, economic, environmental, cultural, such as prolonged drought in the region causing conflict over animal pasture, or a shared community water point.
- The facilitator then asks each of the participants to pick five manilla cards. In the context of the crisis, these are individuals' participants choose to join their 'team'. These should be individuals they think will support them to overcome the imagined crisis.

REFLECTIONS

- How was the exercise for you?
- Who did you pick on your team and why?
- How do the people you picked make you resilient?
- How does dependency on these stakeholders decrease your resilience?
- In what situation would you not work with the same team?



FACILITATOR'S NOTES

- Depending on the context, participants can also mention rather than write down the stakeholders.
- This exercise is connected to the *imagining scenarios* exercise and similar crisis scenarios may be used here.
- If appropriate for a given context, participants can note down institutions as well as individual actors.
- If time allows, participants can reflect on more than one scenario to highlight how support networks may be situation-dependent.
- An alternative method for the exercise is for the group of participants to write down various actors in the community (for instance, chief, journalist, activist, youth leader, spiritual leader, and others) onto post-its/sticky notes and then places them onto participants' heads (instead of writing them on cards). The facilitator then describes a hypothetical situation of crisis and participants choose the two people that they would like to collaborate with at that moment. Afterwards, the group reflects on why they choose those specific actors.
- If appropriate for a given context, participants can note institutions as well as individual actors.
- If time allows, participants can reflect on more than one scenario to highlight how support networks may be context-dependent.

TOOL 4.6: FOLLOW ME

Purpose: To examine ability to work with and mobilise key actors in the community, by bringing out the critical role played by a range of stakeholders in challenging situations.



Materials required: Sticky notes, masking tape and marker pens.



Time: 60 – 90 minutes.

GUIDANCE

- The facilitators identify a diverse range of community actors and write them down on different post-its/sticky notes (one actor per post-its/sticky note).
- Ask the participants to stand in a straight line facing one side of the room. Using the masking tape, stick the actors on their backs (one actor per participant).
- Instruct participants to be silent during the exercise, and to avoid reading out aloud the title of the other participants. The participants can see the title of the others but not their own.
- The facilitator shares a set of hypothetical questions linked to a crisis scenario, based on the context of the participants. For instance, if you were a victim of theft, who would you go to? The facilitator should have prepared these questions prior to the session.
- Read out one question at a time and allow the participants to decide in that situation who can be of help or can provide support based on the actors they are aware of or have in their network.
- All participants are encouraged to follow an actor around the room without mentioning who that actor is.

- Ask the participants to remember or write down who they followed for every question asked.
- When the facilitator(s) have gone through all questions, the participants can remove the sticky notes on their backs and see which actor they were.
- Ask the participants who they followed in every situation and why.
- Let each participant explain how the actor would be of assistance in that situation.

Proposed scenario for the activity

- A motorbike rider just hit a child on the street while crossing the road, and all the community members have gathered to punish the motorbike rider there and then. Who do you prioritise for assistance at that moment to prevent the motorbike rider from being hurt?
- One of the sewage systems in the community has been leaking for days, and people have contracted cholera or other infectious diseases. As a community member, where do you go to seek assistance, or seek audience with, to address the matter?
- The Government just announced a COVID-19-related lockdown in your community, and there has been a shortage of food supplies. Who do you go to as a community to seek assistance or to get food?

REFLECTIONS

- How was the exercise for you?
- What lessons were learned about which actors increase your resilience?



FACILITATOR'S NOTES

- The facilitator should be conflict sensitive in their choice of questions.
- In case a participant becomes aware of which role they are playing, the facilitator may reshuffle the post-its/sticky notes.
- Encourage participants to be gentle (follow and not touch or pull the one they are following).
- The exercise should be fun, as the person with the largest group of followers also has to follow someone, so the team ends up rotating around.

TOOL 4.7: INVITATION LIST

Purpose: To enable participants to appreciate their support systems by acknowledging unique capabilities portrayed by each individual, dependent on the situation or context.



Materials required: Manilla cards and pens.



Time: 45 – 60 minutes.

GUIDANCE

- Ask participants to write on the manilla cards people (3–10 names) they would invite to different events, including sad moments and happy moments, for instance fundraising events, parties, or project activities.
- The participants may draw a table as illustrated.
- Ask participants to voluntarily share the names they have written down in the different columns, working with the Reflections questions below.

	Fundraising event	Party	Activity/ project implementation
1	Grace	Mohammed	John
2	Bahati		
3	Akinyi	Peter	Bahati
4			

REFLECTIONS

- How was the exercise for you?
- How many people in your invitation list appear in all the events and why?
- Who/how many appear only in one event and why?
- How does our dependence on individuals increase/decrease our resilience?



FACILITATOR'S NOTES

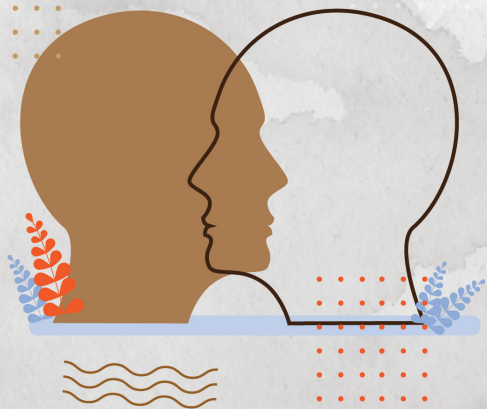
- The facilitator can come up with different events based on the context.
- The facilitator decides on how many events to propose to the participants.
- Reassure participants that it is okay not to be invited and encourage them to invest in their support systems.
- Inform the participants that members of their support system can either be part of the engagement or from the wider community



CAPACITY FOR EMPATHY

RESILIENCE

CAPACITY FOR EMPATHY



Focuses on participants' ability and desire to recognise and understand other people's feelings, perspectives, actions and reactions, and experiences. Further, the wish to communicate with, and change, the attitudes and behaviours of violent actors. An affinity with those that struggle, fall, and survive, and attaching value to this.

THEME 5: CAPACITY FOR EMPATHY

This theme focuses on participants' ability to recognise and understand other people's feelings, perspectives, actions, reactions, and experiences in response to a situation. It enables participants to evaluate how their actions and words affect or influence others and consequently enhancing their ability mutually understand and interact with one another, and the broader community. Being cognisant of others' feelings develops participants' self-

awareness, which in turn builds their resilience. This theme comprises six tools that aim at helping the participants to understand and feel with others (not to be confused with sympathy, which is to feel for others) in crises or experiencing adverse life challenges. It prompts the participants to look beyond prejudices and stereotypes and appreciate others for who they are. The exercises equip participants to cultivate empathy, build trust, maintain healthy social connections and improve their capacity to communicate with others.

Interrelated themes

Personal history, Capacity to transform, Generations.

TOOL 5.1: INTERACTIVE DRAMATICS

Purpose: To examine participants' response to conflict and challenge them to adopt constructive ways to resolve conflicts and explore alternatives to use of violence, while contributing to attitudinal transformation.



Materials required: Pen and paper.



Time: 60 – 90 minutes.

GUIDANCE

- Divide the participants into two groups.
- Ask the participants to identify conflict scenarios in their community.
- Ask each group to prepare, in approximately 20 minutes, an interactive drama to depict a conflict scenario of their choice and how it is usually resolved in the community.
- Invite each of the groups to perform their role play. When one group is presenting, the other becomes the audience.
- The audience writes down their reflections on what they are watching and any lessons drawn on possible alternatives to violence.

- During theatrical performances, provide prompts to the audience (other participants in the workshop) to allow them to guide the direction of the performance. For instance:
 - » Ask that the end point is that the person that is under threat comes out on top. Use it show how people experiencing something very difficult use it to make into something 'good'.
 - » Act out part of the performance, then engage the audience and change half-way through with questions – 'how is it likely that this event will conclude? Now, how *should* it conclude?'
 - » A scene is acted out, then paused at a 'fork in the road'. The audience is asked – 'what does it look like when this scene progresses negatively?' Then, 'what does it look like when it progresses positively?'
- Those acting the scenario also give their input to the questions above.

REFLECTIONS

- How was the exercise?
- Is what you witnessed a reflection of the reality in your community? Please share any examples and what was done or could have been done differently.



FACILITATOR'S NOTES

- Encourage participants to be creative in developing the role play.
- While giving guidance inform one group to act out a positive outcome and the other a negative outcome.
- This exercise is interactive, and it can be conducted in any setting to involve diverse group of participants.
- The exercise is likely to unearth perceptions of 'good' or 'bad' held.

TOOL 5.2: POWER PYRAMID

PURPOSE: This exercise focuses on the ability of those in positions of power to direct or influence the behaviour of others. It allows participants to reflect on instances where leaders' influence led to commitment, compliance or resistance depending on use of power. It highlights several factors, such as gender or age, that affect possession of authority and influence over others. The exercise aims at creating an avenue where participants reflect about their relationship with authorities, with a specific focus on state authorities (this could include, among others, chiefs, police, local and county administrators, and national officials). It examines the application of power, which depending on its use can lead to either positive or negative outcomes in society.



Materials required: None.



Time: 45 – 60 minutes.

GUIDANCE

- Divide participants into groups of three.
- Ask participants to choose among them who will be a 'person', an 'object' and an 'observer'.
- Once they choose among them who will play which role then the facilitator informs each one of their roles.
 - » Person – gives commands.
 - » Object – follows commands.
 - » Observer – monitors both person and object.
- After the first exercise, ask participants to change roles, and this time the object takes the role of person, the person becomes the object, and the observer remains the observer.

REFLECTIONS

- How was the exercise?
- How did you feel in the first round of the exercise and what was the feeling when the roles were reversed in the second round?
- Ask an observer, do you think you could have done anything differently?
- How do you relate the exercise to your community?
- Participants to identify who in their community is the 'person', 'object', and 'observer'.
- How does individual status contribute to a person's resilience?



FACILITATOR'S NOTES

- Facilitators to ensure that commands given are ethical and not harmful.
- Facilitators to consider people who are abled differently as observers.







GENERATIONS

RESILIENCE

GENERATIONS



Focuses on interactions between and across members of different generations or age categories. Interactions and perceptions across generations and age groups are important in the resilience of the community as a whole – where divisions across ‘youth’ and ‘adults’ impact the relative resilience of both. Treatment, status of, and opportunities for, youth – and their relationship to insecurity – are also significant.

THEME 6: GENERATIONS

This theme focuses on interactions between and across members of different generations or age categories. It explores generational resilience, and looks into ways to bridge gaps between generations. This theme comprises three exercises that promote intergenerational learning, where the younger generation learns from the older generation and vice versa. It

encourages participants to appreciate people of all ages and be cognisant of their specific needs.

Interrelated themes

Capacity for empathy, Personal history, Capacity to transform, Home.

TOOL 6.1: ROLE PLAY

Purpose: To enable participants examine dynamics of different generations and to promote intergenerational engagement and learning on resilience sources across generations.



Materials required: None.



Time: 45 – 60 minutes.

GUIDANCE

- Divide participants in two groups, the groups to be according to the age of participants such that there is group of ‘young generation’ and ‘older generation’.
- Share a scenario that will be acted out by participants based on the discussion topic of ‘how different generations handle issues. Scenarios should be collaboratively defined by the participants and facilitators, but generally should focus on challenges faced with the local community.
- The scenarios should be centered on how different generations address their challenges.
- Participant groups then create role plays in which the situation, and the way it is managed, are acted out.
- Ask the groups to present their role plays.

REFLECTIONS

1. How was the exercise?
2. Ask participants to voluntarily share if they have experienced some

of the things from the role play, directly or indirectly how they felt and managed the situation.

3. What are the sources of resilience in the story? What are the similarities and differences between the generations?
4. How does intergenerational engagement and understanding build our resilience in managing conflict situation?
5. What have you learnt from the exercise?



FACILITATOR'S NOTES

- Allow discussion after each role play.
- In case all participants in the workshop are from a similar age group, divide the group into two and instruct them to role play two different generations.

Tool 6.2: Value Clarification

Purpose: To bring out the view of diverse generations on values and opinions, to create space for the younger and older generation to learn from one another's experiences, and to inspire conversations on inter-generational collaboration.



Materials required: Manilla cards, masking tape, marker pens.



Time: 45 – 60 minutes.

GUIDANCE

- On each side of the room place a menu card labelled 'Agree', and on the side place a menu card labelled 'Disagree'. In the middle place a card labelled 'Not sure'.
- Facilitators call all participants in the middle of the room then read

out different statements to the participants. Ensure all participants can hear each statement clearly.

- Participants listen to the statements read out and decide where to go.
- Participants share their reasons for agreeing, disagreeing or uncertainty with the statement.
- Example statements to be used:
 - » I believe that one person can change the world.
 - » It is ok for a 22-year-old young person to be a president.
 - » I feel that anyone can succeed if they are born in this area.
 - » I believe older people aged 40 and above are favoured more than the youths.
 - » I believe that the older generation commits more seriously to marriage compared to the young generation.
 - » I believe that the young generation has solutions to problems facing the older generation.
 - » I believe that the younger generation is experiencing so much struggle because older generation did not make enough effort for change.
 - » I believe that the younger generation rarely puts effort into [add a specific focus are based on the community].
 - » I believe that the young generation are peaceful actors.

REFLECTIONS

- How was the exercise?
- What were the key differences in perspective? Were there divergences within generations, in addition to between them?
- In what ways do responses to the statements create or reduce space for intergenerational collaboration?
- Were you tempted to change your stance once you heard the opposing side shared their opinions?
- What have you learnt from the exercise?



FACILITATOR'S NOTES

- Participants should respect each other's opinions and engage constructively with others.



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PERSONAL HISTORY

RESILIENCE

PERSONAL HISTORY



Helps individuals to retrace their past to develop their sense of belonging, self-awareness and spur personal growth and appreciation of self. This includes experiences of violence and injustice, and living surrounded by day-to-day insecurity. Memories of fear, harassment, suffering of self and others also appear to be important in decisions to respond 'differently' in future.

THEME 7: PERSONAL HISTORY

This theme explores lessons drawn from one's past experiences in connection to their present and future life. It supports individuals in retracing their past to develop their sense of belonging and self-awareness, and spur personal growth and appreciation of self. An in-depth look at their experiences allows participants to acknowledge and appreciate their struggles and equips them to support others by sharing insights from their

personal encounters. This theme encompasses five exercises that enable participants to explore the power of life events. They allow participants to explore life at the individual level and how past events have shaped their current identities. The exercises enable participants to track major life events and examine how they impact their well-being and influence their relationship with others.

Interrelated themes

Capacity to transform, Relationships Personal history Capacity for empathy.

TOOL 7.1: PERSONAL PRESENTATION

Purpose: To enable participants build trust with each other through sharing of individual experiences.



Materials required: None.



Time: 45 – 60 minutes.

GUIDANCE

- Ask participants to describe their journey to this workshop – from the long-past choices that led them to their current work/situation (what inspired them to do what they are currently doing in their work), to the specific means by which they travelled to sit at the table.
- Ask participants to describe challenges they encountered in their journey to their present position/place in life.
- Ask participants to share how their current position/place in life is compared to when they started their venture in life.

REFLECTIONS

- How was the exercise?
- What increased/decreased your resilience throughout your journey/experience?
- In what ways have events in the past generated learning for the future, in particular lessons that have contributed to your resilience?
- How do you envision your future?
- What have you learnt from the exercise?



FACILITATOR'S NOTES

- This exercise is best used at the beginning of the workshop.
- This exercise works well for participants who do not know each other, as it may create space for them to get to know and trust one another.
- It may be useful to play calming music during this exercise.
- Facilitators should ask participants to share only what they are comfortable with.
- This exercise allows for individual reflections and creates connections through common responses.
- There are no 'right answers' or 'wrong answers'.
- Facilitators should give participants ample time to share their stories.
- Facilitators are encouraged to share their stories as well.
- The exercise is intended to prompt reflections on power, resilience, and strength.

TOOL 7.2: THE RIVER OF LIFE

Purpose: To enable participants to reflect on their past experiences and examine sources of resilience.



Materials: Flipcharts, markers/colour pencils, masking tape.



Time: 60 – 90 minutes.

GUIDANCE

- The exercise takes place individually.
- Participants are given a flipchart and marker pens/colour pencils to draw their personal history to where they are today.
- Participants are encouraged to indicate the challenging times in their life, times they were affected by violence or participated in violence, and the best or good times/experiences in their life up to where they are now.
- The participants then stick their drawings on the wall, and those willing to share their experiences are given a chance to present to the rest of the participants.
- Ask participants to discuss what gave them resilience at different stages in their life, and how these resilience sources changed over time.

REFLECTIONS

- What have you learnt from the exercise and throughout your journey?
- How was the exercise?



FACILITATOR'S NOTES

- Facilitators are encouraged to share their stories.
- Facilitator should start and end the session with an ice breaker.

TOOL 7.3: VIOLENCE CLOTHESLINE

Purpose: To encourage participants to think about how people learn, experience and express violence differently, and how they can stop the cycle of violence in their lives and communities.



Materials required: Flipcharts, sticky notes/manilla cards, marker pens, pens, masking tape.



Time: 60 – 90 minutes.

Guidance:

- Pin five flipchart papers to a wall.
- On each flipchart paper, write one of the five statements:
 - » Violence used against me.
 - » Violence that I have witnessed.
 - » Violence that I use against others.
 - » How I feel when I use violence.
 - » How I feel when violence is used against me.
- Give each of the participants five post-its/sticky notes, each of a different colour, if available.
- Ask the participants to close their eyes and think for approximately two minutes about the five categories.
- Instruct the participants to write one response per sticky notes and post it on the relevant flipchart paper.
- Participants then move around the room and at each flipchart paper, the facilitator reads out the sticky notes and invites participants to voluntarily share when their sticky notes are read out.

REFLECTIONS

How was the exercise?

- What did you learn from this exercise?
- What was easy to share and what was difficult to share?

- Explore the different forms of violence shared above and have discussions on the forms of violence commonly used with different groups and within the community.
- Are there any connections that you observe across the different flip chart charts?
- How did these experiences increase or decrease your resilience?



FACILITATOR'S NOTES

- Explain to participants that they should not write much, just a few words or a phrase and then post it to the corresponding flipchart paper.
- Encourage participants to share how they have experienced violence – as victims and as perpetrators.
- The exercises can be used in the theme of personal history as the individuals share about violence's in their past lives.
- Depending on the context, participants may also discuss instead of writing down.
- The facilitator at different points of the exercise, should introduce icebreakers, as this exercise may get emotional. If the facilitator is not familiar with trauma management, they should use other exercises under the theme.

TOOL 7.4: STORIES OF PAIN AND STORIES OF POWER

Purpose: To enable participants to reflect on their life and identify their individual resilience through personal stories.



Materials required: None.



Time: 45 – 60 minutes.

GUIDANCE

- The exercise can take place in pairs, groups of three, or two overall groups.
- Ask participants to recall an experience in their past that remains difficult, and another that gives them strength and resolve.
- Create a wall of content which can be discussed. It may then, depending on the dynamics of the group, be acted out by members of the other group, with participants putting themselves in another's shoes and creating empathy.

REFLECTIONS

- How was the exercise?
- What gave you resilience or built your resilience throughout your journey?
- What have you learnt from the exercise?
- How do stories of pain/power build/decrease our resilience?
- How can our stories to influence positive change in the community we live?



FACILITATOR'S NOTES

- This exercise may unearth elements of individual resistance.
- Sometimes, people absorb more when the story is not about them (instead focusing on other participants in the Toolkit process). In this way, acting out and observing someone else's story may have a strong impact on participants.

TOOL 7.5: SYMBOLS OF HOPE AND SYMBOLS OF STRUGGLE

Purpose: To enable participants to acknowledge and appreciate one another's' struggles.



Materials required: Flipcharts, colour pencils/marker pens, masking tape.



Time: 45–60 minutes.

GUIDANCE

- Ask participants to pair themselves with another participant.
- Ask participants to share an experience of their past lives that challenged them, and what gave them strength and hope in these circumstances.
- Then, give participants flipchart and colour pencils/marker pens to draw symbols that represent their past pain, and another symbol to represent their moments of strength.
- Ask participants to stick their drawing on the wall and create space for participants share their symbols with the rest of the group, as well as what their symbols means to them.

REFLECTIONS

- How was the exercise?
- What have you learnt from the exercise?
- What was difficult for you to share with the rest of the group? Why?
- How do your challenges and strengths increase or decrease your resilience?

TOOL 7.6: DISCOVERING VULNERABILITY

Purpose: To enable participants to find common vulnerability, and highlight sources of vulnerability shared across the group, as a means of building empathy and connection.



Materials required: None.



Time: 45 – 60 minutes.

GUIDANCE

- The facilitator introduces the word vulnerability (for instance, it may mean 'unsafe', 'sensitive', 'exposure', 'helplessness') to participants.
- Facilitator asks participants to share the ways in which they are vulnerable (this may include economic, social, political, cultural, or other forms of vulnerability).
- Ask participants – how much power do they have over these issues?
- Following this, discuss whether the more 'powerful' people in the group are similarly vulnerable, or feel vulnerable based on the same issues.

REFLECTIONS

- How was the exercise?
- What increase / decrease your resilience?
- What aspects of vulnerability shared by your peers is similar?
- What have you learnt from the exercise?



FACILITATOR'S NOTES

- This discussion can also be applied to members of an 'opposing' group, that are not directly taking part in the use of the Toolkit.



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CAPACITY TO TRANSFORM-POSITIVE FUTURES

RESILIENCE

CAPACITY TO TRANSFORM-POSITIVE FUTURES



The ability to change positively through hardship, to use insecurity to gain strength, resolve, and motivation. To learn from shocks, and action this learning toward defined goals.

THEME 8: CAPACITY TO TRANSFORM POSITIVE FUTURES

This theme empowers individuals to recognise their capability in bringing change to their communities and/or individual life. This theme creates space for participants to envision the changes they desire at personal and communal levels as well as potentially develop attainable action plans

suitable to the areas identified. The theme comprises eight tools that seek to highlight personal strengths and resilience to navigate through adverse life challenges. They encourage participants to seek continual awareness and use this to the benefit of other members of society – by strengthening their relationship with others, nurturing values of peace, and being creative thinkers and problem solvers.

Interrelated themes

Sense of self, Personal history.

TOOL 8.1: MY VISION BOARD

Purpose: To enable participants to reflect on their vision and goals as well as examine their own ability to bring change in their community.



Materials required: Pens, papers, flipchart, (where applicable, newspapers/magazines, a pair of scissors and paper glue).



Time: 45 – 60 minutes.

GUIDANCE

- Ask participants to reflect for two minutes on where they see themselves in 5 – 10 years.
- Handout a flipchart to each participant.
- Ask them to envision and sketch their desired future.
- The participants then pair up and share their visions. Paired participants then share each other's visions to the wider group.

REFLECTIONS

- How was the exercise?
- Are there individuals who inspire/support you to move forward/think positively?

- How does the future you envision look like?
- Are there any obstacles that will hinder you from achieving your vision? In what ways can you overcome them?
- What inspires you to move forward towards realising your vision?



FACILITATOR'S NOTES

- If available, especially for those that cannot sketch, participants may also cut out old newspaper or magazine pictures to represent their visions or bring symbolic items. In this case, the facilitator will need to provide newspapers/magazines, a pair of scissors and paper glue.

TOOL 8.2: EXPLORING COMMUNITY STRENGTHS

Purpose: To encourage creative thinking and problem solving among the participants and allowing them to appreciate and utilise locally available resources to achieve communal goals.



Materials required: Cards/Pieces of paper, Pens.



Time: 45 – 60 minutes.

GUIDANCE

- Ask participants to write down the key resources in their community such as water, electricity, land, resource centres among others on individual cards/pieces of paper.
- Participants then identify how many of these resources depend on external assistance.

REFLECTIONS

- How was the exercise?

- What would you do if all external assistance (material and in kind) were removed?
- How would you survive and continue to develop your community?



FACILITATOR'S NOTES

- The exercise functions as a relationship-building process.
- Ensure that participants identify core or critical systems – whose failure jeopardises human well-being.

TOOL 8.3: SCARCITY CHALLENGE

Purpose: To encourage creative thinking among the participants and enables participants to learn how to appreciate and utilise the available resources and adjust their expectations and aspirations when trying to cope with changes in their living conditions.



Materials required: These may include bottles, masking tape, spaghetti, straws, and chewing gum.



Time: 45 – 60 minutes.

GUIDANCE-1

- Divide the participants into five groups.
- Give one group five cards with different resources written on the pieces of card or paper, the next group four, the next group three, then two, then one. (Some of the resources that can be written on the card include masking tape, sticks, rope, modelling clay, sticky notes).
- The groups remain silent throughout the exercise.
- Ask each team/group to work out how they would use the resources

they have been given to complete the task, an example (to create a bridge or longest rope etc, instead of the task the participants can use the scenarios provided in exercise 1.7.). Try to ensure the chosen task/scenario is related to specific situations in the context in which the Toolkit test is taking place – the community, or the wider area.

- The facilitator should supervise the teams closely, noting all the steps and resources used by the groups.

REFLECTIONS

- How was the exercise?
- What is the impact of unequal distribution of resources in our community/society?
- How do community members overcome obstacles that come their way?
- Was there collaboration in terms of sharing resources across the groups? If not, why?
- Given another opportunity to do the same exercise, what would you have done differently?
- How does our collective effort shape our resilience?

ALTERNATIVE GUIDANCE

- See Exercise 1.7: Imagining scenarios.



FACILITATOR'S NOTES

- This exercise shows how individuals adjust their expectations and aspirations when trying to cope with deteriorating changes in their living conditions.
- This exercise is about collaboration, and the strength this gives. It highlights the benefits of self-organisation and internal capacities, creates empathy, and functions as a team-building exercise by fostering connections among participants.
- Try to explore on the effects of scarce community resources and how the resources have contributed to community unity.

TOOL 8.4: SINKING SHIP

Purpose: To enable participants to develop strategies to overcome struggles/challenges by manoeuvring/creatively thinking through the hurdles/hardship within their life/society.



Materials required: Writing papers.



Time: 45 – 60 minutes.

GUIDANCE

- Request one participant to volunteer as a captain and then divide participants into three groups.
- Divide the room into three sections and assign one to the upper deck, the second to the middle deck and the third, to the lower deck of a ship as the room has been divided.
- The facilitator narrates the following scenario: "Imagine that we are all on the same ship, but not on the same deck. The front part of the room is the upper deck, the middle part of the room is the middle deck, and the back of the room is the lower deck."

- Ask participants to get in the character of the roles assigned to them.
- The facilitator asks the captain, “How are things going on the boat?” and the same to the upper deck, lower, then the middle decks.
- As one facilitator is asking the captain, the other facilitator should quietly hand a slip of paper to the participants who are in the lower deck that says, “You notice that there’s a hole in the boat and water is entering where you are.” The participants at the lower deck then shout out that the ship is sinking.
- Then the first facilitator should make their way to the lower deck and ask how things are.
- As time progresses and the hole has not been fixed, a facilitator should hand the second notes to the lower deck that says, “The hole is getting bigger and bigger. All your items are completely soaked.” which is read aloud.
- Pause the activity. Now we’re going to process what just happened and what these events could represent (out of character).
- The facilitator should ask questions such as.
 - » How are things on the boat?
 - » Is there really a hole?
 - » How can you fix the leak?
 - » Where are the tools to fix the leak?
 - » Who knows how to use these tools?

REFLECTIONS

- How was the exercise?
- In the community, which people represent the lower deck, middle deck, upper deck, and the captain?
- What strategies did you use to overcome the obstacle?
- Assuming the boat did not have the upper and middle deck, but we were all in the lower deck, what would have happened or what would have been done differently?
- How do our struggles play a role in increasing or decreasing our resilience?



FACILITATOR'S NOTES

- The facilitators should note/observe the responses/reactions of the participants on the middle and the upper deck.
- Encourage all participants to participate without preferential treatment when grouping them.
- Before the activity, the facilitator should prepare the following two slips of paper: *"the hole is getting bigger and bigger. All your items completely soaked."* And *'You notice that there's a hole in the boat and water is entering where you are'.*



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THE TOOLKIT OUTPUTS

THE TOOLKIT OUTPUTS

The process of using the Toolkit, and conducting the various exercises, asks a lot of participants – to communicate information about their lives and experiences, and to give their time to the process. With this in mind, there should certainly be something ‘given back’ to participants. What this take-away from the process looks like is connected to discussions during the participant pre-meeting. In this meeting, discussions take place on what the outputs of the workshop should be – what do participants want to do with the qualitative data collected through the various exercises? What are they happy for the facilitators to do with it? While discussions on these questions begin in the participant pre-meeting, the next steps from the workshop also emerge through the exercise-specific reflection sessions, daily feedback discussions, and a final feedback session at the end of the workshop. In general, the Toolkit products should provide value to both the participants and the facilitators. Conversations with participants should assist in connecting the sum of the exercises into a coherent whole, based primarily on what the participants see as useful next steps. After using each exercise, as detailed in the facilitator’s notes above, conversations take place between the participants and facilitators, broadly focused on discussing the following:

- What do the reflections that have been generated via the exercise mean for what is happening in the community?
- What do these discussions mean for you individually?
- What might this engagement mean for the kinds of collaboration that can/should take place among participants after the Toolkit workshop is over?
- What might this experience mean for the kinds of peace and development initiatives that would be useful in this/these community(ies), or among the various groups in this/these community(ies)?

Through these reflections, participants intuitively link exercises together throughout each Toolkit workshop, discussing their experience of each exercise, and the connections between one exercise and the next, as well as identifying next steps and potential collaborative actions that appear to be emerging. In general, based on tests of this Toolkit that took place during its development (in Nairobi, Kenya; Mogadishu, Somalia; and Khartoum, Sudan), participants often suggest their own ideas for actions that might follow the Toolkit workshop, based on lessons learned through the experience. These have included peace actions, engagement with other community members, or using Toolkit exercises to engage on themes relevant to their context, among other efforts. It may also be worthwhile to return, at the end of a given Toolkit workshop, to the aspirations identified at the participant pre-meeting – have intentions set at this meeting been met? Did goals shift throughout the workshop?

The specific follow-up actions to take place following the use of the Toolkit are to be collectively decided upon by participants and facilitators during the Toolkit workshop. However, the following are potential post-workshop actions:

- The co-creation of locally-specific resilience indicators – factors that show the presence of resilience in a given environment. These indicators could be a demonstration of greater understanding among participants of their individual resilience and that of their community. They may be geared toward building the agency of individual participants, and community cohesion – participants' own (locally made, locally specific, owned, and created by themselves) resilience indicators, based on what resilience looks like in their specific community(ies).

- For facilitators (when they are from a civil society organisation operating in, supporting others in, the area in which the Toolkit is being used), guidance for translating findings into programming options – for instance, does a given, context-specific form of resilience have the potential to bring about peace? Or should it be mitigated? Is this a negative manifestation of resilience (such as a violent group)? Can it be built upon as an existing capacity and solidarity network?
- Various actions related to inter- and intra-community peace and social cohesion have taken place following initial tests of this Toolkit. These include:
 - » Dialogues and forums, focused on tolerance, respect, social cohesion, trust-building, potentially moderated by participants in Toolkit tests, and using exercises from the Toolkit as the moderation approach for dialogues.
 - » Town hall meetings, bringing together leaders and young people, and focused on relationship-building between them.
 - » Multi-stakeholder forums focused on issues discussed during Toolkit workshops.
 - » Community kitchens in which those taking part cook traditional meals and eat together – community coffee shops have also been held, in which community members and local authorities discuss challenges facing the area while sharing coffee or tea.
 - » Creation of platforms (among participants) for ongoing communication and the development of common messages associated with peace and resilience.
 - » Use of various Toolkit exercises within local community-based organisations (CBOs), among staff from a particular CBO, and where participants are representatives of local organisations.

- » Development of communications materials subsequently distributed in the local area and on social media platforms, as well as photo campaigns that are shared on social media, local radio, and television.
- » Using the Toolkit workshop as a form of training of trainers, in which participants in the initial set of exercises subsequently take their organisations, social groups, or even families through subsequent Toolkit workshops.
- » Exchange programmes between communities, particularly where participants are drawn from multiple geographic areas.

Participants may, in addition, receive (depending on the specific context, and based on discussions during the participant pre-meeting), certificates of participation, attributions and quotations in any research outputs, or other forms of credit in publications. Further tangible 'take-homes' will be tailored to the specific requests made during the participant pre-meeting.

It should also be noted that there is no obligation for any next steps to be agreed upon. Analysis itself, here, is the process of allowing people to interact and find common ground – horizontal relationships built between participants in the analysis, removing barriers between them. However, do not focus too much on the output – the privileging of this at the expense of process is a challenge with many other (conflict) analysis processes/ models. Avoid 'battling' between the process of the analysis and the need for flexibility – creating a binary divide between participants and facilitator. It is possible that, if agreed by participants and facilitators, nothing follows the workshop (the RCAT is intended to be a means of building relationships, and itself a peacebuilding process, so the inter-personal connections and individual self-reflection prompted by the exercises may be the only 'output'). In this way, there is no pre-set need for participants and facilitators

to sign up to post-workshop actions. In addition, facilitators should avoid raising expectations that there will be concrete next steps that organisers will resource, unless the identification and subsequent resourcing of these actions is part of the specific purpose of the RCAT workshop. Ultimately, the Toolkit exercises should create space for participants to reflect on their individual and communal resilience, enhance their capacity to respond to conflict, and scale up any community interventions in which they are involved to be more effective and sustainable.



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*Life &
Peace*
INSTITUTE