



The Ties that Bind

BUILDING SOCIAL COHESION IN DIVIDED COMMUNITIES
2ND EDITION, OCTOBER 2022

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Foreword

by Sean Callahan, Chief Executive Officer

When I was asked to write a foreword to this Guide, I didn't hesitate for a moment. Justice and Peacebuilding has always been at the heart of what we do at Catholic Relief Services. It represents the very best of our daily commitment to live our faith through acts of justice and solidarity with the people whom we serve. *The Ties that Bind*, and the approach it describes, represent further indication of this commitment to bringing peace and harmony to our disordered world.

This Guide leads me to three reflections. First, it vividly encapsulates learning and experience originally distilled in war-torn Central African Republic (CAR). In CAR, government and faith leaders reached out to CRS to help unite Christians and Muslims, pastoralists and farmers and other groups. The methods offered in this tool – combining *Binding, Bonding and Bridging and Appreciative Inquiry (3Bs/4Ds)* – helped Central Africans return to their communities to bind the psychological and emotional wounds of their brothers and sisters. Communities began to see how they could coexist peacefully with other groups. The remote hamlet of Njim succeeded in returning Fulani Muslims who had fled to Cameroon during the violence. A committee composed of Muslims and Christians in Kabo took charge of their livelihood activities. In the 7th district of Bangui, Anti-Balaka militias raised funds to help rebuild the mosque they had desecrated.

Second, this Guide has global implications. With some 90 million refugees and displaced persons in the world, the need for social cohesion is greater than ever. I am encouraged to see how the 3Bs/4Ds approach has helped cultivate mutual acceptance and understanding in such a wide variety of contexts: expanding outwards from CAR to rebuild trust and solidarity in neighboring countries such as Nigeria and Cameroon, as well as more distant places such as Central America and the Middle East.

Third, I am confident that this second edition of the Guide will make a valuable contribution to CRS's peacebuilding toolkit. In CRS's *Vision 2030* strategy we aspire to catalyze transformational change at scale and commit ourselves to "build a world in which all people can reach their full God-given potential in peaceful, just and inclusive societies."

If we are to achieve this mission and our aspirations to save lives, alleviate suffering, accelerate the end of poverty, hunger and preventable disease, and cultivate just and peaceful societies, it is vitally important that we help individuals, communities and societies recover from trauma, overcome prejudice, rebuild trust, and repair their relationships with others.

Here is my simple appeal: Put this Guide to good use. Let's mend societies torn by conflict, wracked by social inequality, and divided by political and economic disparities. Let's end discrimination by sex, age, ethnicity, race, religion and national origin. Together, we can use this Guide to come together as one human family and achieve a far greater impact than we ever could alone.

Acknowledgements

The first edition of *The Ties that Bind: Building Social Cohesion in Divided Communities* was inspired by a CRS partnership with the leaders of the Central African Republic's interfaith platform for rebuilding social cohesion in their violence-plagued country. These leaders have remained faithful to their commitment from the first workshop in application of the 3Bs/4Ds approach. As a reflection of their willingness to translate learning into action, they continue to work for peace in their country through connector projects and programs. Like those leaders, many of you have benefited from 3Bs/4Ds workshops to help transcend socio-cultural, religious, political and economic barriers, and rebuild broken relationships in your communities. Many of you have also suggested improvements to the first edition, which in part inspired us to update this guide. We trust that this version bears the mark of your experience and learning.

In addition, this edition is the fruit of a collective effort with input, critical feedback, and encouragement from CRS colleagues. These include Bob Groelsema, Lucy Steinitz, Nell Bolton and Valerie Kamatsiko, who formed the review committee; fellow team members of the Africa Justice and Peace Working Group (AJPWG), and technical experts in CRS' Program Integration and Quality Assurance (PIQA) department. May each of you recognize in this updated version your special contributions toward achieving a more cohesive world.

I would be remiss if I did not express my thanks to Villanova University where my wife, Jacqueline and I were warmly welcomed and provided accommodations while I worked on the revised edition. We arrived on campus at the beginning of the Covid-19 pandemic, which forced us to quarantine as I reviewed the modules in the first edition. We successfully braved the stress and anxiety of isolation thanks to support from Dan Griffin, Director of the Villanova University Partnership with CRS; Maureen McCullough, JD, CRS Regional Director for CRS' Northeast Mid-Atlantic Office; and Dr. Barbara E. Wall, Vice President of Mission and Ministry at Villanova. We are very grateful for their constant intellectual, moral and spiritual support.

Lastly, I would like to acknowledge the multifaceted support I received from my wife, Jacqueline Matue Talla. Her companionship during the difficult months of Covid-19-imposed isolation made it possible for me to focus and to be productive despite greatly challenging times.

May this tool prove useful to enhancing our skills as we endeavor to build right relationships for the benefit of our communities, societies, countries and world. They, now more than ever, need more social cohesion!

With gratitude to all of you.

Jean-Baptiste Talla

List of Acronyms

3Bs	Binding, Bonding and Bridging
3Ns	Natural, Neutral and Normal
4Ds	Discover, Dream, Design and Deliver
AI	Appreciative Inquiry
AJPWG	Africa Justice and Peacebuilding Working Group
CAR	Central African Republic
CMM	Office of Conflict Management and Mitigation
CP	Country Program
CRS	Catholic Relief Services
DRC	Democratic Republic of the Congo
GDA	Global Development Alliance
IRP	Inter-Religious Platform
P-Time	Polychronic Time
P2P	People-to-People
M-Time	Monochronic Time
SECC	Secured, Empowered, Connected Communities
SWOT	Strengths, Weaknesses, Opportunities, and Threats analysis
TA	Training Aid
ToT	Training of Trainers
USAID	United States Agency for International Development

Introduction

BACKGROUND

The Ties That Bind: Building Social Cohesion in Divided Communities (hereafter referred to as *The Ties That Bind*) was born from CRS' experience in supporting the Central African Republic (CAR) during the 2013 social crisis and civil strife. As fighting between the Seleka¹ and Antibalaka² militia groups intensified, the brutal conflict assumed religious overtones. CAR's major faith communities began to fracture, creating a deep chasm between them. Religious leaders subsequently reached out to CRS, which inspired the development and piloting of the 3Bs/4Ds methodology. Quite simply, the 3Bs (*Binding, Bonding and Bridging*) were combined with the 4Ds of Appreciate Inquiry (AI) - *Discover, Dream, Design and Deliver*. Via a series of workshops, hundreds of priests, pastors, imams, politicians, civil servants, civil society leaders and members of armed groups began to envision the possibility of a society free from war rising like a phoenix from the ashes. Their enthusiastic embrace of the methodology inspired the framework for *The Ties That Bind*, resulting in a step-by-step process that over time has proven effective to build and strengthen social cohesion in divided communities and societies; in the workplace; and in other settings.

As a measure of its resonance, more than 20 CRS programs in Africa and elsewhere have adopted and applied the methodology in standalone and integrated peacebuilding programs. Moreover, trainers exist in many of these countries where they support local partners to work with civil society and government to build peace. As experience with the original manual accumulated, it became apparent that a way to capture and share the many creative adaptations of it would be needed. Further, encouraged by a mini-survey of users who offered suggestions to make the guide more user-friendly, CRS agreed to produce this second edition, featuring many of the innovations and lessons gleaned from field practice while remaining faithful to the overall structure of the original guide, which survey respondents affirmed was very helpful as expressed in the two highlighted quotes.³

"The matrix with the guiding questions for each B & D is brilliant, clear, and I think very helpful for keeping implementers focused on why they are doing certain activities."

"I very much appreciated the different modules and how the methodology was broken down into segments. This made it very easy to pull out the manual, do a quick read of what the participants needed, and then recommend different modules appropriate to the context. This was a very useful feature and should be continued for the next version."

WHAT ARE THE 3BS/4DS?

CRS' signature social cohesion methodology is the 3Bs described as: *Binding* (personal-level transformation and positive agency), *Bonding* (intra-group strengthening and consensus-building) and *Bridging* (inter-group engagement and collaboration). (See Text Box 1 for detailed descriptions). The concept emerged from CRS' 2011 Summer Institute for Peacebuilding (SIP) and was first applied in the USAID/CMM-funded "Applying the 3Bs to Land Conflict" project (2012-2015) in the Philippines.⁴

CRS' experience in CAR led to a layering of the 4Ds of Appreciative Inquiry (AI) – *Discover, Dream, Design and Deliver* with the 3Bs (see Diagram 1). Combining the methodologies has provided participants in highly conflicted contexts with an appreciative lens to see beyond their circumstances. By discovering "the gold within," participants are empowered to conceive a future free from violence.

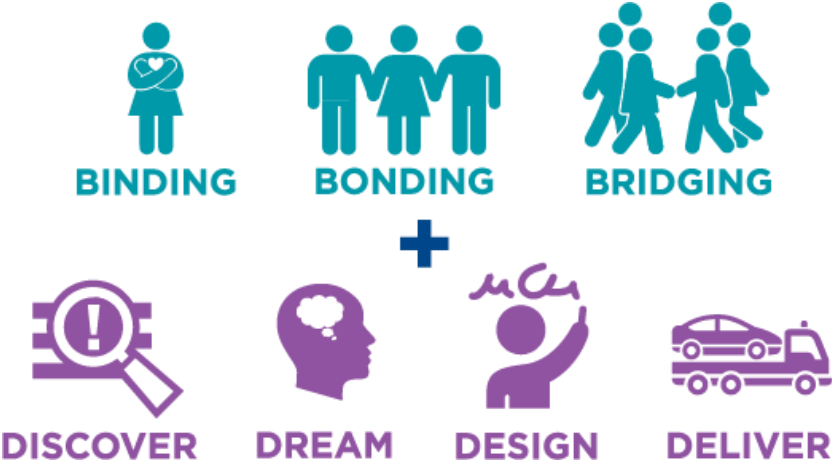
¹ Seleka, a coalition of political parties and rebel forces established in August 2012, overthrew former President François Bozizé in March 2013. Composed mostly of Muslims, Seleka largely targeted Christians for attack. Ousted from power by anti-balaka militias, Seleka remained active within the armed opposition and transformed itself into the Front Populaire pour la Renaissance de la Centrafrique (FPRC) in July 2014. They are still involved in armed conflict in CAR.

² Anti-balaka militias, a group of mostly Christian fighters, were established in 2009 to defend their communities and avenge killings by the Seleka. In 2013, the anti-balaka militias took up arms against the Seleka, and committed many acts of violence, resulting in widespread insecurity and violence that is still going on in CAR.

³ Extract from the result of the users' assessment conducted to inform the second edition process.

⁴ CMM (Conflict Management and Mitigation) is now known as the Center for Violence and Conflict Prevention (CVP)

Diagram 1: 3B/4D: Applying the Appreciative Inquiry Lenses to the 3Bs



TEXT BOX 1: BINDING, BONDING AND BRIDGING (3BS)

Binding interventions encourage personal reflection, explore and break down stereotypes and prejudices, build awareness of and respect for the “other” and differences, help individuals gain skills to address conflict in healthy ways and encourage introspection to understand one’s deep emotions and how to constructively deal with them including coping with stress and trauma. Individuals also get to discover and appreciate their role in building peace and socially cohesive societies.

Bonding interventions strengthen or rebuild relations within a community or group whose members are brought together by similar characteristics or identities, preparing them for substantive engagement with the “other.” In the relative safety of their own community or group, they work through their commonalities and differences, diverse understandings and opinions, and alternative visions of the future. Bonding helps single communities / groups aggregate their concerns, needs and priorities, making it easier to voice them during engagements with the “other.”

Bridging interventions bring together two or more identity groups or communities typically experiencing conflict. The process helps them build trust to address issues of mutual concern and interact purposefully in a safe space. The groups review and agree on key historical narratives; identify and analyze divisive issues; generate collective information useful to resolve conflict incidents; and build a common vision for trustful relations and social harmony that can be achieved through connector activities / projects. Groups may also build linkages to engage state and non-state institutions, e.g., market actors; cultural, religious and traditional authorities; and civil society organizations including NGOs. Bridged communities combine resources and amplify their voice around aggregated demands and engage with institutions to address social injustices embedded in systems and structures that undermine peaceful and socially cohesive societies.

STRUCTURE OF THE GUIDE

This guide is organized into four chapters. The first three chapters have four units each. Because units build on the previous ones, the user will want to apply them sequentially. The fourth chapter contains units that aim to strengthen participants' post-workshop momentum and commitments and may be accessed in any order. The chapters are outlined below:

- **Chapter 1: The First B – Binding.** This chapter addresses change at the personal level. “What goodness do I possess within me? What can I do and what changes can I make to transform myself, my home, neighborhood, workplace, province or nation into a more harmonious and functional environment?”
- **Chapter 2: The Second B – Bonding.** This chapter leads participants with similar defining characteristics or identity to identify attributes of their group that can be instrumental in avoiding crisis or to leading their community or country out of crisis. What positive attributes do we possess as a group? What is the dream for our group? What can we do together to make us a positive force for change?
- **Chapter 3: The Third B – Bridging.** This chapter focuses on bringing together two or more peer groups to lay the foundations for intergroup interactions and collaboration. What positive characteristics do we and other groups have in common? What dreams do we share? What can we do together to address the mutual needs and concerns of our communities? This chapter guides mixed-identity groups to jointly identify, design and implement connector projects.
- **Chapter 4: Sustaining the Ties that Bind.** This chapter suggests practical post-workshop activities that participants can implement to keep the flame alive. It includes independent units focusing on how to design connector projects, engage influential people for common cause, build alliances for social cohesion, and train trainers to scale-up the learning. These units should be covered after the core 3Bs/4Ds workshop/s.

Consistent with CRS' capacity-building model, each unit contains rationale, anticipated results, suggested handouts, estimated duration, steps and notes for the facilitator. Teaching aids (TAs) for each unit are provided at the end of each chapter.

WHAT IS NEW IN THIS EDITION?

The major advantage of this edition of *Ties* lies in the inclusion of TAs in the chapters and units. In the previous edition, the aids and tools were only accessible by CRS staff online. They now appear in boxes inserted into the text or attached to the end of each chapter. In addition, some of the more popular tools like the ***Mini-Social Cohesion Barometer: A Tool to Assess and Strengthen Social Cohesion in Divided Communities***⁵ have been published as stand-alone tools, and therefore are not included in this guide. Nevertheless, users will find references to the Mini-Social Cohesion Barometer, as well as to another CRS publications like the ***Social Cohesion Indicators Bank: Illustrative Indicators to Measure Changes in Social Cohesion***.⁶

A further improvement to the present edition is the inclusion of case studies reflecting the learning gathered over the past four years since the original publication. Besides illustrating differing contexts⁷ where the 3Bs/4Ds methodology was applied, the cases offer tips and guidelines for conducting 3Bs/4Ds workshops with non-or low-literate participants. A more complete listing of changes can be found in the table below.

⁵ Catholic Relief Services. (2019) The Mini-Social Cohesion Barometer: A Tool to Assess and Strengthen Social Cohesion in Divided Communities, <https://www.crs.org/our-work-overseas/research-publications/mini-social-cohesion-barometer>.

⁶ Catholic Relief Services. (2019) Social Cohesion Indicators Bank: Illustrative Indicators to Measure Changes in Social Cohesion, <https://www.crs.org/our-work-overseas/research-publications/social-cohesion-indicators-bank>.

⁷ Unless otherwise indicated, nearly all photos in this edition were taken by Jean Baptiste Talla during social cohesion workshops facilitated in various contexts.

KEY INNOVATIONS IN THE 2ND EDITION

Chapter 1	Unit 1	Attention to trauma awareness is increased with the introduction of a new exercise to deepen personal and group discovery: The Tree of Life inspired by <i>Rising from Resilient Roots</i> . ⁸
	Unit 2	The 3Bs/4Ds is described as a path to the “Journey from the Head to the Heart,” clarifying its focus on stimulating self-directed transformational change and reviewing relationships at all levels rather than on simply imparting head knowledge. A case study from CAR is also included to showcase the transformational potential of the 3Bs/4Ds. New ways to express the 4Ds have been added to and combined with the 3Bs to create a “3Bs/4Ds dance” that will energize and remind participants of their journey as the workshop progresses.
	Unit 3	The 3Ns of conflict (natural, neutral and normal) are included to clarify differences between conflict and violence. It became increasingly evident in workshops that the way people view conflict influences their attitudes and approaches toward it. By exploring the 3Ns participants are better able to apply more constructive approaches to address conflict. Unit 3 also explains how to conduct the “conflict as fire” metaphor outdoors, an exercise that participants considered one of the most transformative. Conducting this exercise outdoors should always be the first option, as highlighted in this edition.
	Unit 4	Cultural adaptations are now included, such as the use of well-known animals and other symbols to describe various concepts related to conflict. Also, an exercise from CRS’ trauma awareness tool for children, <i>Singing to the Lions</i> , has been added to help participants address fear.
Chapter 2	Unit 5	The understanding of social cohesion and its conceptual framework have been updated and a sample of dreams from prominent social transformation actors included. An alternative method to build a shared vision when dealing with low literacy participants as well as a creative way to celebrate visions have also been added.
	Unit 6	The barometer process is more detailed, and an alternative way to build one with non-literate or low-literacy participants is included.
	Unit 7	This unit is reorganized to emphasize a more active way to analyze resources, impactful factors and influential people to ensure a successful social cohesion plan of action. It also includes tips to consider while working with non-literate or low-literacy participants.
	Unit 8	The traffic light metaphor and tips for successful planning are introduced to help identify expected behavioral changes and ensure more focus on the action planning process.

⁸ CRS. (2020) Rising from Resilient Roots. https://www.crs.org/sites/default/files/tools-research/20os_209177_war_o_roots_manual_eng-update-fnl-web.pdf.

KEY INNOVATIONS

Chapter 3	Unit 9	The step-by-step process is revised to be more active and conducive to intergroup trust building. Some tools from Chapter 2 are also used in this chapter, and tips have been added to: <ul style="list-style-type: none">■ Draft a sincere and honest letter■ Organize a trustful dialogue■ Conduct a nonviolent conversation
	Unit 10	
	Unit 11	
	Unit 12	
Chapter 4	General	This chapter focuses on how to move forward after training and offers a supplementary workshop to build capacity within local organizations, partners, communities and governments to engage in social cohesion strengthening. Units are reorganized to offer a smooth progression from how to design and implement connector projects to how to train the trainers to carry out the work.
	Unit 13	The focus in this unit is on understanding and practicing how to design connector projects. It adds a competitive connector project process to help select and support the best proposals.
	Unit 14	This unit offers two case studies that show how to mobilize influential people and avoid confrontation through strategic trust building – Do No Harm. More clarity is also provided on the vertical dimension of social cohesion.
	Unit 15	This unit provides more clarity and practical exercises on alliance building for social cohesion. Tips to guide the alliance-building process are included.
	Unit 16	Training of trainers (ToT) is enriched with lessons learned from past implementation. Additionally, the unit now includes guidance for field practice and follow-up actions. In response to requests from program and project officers for a separate ToT tailored for staff new to 3Bs/4Ds whose portfolio included training roles and social cohesion integration with other programs, this unit offers a suitable process.

SUGGESTED TIMEFRAMES

“Flexibility and adaptation in response to local conditions and developments are crucial.”

Learning brief advancing interreligious peacebuilding: Emerging guidance based on experience, p3.

Experience and practicality indicate that conducting a 3Bs/4Ds workshop takes about five days. The time allocated for individual units and exercises is elastic and can be adjusted to your context, but the entire workshop (without the add-ons in Chapter 4) can be completed in 5 days. We suggest that each user select content that best suits their context and estimate the time needed, considering, for example, the socio-cultural setting and the number of participants. The key is to follow the logic described in the guide to achieve the defined objectives. We thereby combine two styles of time management: The P-time (polychronic) and the M-time (monochronic). The first style stresses *what* will be achieved, while the second focuses on *when* things must be achieved.”⁹

Instead of fixing a uniform time frame for all contexts, we appeal to facilitators to:

- Be context sensitive when designing a 3Bs/4Ds social cohesion workshop, and select the most appropriate exercises and timelines;
- Draw upon your creativity and use personal imagination to develop inspiring and engaging sessions that speak to the local reality;
- Consider suggested time frames as examples of what can be done with single- or mixed-identity groups ranging from 20–30 persons aged 18 years old and above;
- Balance the importance of fostering human interaction and relationships and the need to work within set time frames.

PLANNING THE WORKSHOP

We have designed this workshop to be flexible, meaning that it can be adapted to different contexts and environments. For this to occur, however, three things should happen. First, workshop facilitators should do their best to attend at least one **Ties That Bind** workshop in advance (see callout for testimonies from users). Second, facilitators should consult local representatives to understand the specific context and environment when planning the workshop. Third, prior to the training, facilitators should ready all training materials selected according to the workshop environment. These materials may include electronic material if appropriate, flip charts and markers or specific material indicated as needed in the TAs sections.

Here are eight key points to consider in workshop planning:

1. **Embark on your own personal journey “from the head to the heart.”**
Reading the guide is necessary, but not sufficient as the workshop is intended to be less theoretical and more practical. Attending a 3Bs/4Ds workshop enables one to learn by doing and to be ready to accompany others on their own journeys.
2. **Set up the 3Bs/4Ds process carefully** by engaging with workshop organizers early enough to:
 - Learn about participants and the local context.
 - Discuss and come to an agreement with participants regarding contextualized objectives and agenda.
 - Thoughtfully select participants by targeting key people who will then scale-up the learning to more people.

“How [one facilitates sessions in each of the units] would not be clear to me if I hadn’t seen you lead this workshop....”

“Watching you conduct trainings has really highlighted for me the importance of practice and, overall, good facilitation [anchored in] adult learning methods.... The use of stories is so central to the approach, and I think that requires practice [for one to gain] a level of comfort [required] to deliver the material effectively. It’s important to promote opportunities for mentorship and learning from others who have delivered these trainings successfully.”

TESTIMONIES FROM TWO DIFFERENT USERS OF THE ORIGINAL TIES THAT BIND

⁹ The difference between the two systems is very well stated by E.T. Hall, who said: “Scheduling is difficult if not impossible with P-time people” as they consider their job as a system in a larger system...In contrast, M-time people carefully schedule activities. By virtue of compartmentalization, they are less likely to see their activities in context as part of the larger whole.” *Beyond Culture*, New York: Doubleday, 1976, pp 22-23.

3. **Select tools and training aids appropriate to the workshop environment and participant diversity**, especially in terms of literacy, mobility, gender and localization. Town and rural areas are not equally equipped, but optimal use of an environment's assets can improve chances of success. Similarly, sensitivity to gender, youth and disability increases the effectiveness of the workshop.
 4. **Be clear about the training purpose as the 3Bs/4Ds** workshops can serve different purposes for different groups. Each chapter can be offered at different moments of a conflict process, depending on anticipated results. Most often *Binding* and *Bonding* are linked, and end with a single-identity group joint commitment and action plan for social cohesion. This stage can also be preparatory to bridge two or more conflicted groups. In addition, the selection of participants invited to the *Binding*, the *Bonding* and the *Bridging* workshops depends on local issues and dynamics, the purpose of the project (assuming there is one), and the overall aim of the workshops.
-
- Trying to bridge two highly conflicted groups without careful preparation carries great risks. In CAR, an organization engaged in social cohesion brought together leaders from two armed groups to launch a reconciliation process. Following a heated debate, the opposing leaders began firing their weapons, forcing the organizers to seek refuge under the tables.*

5. **Be creative and flexible regarding workshop goals and objectives.** Participants' mutual respect and confidentiality are more the result of the quality of their interactions than rules set at the beginning of the workshop. Achieving goals and objectives depends heavily on the facilitators and participants' attitude and interactions. You must master the exercises and process such that you can readjust activities and time management in real time to allow participants to progress toward the objectives and reach the end goal.
5. **Build on participants' knowledge** as each of them is a "wealth of gold" to be mined. Teaching people what to do is less transformative than helping them reflect and decide what to do based on their own experience.
 6. **Always remember that we learn best if we see, hear and do something** that re-enforces learning. Along with each activity, insert breaks or energizers that include short refreshers, breathing exercises¹⁰ or simple trust-building activities (2-10 minutes). Getting people up and moving keeps them alert, and more engaged.
 7. **Monitor and evaluate participants' journeys throughout the process.** Daily recaps, quizzes and "checking in" with individuals will help reinforce learning and gauge participants' progress.

CRS' UNDERSTANDING OF SOCIAL COHESION

This edition fully embraces CRS' social cohesion definition and conceptual framework published in CRS' *Mini-Social Cohesion Barometer*.¹¹ The following definitions are extracted from the Barometer to ensure a common understanding of the concept when engaging in social cohesion trainings and initiatives.

WHAT IS SOCIAL COHESION?

Social cohesion is a concept with various interpretations.¹² Some definitions emphasize social harmony and inclusion, human solidarity in diversity, and the inclusive well-being of a community or society. Others focus on the social fabric – the abundance of connections and associations in a society and the presence of linkages and counterbalances that shape the relationships between citizens and the state.

CRS views social cohesion as the strength, quality and diversity of relationships between and among individuals, groups and communities, coupled with linkages between society and the state, markets and other institutions, all based on trust, respect, mutuality and equal opportunity for the dignity and well-being of every person and the common good of all.

Social cohesion is manifest through the following attitudes and behaviors:

- Trust, reciprocity and links between and among citizens and between and among civil society groups (horizontal).

¹⁰ See sample of breathing exercises in TA 1, p. 34.

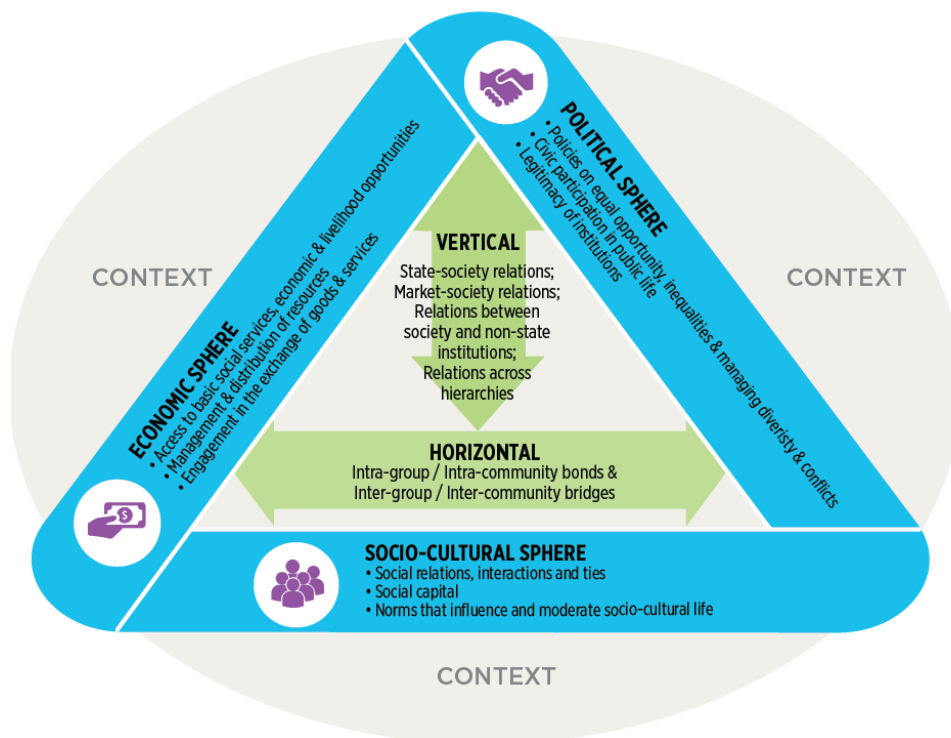
¹¹ The mini-Social Cohesion Barometer: A Tool to Assess and Strengthen Social Cohesion in Divided Communities, CRS, 2019.

¹² Ibid, p. 2.

- Social contracts between people (rights holders) and authorities (duty bearers) at all levels – local, regional, national and international (vertical).
- Relationships between and among market actors – consumers, producers and others, including elected and appointed government officials.

The emphasis on relationships in the above definition of social cohesion is consistent with the tradition of Catholic Social Teaching regarding building “right relationships.” Right relationships are those that uphold the dignity and well-being of each person regardless of race, ethnicity, class, religion, gender, age or other defining characteristics, and encompass the values of inclusiveness, justice and equity, equal opportunity, open dialogue and respect for diversity. Such principles should be manifest in the home, neighborhood, community and society.

SOCIAL COHESION CONCEPTUAL FRAME



CRS CONSIDERS TWO KEY ELEMENTS OF SOCIAL COHESION:

1. Horizontal and Vertical Dimensionality

- Horizontal social cohesion refers to the quality of relationships between and among equals or near equals for both individuals and diverse groups within a society;¹³ that is, to levels of solidarity, trust, acceptance, reciprocity, mutuality and multiplicity of links. Horizontal social cohesion is important both within identity or affinity groups (bonds) and across multiple groups of diverse identities and characteristics (bridges).
- Vertical social cohesion refers to building linkages that knit relationships across hierarchies,¹⁴ It addresses the degree to which state and non-state institutions,¹⁵ e.g., the market, cultural/traditional, religious, civil society groupings, NGOs, etc., interact with communities and individuals inclusively, equitably, transparently and accountably, with a double aim of strengthening social relations and reducing inequalities, exclusion and divisions in an environment of equal opportunity for all. In a civic sense, vertical social cohesion refers to state-society linkages and the social contract between citizens and the state. In the

¹³ Colletta J. Nat and Cullen L. Michelle, (2000) The Nexus between Violent Conflict, Social Capital and Social Cohesion: Case Studies from Cambodia and Rwanda, Social Capital Initiative, Working Paper No. 23, The World Bank.

¹⁴ These top-down/bottom-up linkages across differing levels of power, social status, hierarchies or “vertical distance” give local communities and groups an opportunity to leverage such relationships to access external resources and/or sources of power.

¹⁵ State and non-state institutions are systems of established and embedded social rules (overt or implicit) that structure much of human interactions, constrain and enable behavior, and support or undermine social cohesion.

marketplace¹⁶ it refers to relationships between and among consumers, producers and other market actors, including policymakers.

2. Three Spheres of Social Cohesion

- **The socio-cultural sphere** focuses on social relations across divides, such as coexistence, tolerance and acceptance of differences; group identity and belonging within a larger whole; social capital,¹⁷ which encompasses mutual trust, reciprocity and other assets that accrue from networks and associational life and facilitate cooperation around shared goals; and norms that moderate and influence socio-cultural life.
- **The economic sphere** encompasses equity in the sharing, distribution and management of resources (financial, natural and physical), and equal opportunity in the access of basic social services, economic and livelihood opportunities and advancement in life (upward social mobility). It also encompasses mutual self-help, as well as the norms of the market concerned with fairness in access to markets and the exchange of goods and services, including the labor market.
- **The political sphere** concerns the degree of confidence and trust in state institutions, inclusive civic engagement to influence decision-making processes affecting public life, and effectiveness of state institutions to ensure equal opportunity, reduce inequalities and divisions in society, and provide policy frameworks responsive to the needs of all citizens.

WHY IS SOCIAL COHESION IMPORTANT?

For CRS, fostering social cohesion provides a pathway to advance the values of solidarity, commitment to the common good and respect for the inherent dignity of all persons as enshrined in Catholic Social Teaching.

Social, economic and political cleavages based on ethnicity, race, religion, class, gender, age and geography are ever present. Fueled by injustice, inequality, exclusion and poor governance, such divisions can result in violent conflict. Social cohesion interventions that address injustices, inequalities and exclusion contribute to promoting social justice.

Social cohesion is the force standing in between social capital and violent conflict as Nat J. Colletta and Michelle L. Cullen observed:

“Social cohesion is the key intervening variable between social capital and violent conflict, [and] the degree to which vertical...and horizontal...social capital intersects, the more likely a society will be cohesive and thus possess the inclusive mechanisms necessary for mediating/managing conflict before it turns violent ... Weak social cohesion increases the risk of social disorganization, fragmentation and exclusion, potentially manifesting itself in violent conflict.”¹⁸

On the horizontal plane, societies that cooperate across divides are more likely to enjoy the fruits of social cohesion, such as personal security, stability and peace. Capacities for tolerance, respect and inclusiveness help communities reach consensus on thorny issues, operate based on trust, foster enabling institutions, and develop rules that curb abuse of power and promote

¹⁶ Social contract refers to “the implicit or explicit understanding between society and the government which defines the rights and responsibilities of each – particularly the exchange of public goods and services – and provides a framework for societal harmony, including a set of formal and informal rules and behavioral norms that regulate state-society relations.” For more on this, see *Engaging Government: A CRS Guide for Working for Social Change*, p.19 (Catholic Relief Services, 2018).

¹⁷ Social capital can be thought of as the assets and resources that arise from human networks and associational life and that facilitate cooperation around shared goals. Social cohesion strengthening processes stitch together existing social capital to create a cohesive whole, and can also produce new forms of social capital. See also Anita Cloete. (2014) Social cohesion and social capital: Possible implications for the common good, *Verbum et Ecclesia* 35(3).

¹⁸ Nat J. Colletta and Michelle L. Cullen. (2000) *The Nexus Between Violent Conflict, Social Capital and Social Cohesion: Case Studies from Cambodia and Rwanda*, Social Capital Initiative, Working Paper No. 23, World Bank.

equitable economic growth and quality of life.¹⁹ For example, strong social bonds and bridges deter violent aggression, civil strife and war, and may determine over time whether a country moves from low- to medium- or to high-income status.¹⁸

It is critical to understand the vertical dimension of social cohesion as it relates to governance, service delivery and state capacity because governance failures constitute key drivers of extremism and terrorism.¹⁶ Vertical social cohesion can be thought of as the thin edge connecting two sides of a coin: peace and social justice.²⁰ Each of these is necessary for societies to thrive socially, economically and politically. Vertical social cohesion links citizens to their state and builds constructive relationships between rights holders and duty bearers. Connectivity is essential for a healthy social contract.

In sum, strong horizontal and vertical connectivity contributes to just and lasting relationships across demographics and between citizens and citizen groups and the state. Socially cohesive communities and societies are better positioned to prevent, manage, mitigate and transform violent conflict.

¹⁹ UNDP, 2016. In addition, cohesion across different social groups, including the most vulnerable, can be an antidote to the long-term effects of exclusion and discrimination that characteristically accompany unjust practices, systems and structures. See Huma Haider. (2011) “State-Society Relations and Citizenship in Situations of Conflict and Fragility.” Topic Guide Supplement. Governance and Social Development Resource Centre. University of Birmingham, UK.

²⁰ Foa, Roberto (2011), “The Economic Rationale for Social Cohesion – The Cross-Country Evidence”, presented at the International Conference for Social Cohesion and Development 2011, Paris, unpublished, <http://oecd.org/dataoecd/7/31/46908575.pdf>. Evidence suggests that even small increments in strengthened social cohesion produce substantive economic gains.



Chapter One: Binding – Changing the Way I Look at People and Things

Centered on change at the personal level, this chapter comprises four units built on the 4Ds. The units and exercises elicit the discovery of individuals' various gifts; provide participants with new lenses to analyze conflict dynamics in their community; stimulate reflection on ways to face conflicts; and raise awareness of an individual's role in rebuilding broken relationships. Through these units, participants learn to assess their potential resources and gifts in promoting social cohesion, and to make themselves available as part of the solution.

At the end of this chapter, participants will be able to:

- Identify personal values that promote social cohesion.
- Establish the difference between conflict and violence.
- Describe the dynamics of conflict in their community with a neutral lens.
- Increase their motivation to personally engage in rebuilding social cohesion in their community.

UNIT 1: DISCOVERING THE BEST THAT LIES IN EACH OF US

RATIONALE

As Gervase R. Bushe noted, “People experiencing positive feelings are more flexible, creative, integrative, open to information and efficient in their thinking. They have an increased preference for variety and accept a broader array of behavioral options.”²¹ The exercises in the unit help to unlock feelings and elicit emotions; they encourage looking at reality through positive lenses. By attempting to discover the best that lies in each of us we set the stage for healthy relationship-building that grows and flourishes throughout the workshop. Start-up activities lead participants to self-appreciation and appreciation of others by discovering the “gold” within themselves. Workshop facilitators can encourage this spirit of discovery by holding participants’ interest from the outset and by establishing an atmosphere of trust.

ANTICIPATED RESULTS

Through mutual discovery, participants will be able to:

- See themselves in a new light by selecting a positive personal descriptor and naming positive values for their group.
- Discover their various gifts and a shared desire to promote positive values.
- Actively engage in learning.



APPROXIMATE LENGTH:

2 hours, 30 minutes

STEPS

- Warm welcome (20 min.)
 - Get started.
 - Prior to the start of the workshop, set up the room by placing 4-6 chairs around each table, depending on the number of participants and the space.
 - Arrive early, warmly welcome each participant as they arrive, and direct them where to sit.
 - The workshop starts when the first participants arrive. Engage participants in informal conversation and request that they wait patiently for the arrival of latecomers.
 - Proceed with the official opening of the workshop. If possible, arrange for a keynote speaker who is recognized for his or her commitment to the values of social cohesion. Make sure that all those who take the floor during the opening ceremony are strong proponents of social cohesion.
 - Icebreaker (10 min.)
 - Organize an icebreaker to warm up the group, make participants feel more comfortable with each other and encourage dynamic participation. The icebreaker can vary according to the nature of the group (see TA 2 for illustrative icebreaker exercises).

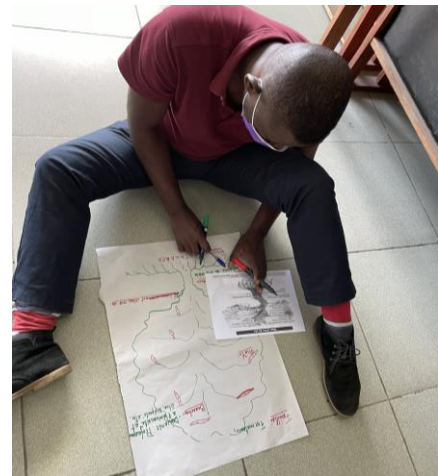


By discovering and putting our gold together, we will mutually build our abilities to contribute to social cohesion.

PARTICIPANTS TO AN INTERRELIGIOUS SOCIAL COHESION WORKSHOP IN TOGO.

²¹ Gervase R. Bushe (PhD). Appreciative Inquiry Is Not about the Positive, Segal Graduate School of Business Simon Fraser University.

- Introduce yourself and describe your role as a facilitator. Briefly narrate the story as follows: “There was a poor man who wanted riches so badly that he left his home and traveled the world in search of gold. He spent his whole life searching and died a poor and broken man. His friends brought him home to bury him on his land. When they dug his grave, they found that his house was built on a field of gold.”²²
- Ask participants to discuss the moral of the tale and use this moral to set the tone for the workshop by:
 - Recognizing each participant’s value and noting that the workshop is about tapping into the “gold” that everyone possesses as we journey together.
 - Emphasizing that everyone is a treasure.
 - Encouraging an esprit de corps.
 - Stating that often the riches we seek are within us, and the workshop is about creating a space in which each of us can discover and share our gold.
- Participant discovery (30 min.)
 - Participatory introductions
 - Ask each participant to thoughtfully choose an adjective beginning with the first letter of their given name or surname to describe themselves.
 - Invite participants, within their small groups, to introduce themselves (first name and surname) and share their adjective along with the story behind it.
 - Next, ask participants to prepare to introduce members of their small group to all participants. Specify that each participant should introduce her/his neighbor to the right according to how they are seated in the small groups. The facilitator launches introductions with the co-facilitator (e.g., “My co-facilitator is Jean ...(surname). Jean begins with “J,” therefore he picked the adjective “joyful” because he is always happy”).
 - Once all groups have had their turn, invite all the participants to show appreciation by using an agreed-on energizer clap.
 - At the end of the introductions, invite participants to comment on the exercise.
 - Deepening mutual discovery by designing a “Tree of Life”²³ (see TA 3; 60 min.)
 - Ask everyone to stand up and imagine being a tall tree.²⁴
 - Name the following parts of the tree and ask participants to use relevant parts of their bodies to gesture according to the descriptions below. As you mention each part and its description, use your body to gesture so that participants follow suit.
 - The roots are at the bottom of the tree and go into the ground.
 - The trunk keeps growing and moves the tree toward the sky in good or bad years.
 - The branches connect the tree to the sky.
 - The leaves help the tree to breathe.
 - Fruit feeds the world.



Drawing of individual tree of life during a social cohesion workshop in Madagascar.

²² CRS (2005). **The Partnership Toolbox, A Facilitator’s Guide to Partnership Dialogue**, p. 14, https://www.fsnnetwork.org/sites/default/files/partnership_toolbox.pdf.

²³ The “Tree of Life” is a psychosocial support tool based on narrative practices that are designed to help participants accept the hardships of their past and identify the strengths that can help them achieve a better future. The exercise teaches us about our roots – where we come from and who we are. It teaches us about our strengths so that we can be more confident and powerful. It also shows us our branches, where we are going with our lives.” From the online introduction to Tree of Life: A workshop methodology for children, young people and adult. Access online at <https://www.crs.org/our-work-overseas/research-publications/tree-life>.

²⁴ Steps described here are an adaptation of the guidelines from Rising from Resilient Roots, pp. 10-13. Access online at https://www.crs.org/sites/default/files/tools-research/20os_209177_war_o_roots_manual_eng-update-fnl-web.pdf

- Show a picture of a tree of life highlighting and comparing each element with an aspect of human life.
- Ask each participant to draw her/his own tree of life on a large piece of flip chart paper. They begin by reflecting on their lives and noting the good times, difficult times, and their talents. When ready, they write on the paper next to the parts of tree, their roots, their good times, difficult times, talents, and other notable characteristics.
- At the end of the activity, invite participants from the same group to post their drawings on the wall next to each other to form a little “forest of life.”
- Invite participants, in their small groups gathered around their little forest of life, to discuss what they have on their trees, e.g., their roots, the “storms” that have impacted their lives.
- After the small group reflections, organize a walking gallery for participants to discover others’ trees.
- Open a plenary session to share key lessons learned from the exercise.
- Together, explore the tree of life exercise and emphasize how our personal lives benefit from others and how strong we are together, especially if we value our own history.
- Group dynamics strengthening (30 min.)
 - Submit the agenda and the timetable for the participants’ approval (see TA 4 for a sample of a 3Bs/4Ds agenda).
 - Ask participants to share their expectations with members of their group.
 - Ask each group to agree on and write down three major expectations for the workshop, each on a separate piece of paper (e.g., on a half size of an A4 colored paper).
 - Post them on flipchart paper.
 - Present the agenda as a first draft.
 - Ask each group to discuss the agenda and whether they believe it can meet the identified expectations.
 - In small groups, ask participants to propose amendments to the agenda, and take note of them.
 - Ask them to also discuss expectations not covered in the agenda. Let them stick the pieces of paper with these expectations on a flip chart paper titled “Parking Lot” -- hung on the wall for all to see. Let them know that effort will be made to respond to these expectations as the workshop proceeds. Provide explanations for the expectations that cannot be met (if any).
 - Achieve a consensus on the highlights of the timetable—namely, beginning and end times of sessions and length of breaks.
- Conclude with a call for togetherness and team spirit as key to workshop success.
 - Share the military training anecdote (see text box).
 - Invite participants to spontaneously reflect on lessons we can learn from the anecdote that can be applied during the workshop.
 - Use the opportunity to highlight the need for:
 - mutual support during group work.
 - respecting the agreed-on time frame.
 - and more collaboration than competition.

During the commando march, the first and the last will be punished, and when the commander visits a dormitory and finds one bed not well made, all occupants are punished.

**ANECDOTE FROM MILITARY TRAINING
ENCOURAGING TEAM SPIRIT.**

NOTE TO THE FACILITATOR

- Use the chosen personal adjectives or group values to show the importance of positive perception and building good relationships. You may refer to some quotations (see TA 5 for quotes) that further explain the basis of the AI approach.
- Explore the *Tree of Life* to highlight the importance for the participants to:
 - Develop a positive view of themselves and build hope for the future based on their skills, achievements and what they have learned from their lives so far, despite any difficulties and disappointments.
 - Strengthen their bonds with their own history, their culture, and with significant people in their lives in a positive way; and
 - Be conscious of the interconnectedness of all creation.
- Be culturally sensitive.
 - Show flexibility in building consensus around the agenda to consider participants' religious and social practices.²⁵

Remember the role of the facilitator is to serve the participants.

²⁵ Time management is not the same everywhere. There are communities in which daily prayers set the rhythm of life. Facilitators should not impose personal agendas on participants, but instead be flexible and consider local sociocultural and religious customs when determining time management.

UNIT 2: VIEWING MY RELATIONSHIP WITH THE WORLD IN A DIFFERENT WAY

RATIONALE

In a crisis, people tend to seek revenge. They are prone to condemning and scorning those who do not belong to their group. The layering of AI and the 3Bs helps participants imagine a different way of relating to others. While they begin to question their preconceived ideas and attitudes, they become more aware of the value of others. This transition can be life-changing because it allows individuals to break away from low self-esteem, prejudices, implicit biases, or other distorted world views to interact more productively with members of their group and other groups. Upon completing this module, participants will have learned how the combined 3Bs/4Ds approach can transform their understanding of human relationships.

ANTICIPATED RESULTS

At the end of this unit, participants will be able to:

- Describe the logic of the 3Bs/4Ds integrated framework in the behavioral change process.
- Strengthen self-esteem and begin imagining (“dreaming”) ways to improve individual, interpersonal, intra- and intergroup relationships.



APPROXIMATE LENGTH:

3 hours, 15 minutes

STEPS

- Open with the Giving and Receiving Exercise (30 minutes)



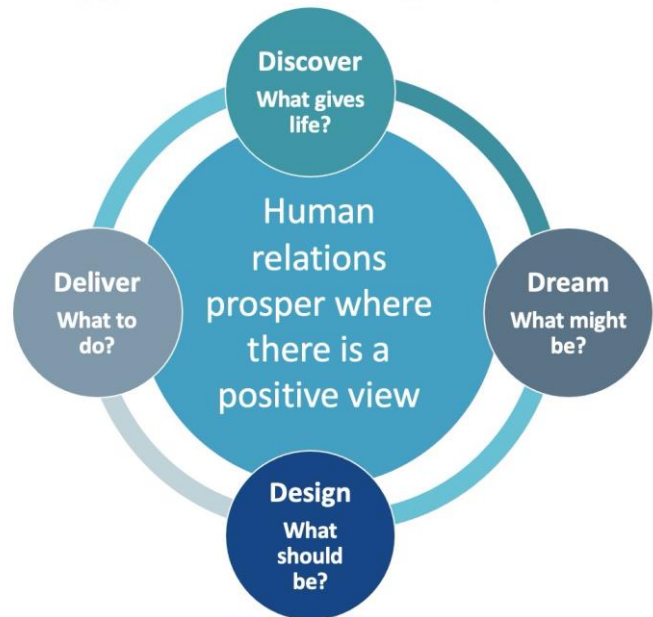
- Have participants sit in small groups not exceeding 6 participants.
- Ask each participant to write in his or her notebook three things that he or she would like to give to others and three things that he or she would like to receive from others.
- Invite participants to share with their group members and agree on:
 - the top three things that the group would like to give someone.
 - the top three things that they would like to receive from others.

- Instruct the group to write one item per card.
- Together with the whole group...
 - Cluster cards that have similar responses and prioritize the answers based on the number of cards in each cluster.
 - Ask participants to discuss key lessons from the exercises.
- Highlight the inclination to give or receive something that is positive, which may contrast with daily life.
 - Emphasize that the workshop is not a training to add more knowledge to participants, but a process to help participants undertake a “Journey from the head to the heart,” which, according to Venerable Francis-Xavier Nguyen Van Thuan, is the longest journey of our lives.²⁶
 - Tell the story of the three peacebuilding experts praying for peace in the world (see TA 6, story 1).
 - Usually, participants laugh as the story is being told. Explain that the story speaks to us:
 - Most often, we know about good values and principles, but the key challenge lies in our limited ability to transfer this knowledge from our heads to our hearts, to “feel” it and practice it in our daily lives.
 - Most of us preach about peace and justice, yet we constantly violate others’ dignity and/or exclude those that do not hold similar beliefs as ours.
 - Introduce the 3Bs/4Ds as a path to the **Journey from the head to the heart** as it helps participants to reflect on how best to bring alive all their positive thinking to improve social harmony (see TA 7 for 3Bs/4Ds origin and structure).

■ Introduction to AI (45mn)

- Explain the approach by sharing examples of Appreciative Inquiry (see TA 8 for AI examples) or a relevant personal story.
- Distribute quotations to deepen AI understanding (see TA 5) for suggested quotations), and ask each table to reflect on them.
- Ask participants to:
 - Select a sentence that speaks most to the group and illustrate it with a story drawn from their experiences.
 - Think of one or two basic questions that each group wants to discuss with the larger group and write them down.
- Facilitate exchanges in the larger group by asking each group to present the results of their reflection and answer any questions.
- Conclude by showing the slide presenting the 4Ds of AI in the PowerPoint on the 3Bs/4Ds approach (see TA 7).

Appreciative Inquiry 4Ds



²⁶ The journey from the head to the heart is from Venerable Francis-Xavier Nguyen Van THUAN, President of the Pontifical Council for Justice and Peace from 1994-2002. He illustrated the difficulty of this journey in the story of three peacebuilding experts praying for peace included in TA 6, p.38.

■ Introduction to the 3Bs (60 min.)

- Describe the 3Bs by referring to the box.
 - Project the slide on the 3Bs in the PowerPoint on the 3Bs/4Ds approach (see TA 7B)
 - Engage in a discussion to understand each B and the usefulness of the 3Bs as a transformative method stimulating change at all levels, starting with self- transformation.
 - Deepen the learning with a practical application of the 3Bs on land conflict management in Mindanao, The Philippines (see TA 9) for case study).
 - Organize groups for each “B”: Binding, Bonding, Bridging.
 - Ask each group to:
 - Focus primarily on their assigned B in the case study.
 - Discover and describe how it’s applied.
 - Discuss how their B can be adapted to their context by highlighting lessons learned and challenges that they foresee.
 - Organize the sharing of ideas with a gallery walk.
 - Have each group post the results of its reflection on the wall.
 - Ask all groups to move from one reflection to another, observing the presentations and asking questions that enable them to properly understand what’s presented.
- Wrap-up with a 3Bs gesture.
 - Refer to the image in box 1 (see p. 7) to invite participants to:
 - Cross their arms over their hearts and squeeze the opposite shoulder, as if giving themselves a hug to express *Binding*.
 - Link their arms with those of participants on their left and right, either by holding hands or placing arms on one another’s shoulders to express *Bonding*.
 - Reach out to others across the room or across the circle, lifting arms high so they can touch people in front of them to express *Bridging*.
 - Repeat this for three or more times to fix the 3Bs in participants’ minds.

■ Introduction to the integrated frame (30 min.)

- Recall
 - The purpose of:
 - AI - to create a positive and regenerative vision.
 - 3Bs - behavioral change at three levels (personal, intragroup, intergroup).
 - Specificity of the 3Bs/4Ds - combination of the above two approaches.
- Presentation²⁷ of the 3Bs/4Ds Integrated Frame
 - Focus on the slide showing the integrated frame in the PowerPoint on the 3Bs/4Ds approach (see TA 7).
 - Open a short Q&A session to provide needed clarifications.

■ Owning the methodology (30 min.).

- Organize a reflection with participants sitting in the same small groups as above.
 - Distribute the above power point slide printout on the 3Bs/4Ds approach to social cohesion to participants.
 - Ask them to first consider the methodology individually, and then ask the following questions in their group:

²⁷ An alternative could be to explore the case study on CAR following the same process as the previous case study. See TA 10.

- What, if anything, do you find new about this approach?
- What challenges do you envision in implementing it?
- Organize exchanges in the plenary around the previous two questions.
 - Reflect on the challenges and attempt to address them together to make the approach effective and efficient.
 - Note any ideas on flipchart paper that may help participants master the approach.
 - Use the opportunity to draw attention to the added value of combining the 3Bs/4Ds.
 - Combining these methodologies provides participants (even in highly conflicted contexts) with an appreciative lens to see beyond their circumstances.
 - By discovering “the gold within,” participants are better able to conceive of a more cohesive future.
- Conclude this exercise by re-emphasizing that one begins the journey from the head to the heart by combining the 3Bs gestures with the 4Ds.
- Invite them to...
 - Remember and repeat the 3Bs gesture.
 - Repeat the gesture, but stop at any steps to add a sign expressing the 4Ds, such as the following:
 - Open wide your eyes and mouth for *Discovery*.
 - Close your eyes and bend your head toward the left side for *Dreaming*.
 - Walk to the center for *Design*, one step for *Binding*, two steps for *Bonding*.
 - Touch hands to form a bridge shape and lead them up together for *Delivery*.
 - Make the exercise lively and fun.
 - When participants seem to master the 3Bs/4Ds and related agreed- upon gestures, energize them with “Do what I say, not what I do” exercise.
 - Explain the process.
- Display the following motions corresponding to different gestures:
 - “Ba”: You lower your arms.
 - “Badou”: You reach out straight.
 - “Badou Badou”: You raise your arms.
- Participants should watch you and move their arms according to what you say, not what you do. Ask them to:
 - Do what you say, not what you do.
 - To watch you.
- Start the energizer
 - Ask all participants to stand up, and to do what you say.
 - Say “Ba,” “Badou,” or “Badou-badou” but your arm gestures should not match what you say.
 - Invite those who use the wrong arm gesture to sit down.
 - Repeat the exercise several times and, progressively increase the speed.
- Congratulate the finalists first, and then all participants.

NOTES TO THE FACILITATOR

- Be well-prepared and be creative when you introduce the methodology so that participants feel excited and comfortable with it. You may not need to follow every step, but you should ensure that participants understand that the workshop is about adopting a

positive view to explore how to build a more cohesive society — offering opportunities for self-transformation as well as intra- and inter-group interactions and joint actions.

- Maintain interest with stories²⁸ and examples for smooth transitions between sessions. The 3Bs/4Ds gestures can also be used as an energizer during the workshop process.
- Invite participants to show their appreciation of each group's contributions through applause or another agreed-upon method.
- Ensure that participants understand the training as an application of the 3Bs/4Ds aiming to build their shared vision of social cohesion in their community, a joint analysis of their context and to agree on transformative actions to be taken.

“...The three elements (Binding, Bonding, Bridging) are not necessarily sequential or linear. While personal change may support efforts to build greater social cohesion within identity groups, progress in personal transformation does not always precede intragroup work. Similarly, while increasing intra-group understanding (bonding) is often an advisable preliminary step before inter-group engagement (bridging), the process is not always linear; steps repeat and circle back or occur out of logical sequence. Flexibility and adaptation in response to local conditions and developments is crucial.”

FROM CRS' LEARNING BRIEF, “ADVANCING INTERRELIGIOUS PEACEBUILDING: EMERGING GUIDANCE BASED ON EXPERIENCE,” P. 3.

²⁸ See samples of stories in TA 6, p.38.

UNIT 3: UNDERSTANDING CONFLICT DYNAMICS

RATIONALE

“How you view conflict will determine your readiness and willingness to resolve it.”²⁹ This unit aims to encourage participants to adopt a regenerative perception of conflict given its potential for constructive change as something that is natural, normal and neutral. When viewed objectively, conflict can inspire action to prevent escalation of disagreements into violence. Indeed, a proper analysis and understanding of conflict dynamics can lead to stronger social cohesion and contribute to Integral Human Development.³⁰

ANTICIPATED RESULTS

At the end of this unit, participants will be able to:

- Distinguish between conflict and violence.
- See conflict as danger or as an opportunity - depending on one's viewpoint.
- Describe conflict dynamics in their country in a regenerative light, giving rise to hope and commitment to action.



APPROXIMATE LENGTH:

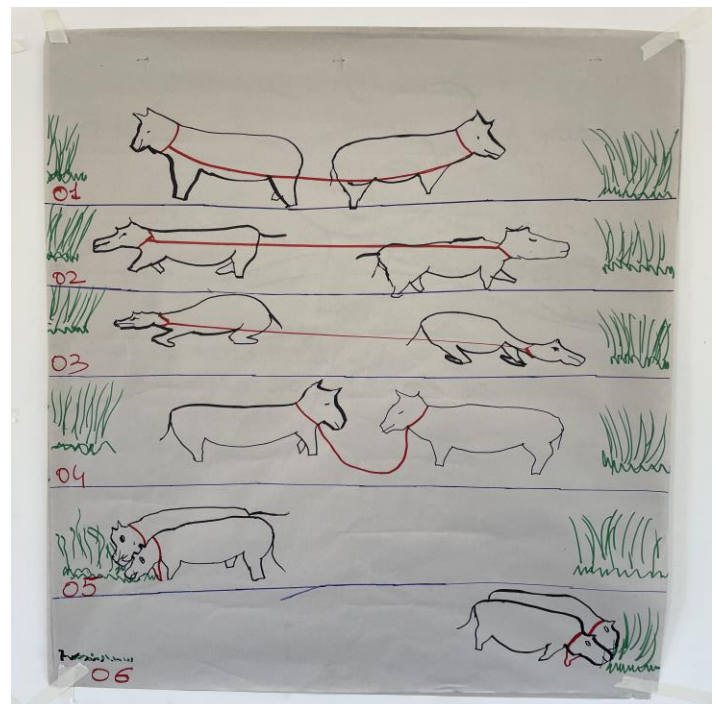
3 hours, 15 minutes

STEPS

- Understanding conflict (45 min).
 - Explore participants' perception of conflict.
 - Ask participants to spontaneously say what they think of when they hear people talking about conflict.
 - Write all answers on a flip chart — (typically, answers reflect mostly the negative dimension of conflict).
 - Build a shared neutral lens to view conflict.
 - Hand out to all participants this picture illustrating conflict.
 - Ask the members at each table to describe and comment on what they see in the picture.
 - Ask groups to choose from the pairs, the ones that portray conflict.
 - At the end of the group discussion, divide participants according to their points of view.
 - Ask members of each group to share their arguments and to try to convince others to join their group.

Like water, conflict is without flavor and without color. If we add sugar, it can become sweet. If we add pepper it will become very spicy. It can also change color (e.g., to red or green) depending on what we put in it. Like water, conflict will become “sweet” or “bitter” depending on what we decide to do when it occurs.

COMMENTS FROM A WORKSHOP PARTICIPANT IN TOGO.



²⁹ Maureen T. Mulroy, Ph.D. Conflict: Danger or Opportunity, University of Connecticut, Storrs.

³⁰ Rooted in Catholic teaching, Integral Human Development is the holistic development of the human person considering all aspects of life. For Catholic Relief Services, it's a framework used for the “the flourishing of the whole person and every person” as stated in Peacebuilding Fundamentals, p. 16.

- Organize a discussion between these groups to debate their positions.
 - Invite participants to share their interpretations of the picture in plenary.
 - Debate the following:
 - The difference between conflict and violence.³¹
 - Conflict as Natural, Normal and Neutral.
- Illustrate the dual perception of conflict by mapping peace in the world (30 min).
- Refer to the updated Global Peace Index³² and present the following content:
 - A map of countries at risk.
 - The peace barometer.
 - The Human Development Indexes.
 - Ask participants to identify countries that have recently experienced violent conflicts and discuss the reasons behind these conflicts.
 - Then invite participants to focus on their continent within their groups, and to especially focus on one or two countries that have recovered from violent conflict:
 - What led to conflict escalation and violence?
 - What led to a decrease or cessation of violence?
 - Organize a plenary sharing of the groups' key findings.
 - Through discussions, emphasize that conflict escalates into violence because of negative approaches. Point out that positive approaches can potentially transform conflict into an opportunity to rebuild sustainable peace and socially cohesive societies.
- Apply the new conflict lenses on our context using the fire metaphor (90 min).³³
- Explain to participants that...
 - They will collect material to light a fire outdoors.
 - Following this activity, they will discuss the dynamics of conflict in their community.
 - Bring participants outdoors.
 - Ensure that at least one participant has matches (the facilitator should provide matches to at least one participant before the exercise begins).
 - Ask each participant to look for firewood and other locally available materials used in lighting a fire, e.g., dry grass and small sticks.
 - Invite them to gather materials collected in a place already identified to serve as a firepit.
 - Ask participants to make a circle around the firepit with the materials they gathered. Caution them to keep a safe distance.
 - Ask the participants to start lighting the fire.

CONFLICT IS:

Natural: It is part of our daily lives because it arises from the inevitable confrontations of the diverse interests and values held by people who interact in various spaces.

Normal: It is a usual disagreement or a dynamic tension that can lead either to violence or to improved personal or social relationships.

Neutral: It is simply a disagreement or struggle between people with different needs, ideologies, or cultures that can be constructive or destructive depending on how it is approached.

³¹ "Although the two are linked, there is a distinction between conflict and violence. [While conflict is Natural, Normal and Neutral] Violence is always destructive. Violence can be a response to conflict (the use of violence to address conflict), but also a cause (e.g., structural and cultural violence) and an effect of conflict (e.g., where conflict leads to violence)." *Peacebuilding Fundamentals*, p. 23.

³² Each year, there is an update of the Global Peace Index published by the Institute for Economics & Peace. Refer to the most recent version available online. For 2022, you can find it at: <http://visionofhumanity.org/resources>.

³³ The survey ranked the outdoor fire metaphor as one of the top transformative exercises. In the previous manual, the PowerPoint version – which is generally a presentation and discussion – was the main delivery method and the outdoor exercise was proposed as an alternative approach.

- Ask participants to observe what is happening,
- At the end of the activity, ask participants to comment on the exercise.
- Debrief the exercise to help participants recognize the five stages of conflict (see TA 11 for Fire metaphor illustrating conflict stages).



Fire exercise with National Assembly members in The Gambia

- Bring participants back inside and have them rejoin their groups.
 - Refer them to the five stages of conflict dynamics (see TA 11) and ask groups to:
 - Reflect on their context and identify the stage of conflict their country is in.
 - Develop arguments to justify their choice.
 - Organize presentations in plenary by going step-by-step so each group can state its reasons for positioning their country at the stage they have chosen and no other stages.
 - Optional: Organize a debate between different positions to deepen and contextualize the analysis of conflict dynamics.
 - Explore the presentation or the debate to bring about the recognition that, even when analyzing the same conflict, the perceptions of different groups of people on conflict dynamics in that context will vary. Build consensus to arrive at a contextually representative understanding of the conflict dynamics.
- Use a quiz (see TA 12) for suggested quiz) to fix knowledge on the 3B/4D approach and the perception of conflict dynamics (30 min).
- Group work
 - Distribute the quiz and ask each person to respond to each question with either “True” or “False.”
 - Next, ask members of each table group to discuss their responses and agree on a common response to each question.
 - Present the results to the larger group.
 - Provide each table with a means of indicating its answers (one color or one object that means “True,” another that means “False,” and a third that means the members of the group disagree).
 - Read aloud each question in the quiz, asking all tables to indicate their answers by holding up the designated object or color.
 - After each answer, ask participants to defend their choices.

Help participants to unanimously adopt the correct answer to each question.

NOTE TO THE FACILITATOR

- Regarding the picture, call attention to the strength of the rope, which symbolizes the indestructible link between citizens. The link (rope) is strained or comfortably loose depending on the level of disagreement or cooperation. Also take note of the clumps of grass on either side that represent conflicting interests and give rise at first to a latent conflict, but which becomes apparent and devastating when everyone pulls strongly on the rope in opposite directions to cater for their interests and needs. Make sure that participants understand that as disagreements between parties grow, the crisis worsens, whereas cooperation provides an opportunity to build good relationships and develop a unified nation. Highlight that while negotiation can decrease or stop violence, conflict may still go on in non-destructive ways since it is natural, normal and neutral.
- During the mapping, ensure that participants identify countries where polarization, recurrent violence and bad governance continue to put the lives of citizens at risk. However, encourage participants to find examples of countries that have found ways to contain and mitigate violence.
- As for the metaphor of fire, help participants come to an agreement on the stage of conflict affecting their country, while remaining sensitive to the other stages.³⁴ Lastly, emphasize the roles of history, prejudice and inequity in conflict dynamics.
- The quiz is optional and can be used to evaluate and reinforce understanding of the 3Bs/4Ds approach and conflict dynamics.

³⁴ If concurrent conflicts exist in different parts of the country, participants may choose a conflict, and replace “country” with “community,” “town,” “region,” “province,” etc. – whatever is appropriate.

UNIT 4: GETTING INVOLVED IN CONFLICT TRANSFORMATION

RATIONALE

Positive changes in personal beliefs and attitudes engender a sense of purpose, which motivates, empowers, and prepares one to act. By the end of the previous unit, participants will have revisited their perceptions of conflict and will have reflected on ways to address conflict. Unit 4 will help participants strengthen their agency and increase their awareness of the importance of their personal commitment to social cohesion. They will explore various ways to address conflict and find consensus on the ones that best contribute to social cohesion.

ANTICIPATED RESULTS

At the end of this module, participants will:

- Understand the importance of personal commitment in building social cohesion.
- Strengthen their personal commitment to social cohesion.
- Prioritize positive attitudes when facing conflict.



APPROXIMATE LENGTH:

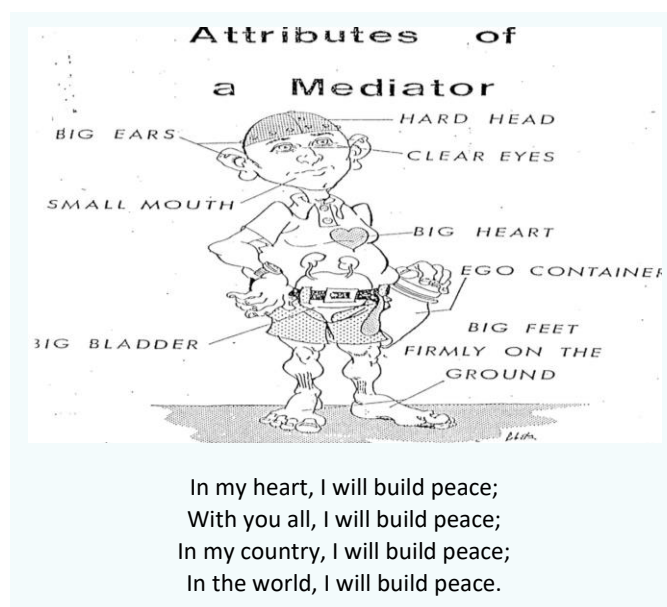
3 hours, 30 minutes

STEPS

- Stimulate personal commitment in the quest for social cohesion (60 min.).
 - Ask participants to reflect thoughtfully on their attendance at this workshop and then share their motivations to sacrifice other commitments to attend the training sessions.
 - Invite each group to make a list of the main motivations of its members.
 - Present PowerPoint slides (see TA 13) on making personal commitments followed by a brief discussion.
 - Invite each group to review its list of motivations and include lessons learned from the presentation and discussions and agree on a fixed number (between three and four) of the key motivations.
 - Consolidate the lists of motivations in plenary.
- Identify attitudes favorable to social cohesion (60 min).
 - Ask participants how they would react if a snake suddenly came into the room.
 - Allow participants to express their emotions.
 - Compare their emotions with the attitude of someone who can knowledgeably and tactfully tame a dangerous animal.
 - Present slides on shaping one's attitude in the face of conflicts.
 - Initiate a short Q&A to provide clarification.
 - Distribute the handout and images expressing positions when facing conflict.
 - Invite the group to match images with positions.

Attitudes in front of a Snake	VS	Positions in front of Conflict
Running Away	↔	Avoidance
Closing eyes and checking	↔	Accommodation
Try to kill	↔	Competition
Saving the snake's life while keeping one safe.	↔	Compromise
Strategically taming the snake and adopt it as a house animal.	↔	Collaboration

- Build consensus on the matching in plenary.
 - Post the images³⁵ in different corners of the room (see TA 14) for suggested images).
 - Ask participants to...
 - Move and stand next to the image that represents the position they tend to adopt the most in the face of conflict.
 - Invite a few volunteers to share why they tend to adopt their chosen positions.
 - Stress the advantages and disadvantages of each position selected.
 - Invite participants to move and stand next to the image that they think is the best position in the face of conflict.
 - If consensus is not reached, debate the different positions.
 - Conclude the debate by pointing out the best position to take in the face of conflict and to ensure that participants understand how useful collaboration is to achieve social cohesion.
- Getting ready to act (90 min).
- Overcoming our fear.³⁶
 - Introduce a brainstorming session about how fear can stop us from engaging in social cohesion.
 - Initiate table group discussions on how to overcome such fear.
 - Briefly make a presentation (see TA 15) on overcoming fear.
 - Based on the group discussions and the presentation, ask participants to agree on three key things to do to overcome the fear that inhibits us from effectively engaging in promoting social cohesion.
 - Conclude with Changing the Channel activity (see TA 16 for the activity).
 - Look and behave like a mediator
 - Present the diagram depicting the attributes of a mediator and give participants the opportunity to comment.
 - Conduct group discussions on the key attributes of a mediator.
 - Conduct plenary sharing on key lessons learned.
 - Close with a peace commitment song.
 - Reinforce the sense of personal responsibility in the quest for social cohesion.
 - Introduce the quiz (see TA 17 for statements) by explaining that participants should choose one of the following positions for each of the statements that the facilitator will read.
 - I agree.
 - I can't decide.
 - I disagree.
 - Read each statement and give participants time to reflect and select their answers.
 - After each statement, ask participants to regroup according to their position and organize a mini debate to build consensus.



³⁵ Images used to express different positions when facing conflict can vary depending on a participant's culture and environment. Ensure that images used are relevant to participants and do not offend anyone's culture and/or religion.

³⁶This session is inspired by *Singing to the Lions* which can be accessed at <https://www.crs.org/our-work-overseas/research-publications/singing-lions>

- Highlight personal responsibility in building social cohesion.
- At the end of the activity, have participants rejoin their small groups and ask them to identify three or four roles each of them should personally take to contribute to social cohesion.
- Consolidate the list in plenary.

NOTE TO THE FACILITATOR

- In encouraging personal commitment:
 - Ensure that participants understand that by changing the way we think about something, we can change our feelings and act differently.
 - Emphasize the diversity of viewpoints toward – and methods of coping with – conflict.
 - Underscore the importance of personality, personal background, beliefs and perceptions of reality.
 - Ensure that participants understand the position of the snake handler, who adopts appropriate methods for dealing with the snake and how a positive approach could transform conflict into an opportunity.
- Regarding how to get ready to engage:
 - Ensure participants understand clearly that they have the power to act and can change the way they think or feel; they can be a mediator.
 - In discussing the last statement of the quiz, emphasize participants’ joint responsibility to strengthen social cohesion.
 - Get participants to acknowledge that each must play his/her part and that together they comprise the solution.
- Conclude with a “reprise” that reviews briefly and encapsulates what Chapter 1 is all about to refresh participants’ memories and understanding of how the four units work together.

CHAPTER 1 TRAINING AIDS

TA 1: EXAMPLES OF BREATHING EXERCISES

- Pump breath exercise BREATHE! In this exercise you are like a water pump. Put your fists next to your shoulders, facing outwards with your arms bent. Breathe in, push arms up straight up over your head, fists into the air. Exhale, pull fists back to shoulder height, saying the word “Ho!”. Do these three times rapidly and you will feel energized.
- Full belly breathing exercise BREATHE! Put both your hands below your belly button. When you breathe in, feel your belly expand and get bigger. When you breathe out, feel your belly get flat again. Do this exercise three times. Say to yourself “BIG Belly!” when you breathe in and “SMALL belly!” when you breathe out. Feel your feet on the floor. Feel your breath in your belly. How do you feel?
- Long breath exercise BREATHE! Take a deep breath in (to the count of 3) and now breathe out slowly like you are breathing out through a straw or whistling silently (to the count of 4). Let’s do it again. Feel your feet on the floor, take a deep breath in (to the count of 3) and breathe out slowly (to the count of 4). Just concentrate on breathing out slowly. How do you feel?

From *Singing to the lions* by Jonathan Brakarsh with Lucy Y. Steinitz, 2017, Can be accessed at <https://www.crs.org/our-work-overseas/research-publications/singing-lions>

TA 2: ILLUSTRATIVE ICEBREAKER EXERCISES INSPIRED BY SCOUTS’ DRILLS

- Clapping exercise to warm the participants:
 - Ask participants to warm by rubbing their hands. At the signal, they strike hands at the same time. They can do this once, twice or more depending on the mood.
- Diving fish exercise
 - The right hand of the leader is a fish. The left hand of the leader, folded at 90 degrees at the elbow, is held parallel to the chest and serves as the surface of the lake. Above the arm, the fish is out of the water. Below the arm, the fish is in the water. The leader makes moves with her/his hand as a diving fish. Whenever the fish is out of the water (above the arm / “lake” surface), all participants strike hands. Participants clap faster and faster, based on the speed at which the fish appears above the surface of the “lake”.
- Boxer’s exercise
 - The boxer is at the center and to every punch he/she gives, all strike hands—faster and faster following the speed of the punches and they all finish with applause.

TA 3: THE TREE OF LIFE

LEAVES: My talents, skills and achievements

BRANCHES: My hopes and wishes

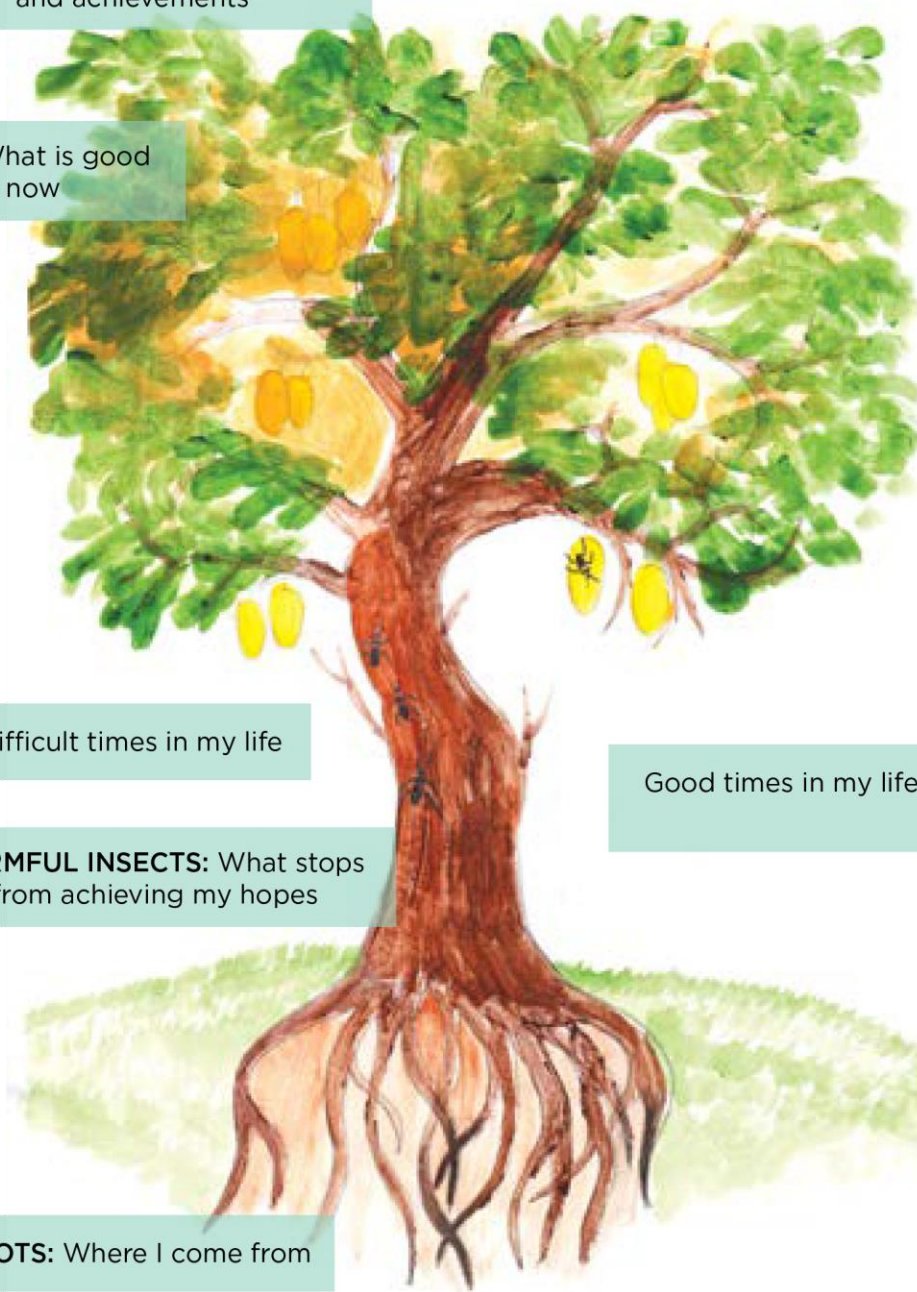
FRUIT: What is good in my life now

Difficult times in my life

HARMFUL INSECTS: What stops me from achieving my hopes

Good times in my life

ROOTS: Where I come from



TA 4: SAMPLE OF A SINGLE-IDENTITY GROUP 3BS/4DS WORKSHOP OUTLINE

Day 1		
Chapter 1: Binding – Changing the Way I Look at People and Things		
Units	Objectives	Activities
Unit 1: Discovering the Best That Lies in Each of Us	Participants will be able to identify personal values that promote social cohesion.	Startup of the training (15 min.) <ul style="list-style-type: none">■ Opening ceremony by the organizers■ Ice breaker with a story from the facilitator
		Discover the gold in the room (75 min.) <ul style="list-style-type: none">■ Participatory introductions by the participants■ Deepening our discovery by drawing the Tree of Life
		Coffee Break
Unit 2: Viewing My Relationship with the World in a Different Way	Participants will have their self-esteem heightened for better interactions with others.	Understanding the 3B/4D approach (45 min.) <ul style="list-style-type: none">■ Introduction using the Giving and Receiving exercise.■ Brief PowerPoint presentation on the 3B/4D approach■ Group table discussion followed by plenary exchange
Unit 3: Understanding Conflict Dynamics	Participants will be able to describe conflict dynamics in the community with new lenses.	Understanding conflict dynamic through 3B/4D lenses (30 min.) <ul style="list-style-type: none">■ Discussion regarding the image illustrating conflict dynamic■ Exploration of the discussion to explain the 3Ns of conflict
		Describing the stages of conflict in the community (75 min.) <ul style="list-style-type: none">■ Outdoor exercise on the fire metaphor■ Discuss country’s stage of conflict based on the exercise
		Lunch Break
Unit 4: Getting Involved in Conflict Transformation	Participants will be able to articulate their personal motivation regarding social cohesion.	Key motivators to getting involved in Social Cohesion (45 min.) <ul style="list-style-type: none">■ Brainstorming on why it is important to engage in promoting social cohesion■ Brief presentation on our key motivations■ Table group: four top motivations and consolidation in the plenary
		Afternoon Break (15 min.)
		How can I best contribute to social cohesion? (90 min.) <ul style="list-style-type: none">■ Agreeing on the best attitude toward conflict■ Overcoming fear■ Reflecting on the portrait of the mediator
Closing of Day One		

DAY 2		
Chapter 2: Bonding – Changing the Attitude of My Membership Group		
Units	Objectives	Activities
		Introduction to Day 2 (30 min.)
Unit 5: Building a Shared Dream of Social Cohesion in the Project Target Areas	Participants will develop a single-identity group’s shared vision of social cohesion for the project target areas.	Developing a shared vision of social cohesion (90 min.) <ul style="list-style-type: none">■ Individual’s vision■ Drafting a small group’s vision■ Consolidating the dream into a group table vision■ Elaboration of the plenary group’s shared vision
		Coffee Break
		Adoption and celebration of the shared vision (30 min.)
Unit 6: Producing a Social Cohesion Barometer for Participants	Participants will assess’ perceptions of the status of social cohesion in a designated area.	Group’s appreciation of the status of social cohesion (60 min) <ul style="list-style-type: none">■ Introduce and amend the assessment grid■ Elaboration of participant’s social cohesion barometer
		Lunch Break
		Adoption of the barometer’s results (30 min.)
Unit 7: Making a Joint Analysis of Key Factors and Actors Impacting Social Cohesion	Participants will map resources and factors and actors influencing social cohesion.	Assessing the path to the vision (45 min.) <ul style="list-style-type: none">■ Introduction to the design process■ Application of tools to map resources, factors and actors
		Afternoon Break (15 min.)
		■ Consolidation of results through a gallery walk (60 min.)
Closing of Day 2		

DAY 3		
Introduction to Day 3 (15 min.)		
Unit 8: Contributing to Social Cohesion as an Identity Group	Participants will describe behaviors that facilitate social cohesion.	Identifying capabilities and behavior changes necessary for achieving the vision <ul style="list-style-type: none">■ Participants’ SWOT analyses (45 min.)■ Trust circle (60 min.)
		Coffee Break (30 min.)
		Designing traffic lights for participants, influential actors and community members (60 min.)
	Participants will draft a plan of action to promote social cohesion in their communities.	Elaboration of a plan of action for the single-identity group (30 min.) <ul style="list-style-type: none">■ Introduction to the working group
		Lunch Break
		Group work: to translate the traffic light into a plan of action (60mn)
		Afternoon Break (15 min.)
		Consolidation of the plan of action (60 min.)
Closing of the Intragroup 3Bs/4Ds Workshop		

Note:

- Prior to the workshop, consult with the organizers to:
 - ensure you have information about participants' backgrounds to adapt tools relevant to who they are.
 - agree on training goals, contextualized objectives and a draft of the agenda.
 - share the workshop starting time with the participants.
- During the introductory session, get the participants to agree on the final workshop schedule. Reaching agreement is the first test of consensus-building that should prevail during the training.

TA 5: QUOTATIONS TO DEEPEN THE UNDERSTANDING OF APPRECIATIVE INQUIRY (AI)

- “The problem-solving process traditionally involves: (1) Identifying the problem; (2) Analyzing the causes; (3) Locating logical solutions; and (4) Developing an action plan. Change happens as a result of a linear process that assumes we can repair a human system much as we might repair our car or computer. In contrast, the underlying assumption of AI is that “organizations and partnerships are solutions to be embraced.” Designed to be creative and innovative, human systems are full of solutions in the view of AI. It is their diversity, multiplicity and forward movement that need to be highlighted and built upon”. Extract from CRS (2005), *The Partnership Toolbox, A Facilitator’s Guide to Partnership Dialogue*, p. 13, https://www.fsnnetwork.org/sites/default/files/partnership_toolbox.pdf
- “AI is an inquiry process that tries to apprehend the factors that give life to a living system and seeks to articulate those possibilities that can lead to a better future. More than a method or technique, the appreciative mode of inquiry is a means of living with, being with, and directly participating in the life of a human system in a way that compels one to inquire into the deeper life-generating essentials and potentials of organizational existence”. David Cooperrider quoted in *The Partnership Toolbox, A Facilitator’s Guide to Partnership Dialogue*, Idem.
- “If you want to build a ship, then don’t drum up men to gather wood, give orders, and divide the work. Rather, teach them to yearn for the far and endless sea.” Antoine de Saint-Exupery quoted in *The Partnership Toolbox, A Facilitator’s Guide to Partnership Dialogue*, Idem.
- AI is generative as “It is the quest for new ideas, images, theories and models that liberate our collective aspirations, alter the social construction of reality and, in the process, make available decisions and actions that weren’t available or didn’t occur to us before. When successful, AI generates spontaneous, unsupervised, individual, group and organizational action toward a better future.” Gervase R. Bushe, “Appreciative Inquiry Is Not (Just) About the Positive”, *OD Practitioner*, Vol. 39, No. 4, pp.30-35, 2007.

TA 6: SAMPLES OF ENERGIZER STORIES

- **Peacebuilding experts praying for peace in the world:** One day 3 experts who master all peacebuilding principles and foundations went to God to ask for peace. The first was a Catholic. He said “Oh My Lord, your world is disturbed by Protestants. If you could remove all of them your world would be very peaceful.” The second was a Protestant. He said: “Oh venerable God, since we discovered truth, we have asked Catholics to follow us. Instead, they go left when we say “right,” and they go right when we say “left.” Removing Catholics will bring peace to the world.” The third was a Muslim who simply asked almighty God to comply with the others’ requests and the world would be very peaceful.
- **Two African parliamentarians in Paris:** Arriving in Paris for the first time, an African parliamentarian was invited to an official dinner with a colleague who was used to European food. The organizers received them well and honored them by having them seated at the two ends of a large table. When the menu was uncovered there were mashed potatoes which looked like a traditional food from Africa that is eaten by hand. The parliamentarian new to Paris was so happy that he asked for water to wash his hands to honor the welcomed food in the traditional African way. The other parliamentarian understood that something embarrassing was going to happen. He also asked to wash his hands, adding that prayer in local language is recommended for this wonderful ceremony. They accepted and were all invited to stand for the prayer led by the parliamentarian who was used to European customs. He then started the prayer in his native language and told his colleague: “Pay attention, what you see on the table is not our traditional food. It is mashed potatoes, which you will be eating with a fork.” He ended the prayer with a benediction and everybody responding “amen.”
- **Two friends’ journey:** Two friends were walking along the sea. One was weak and the other one very strong. Each time when the stronger one did something to offend his weaker friend, the friend would cry, lay on the sand and write down the offense: “today my friend wronged me.” However, if the strong friend did something good to him, he would be happy, sit on a rock and write on it the good thing that had been done. After watching him several times, the strong friend asked: “why are you writing down everything I do to you?” The other responded: “If you have been watching properly you will have noticed that when you do something bad to me, I write it on the sand so that the wind and waves can erase it. But when it’s good, I etch it on rocks so that nothing can remove it.”
- **The mad man and the corn:** A mad man was taken into psychiatric care because he believed he was a kernel of corn. After a long period of convalescence, he seemed convinced that he was different from corn. But when he was released from the hospital, he saw a big rooster and ran quickly back to the doctor. When asked what was happening, he said he was going to be swallowed by the rooster. The doctor reminded him that he was not a kernel of corn. He responded: “Yes, I know. But does the rooster know it too?”
- **The tortoises and the scorpion:** “A scorpion and a tortoise became such fast friends that they took a vow that they would never separate. When it happened that one of them was obliged to leave his native land, the other promised to go with him. They had traveled only a short distance when they came to a wide river. The scorpion was now greatly troubled. “Alas,” he said, “you, my friend, can easily swim, but how can a poor scorpion like me ever get across this stream?” “Never fear,” replied the tortoise; “only place yourself squarely on my broad back and I will carry you safely over.” No sooner had the scorpion settled on the tortoise’s back, than the tortoise crawled into the water and began to swim. Halfway across water the scorpion stung him, stabbing his pincher deep into the tortoise’s head, allowing the poison to sink deep into his flesh. The tortoise looked back in shocked bewilderment, the poison burning his blood and shocking his mind. His legs turned instantly to lead. He could no longer move. They both began to drown. At his last breath, the poor tortoise cried, “Why did you do such a thing? You have killed us both.” The scorpion replied simply — “Because it is my nature.”

These popular stories can be found in different versions.

TA 7: THE 3BS/4DS APPROACH TO SOCIAL COHESION: ORIGIN AND FRAMEWORK



TA 7B: DESCRIPTION OF THE 3BS



TA 8: EXPERIENCES SHOWING AI EFFECTS

The widely documented placebo studies that took place in the United States, beginning in the mid-1950s, have shown that people given "sugar" pills, believing that they are taking "real" medicine, get well at about the same rate as those taking the medicine. Though controversial for some 20 years, most of the medical profession now accepts that one-third to two-thirds of all patients will show marked physiological and emotional improvement simply by believing they are given an effective treatment. This is true even when that treatment is just a sugar pill or some other inert substance. Source: Beecher, 1955; White, Tursky and Schwartz, 1985, quoted in CRS, The Partnership Toolbox, A Facilitator's Guide to Partnership Dialogue, https://www.fsnnetwork.org/sites/default/files/partnership_toolbox.pdf.

In another set of studies, behavioral scientists looked at the ratio of positive versus negative thought patterns in people facing major heart surgery. The studies demonstrated that those who approached the operation with a feeling that the doctor was good, the medical techniques proven and safe and their chances of being well again were excellent, recovered at a much greater rate than those who approached the operation with fear and concern. In these studies, it was concluded that the desired ratio of positive thoughts to negative thoughts is approximately 2 to 1. This imbalanced inner dialogue made a marked difference in the level of well-being that a person experiences. Extract from CRS, The Partnership Toolbox, A Facilitator's Guide to Partnership Dialogue, idem.

Life story from Africa: A sick grandmother was not getting better after many days of pills because she did not believe in the effectiveness of pills. When the doctor was informed, he made an injection of distilled water and the illusion of having been taken off pills relieved her pain.

TA 9: BINDING, BONDING AND BRIDGING CASE EXAMPLE



TA 10: 3B/4D APPLYING IN CENTRAL AFRICA REPUBLIC (CAR)

In CAR, years of misrule and neglect had created deep fissures among ethnicities; urban and rural populations; young and old; men and women; and Muslims and Christians. Owing to unmaintained roads, the absence of communication networks, economic disparity and insecurity, large swaths of northeast and southeast CAR were virtually cut off from the rest of the country. The social contract between citizens and government was almost nonexistent.

In 2012, the Seleka (“Alliance”), a group comprised of malcontents and rebels associated with indigenous Muslims and Muslim herders from outside CAR, descended from the northeast and soon controlled much of north and northwest CAR. In 2013, they overthrew the government and installed their own leader. Opposed largely by a self-defense militia known as Anti-Balaka (“Anti-Machete”), the Seleka engaged the Anti-Balaka in what became a brutal armed conflict with religious overtones. Ruthless militias killed and raped women and children, pillaged towns and villages, looted personal property, destroyed homes and displaced over a million people—a quarter of the national population. Tens of thousands of people lost their livelihoods. Besides reinforcing old divides between “nationals” and “foreigners,” the war split apart CAR’s major faith communities, leaving a deep chasm between them.

In January 2014, an interim government was formed, and in April the United Nations deployed some 10,000 military personnel and nearly 2,000 police as part of the United Nations Multidimensional Integrated Stabilization Mission in Central African Republic (MINUSCA). Conscious of the urgent need to restore harmony in the country, government and religious leaders reached out to CRS for support. Subsequently, CRS developed and led social cohesion workshops for national leaders in Bangui and in towns and villages in the northwest.

In these workshops, hundreds of priests, pastors, imams, politicians, civil servants, and leaders of civil society and armed groups described how fear, hatred and blame had become the norm. Many confessed that their belief in human dignity and respect for life had been shaken to the core. At that juncture, forgiveness and reconciliation seemed impossible.

CRS felt that it needed a tool to help Central Africans see beyond their current reality. AI, combined with the 3Bs, responded to that need. The four “D”s of AI—Discover, Dream, Design and Deliver—take individuals and groups through a process where they are invited to come to terms with their own limitations and envision harmony within themselves and others. Together, the 3Bs and 4Ds brought single-identity and mixed-identity groups together for introspection, dialogue and joint action. This combined approach helped people unearth inner qualities, rediscover buried dreams, stir imagination, and improve lives and communities.

Abstract from *Central African Republic (CAR): Platforms for Social Cohesion Interreligious Action for Peace*, in *Studies in Muslim-Christian cooperation* published by CRS in 2017.



After the 3B/4D Workshop Protestant, Catholic and Muslim women joined together to campaign for peace in churches and mosques. Anti-Balaka collaborated with an Imam to rebuild a Mosque destroyed during violence and create a safe space for Muslim and Christian to begin interacting again.

TA 11: FIRE METAPHOR ILLUSTRATING CONFLICT DYNAMICS



TA 12: QUIZ TO GAUGE PARTICIPANTS' UNDERSTANDING OF CONFLICT DYNAMICS AND THE 3B/4D

Check the box that corresponds to your answer	True	False
1. Conflict is defined by violence, aggression or war.		
2. Conflict is a dynamic tension caused by ideological, political, cultural, religious or social divergence that may lead to a positive or negative solution in improving social cohesion.		
3. Conflict can be destructive and lead to death — it may also be an opportunity to rebuild life on a positive basis.		
4. We must absolutely avoid conflict.		
5. Conflict degenerates into wrong when it is resolved negatively.		
6. Conflict is permanent in life.		
7. Existence of social conflict means absence of social cohesion.		
8. Conflict is part of life because it arises from the inevitable daily confrontations of interests and values between people who live together as members of different groups, genders, communities or societies.		
9. Conflict can be transformed from confrontation to cooperation.		
10. Absence of war means presence of social cohesion.		
11. Binding activities create space for strengthening relationships and mutual understanding within respective identity groups.		
12. AI requires individuals to commit to behavioral change at a personal level, at the level of one's membership group and in collaboration with others.		
13. Human relations prosper where there is a positive view.		
14. The 3Bs help individuals and groups think and act positively, as a prerequisite to adapting to a new environment.		
15. AI denies negative perceptions of conflict.		
16. Bonding activities strengthen individual self-transformation and help to heal trauma.		
17. Combining AI and 3Bs is a magic stick to rebuild Social Cohesion in a broken society.		
18. Bridging activities develop trust between and among identity groups to foster dialogue in the resolution of conflicts.		
19. AI and the 3Bs are a substitute for a conflict analysis.		
20. Merging AI and the 3Bs makes it possible for participants traumatized by fear and mistrust to more readily envision a common future.		

Notes to the Facilitators:

- Questions 1 to 10 are related to conflict dynamics, while the rest of the questions are for the 3B/4D and can be applied separately.
- For a quiz, select no more than 10 questions including the ones that you can design by yourself.

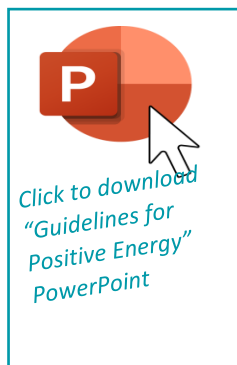
TA 13: KEY MOTIVATIONS TO EMBRACE A 3B/4D APPROACH FOR SOCIAL COHESION



TA 14: POSITION IN THE FACE OF CONFLICT



TA 15: KEEPING ALIVE POSITIVE ENERGY IN FACE OF FEAR



TA 16: CHAPTER 1 CHANGE THE CHANNEL EXERCISE



TA 17: SAMPLE OF STATEMENTS FOR A QUIZ TO GAUGE PERSONAL RESPONSIBILITY

1. Social cohesion depends on the State.
2. My peace is assured when I avoid social conflicts.
3. The marginalized are responsible for their situation.
4. The commitment to peace is reserved for specialists in conflict management.
5. Self-interest is incompatible with the common interest.



Chapter 2: Bonding – Changing the Attitude of My Group³⁷

The previous chapter encouraged the discovery of positive inner qualities, closely held values and self-transformation. This chapter enhances positive, non-exclusionary solidarity within a single-identity group. It helps participants to envision their society as highly cohesive, to jointly assess the disparity between their dream and reality, and to reflect on what they need to do to close the gap.

This chapter also encourages a positive sense of belonging to a group based on shared history, cultural background, beliefs, professional occupation and other markers. It helps instill an awareness that by acting collectively, participants can surpass the boundaries and limits of their individual efforts, and thereby achieve the greater good. Participants will:

- Develop and adopt a shared contextualized vision of social cohesion as a goal.
- Assess their collective appreciation of social cohesion in their context.
- Analyze variables that can influence social cohesion strengthening in their context.
- Design a plan to build and sustain social cohesion.

³⁷ This updated Chapter 2 benefited from the creative way of presenting *The Mini-Social Cohesion Barometer: A Tool to Assess and Strengthen Social Cohesion in Divided Communities*. It's also enriched with additional tool applications from practical experiences in leading bonding processes since the first edition was launched in 2017.

UNIT 5: BUILDING A SHARED VISION OF SOCIAL COHESION

RATIONALE

The introduction offered a definition of social cohesion, noting that social cohesion may look different or assume different forms depending on the historical context, ideological tendencies and experiences of a place and population. This module helps operationalize the definition and offers ways to motivate single identity groups to make their societies more cohesive. The module also provides participant groups the means to see beyond their present limitations, and to imagine new possibilities for intra- and inter-group harmony. The exercises encourage single identity groups to build a shared contextualized vision of social cohesion for peaceful transformation of social crises.

ANTICIPATED RESULTS

At the end of this unit, participants from a single-identity group³⁸ will have developed and endorsed a shared contextualized vision of social cohesion for their single-identity group.



APPROXIMATE LENGTH:

3 hours

STEPS

Introducing the dreaming process (10 min.)

- Stress the importance of the dream.
 - Discuss examples of significant human accomplishments that the group can relate to, such as the American civil rights struggle and Martin Luther King Jr.'s "I have a Dream" speech, Mahatma Ghandi's vision for the British to leave India peacefully, and Nelson Mandela's dream to end apartheid (see TA 18 for these inspiring dreams). These aspirations were considered neither realistic nor achievable at the time.
 - Invite participants to share other examples from their own experience.
 - Highlight the fact that even when a dream is unrealistic or seemingly unachievable when conceived, it should inspire people to see beyond their present situation to engage and persevere in social transformation.
- Divide participants into groups of 4-8 depending on the total number of participants.
 - Share with participants that:
 - They are going to participate in a dreaming exercise (30 min.).
 - They are in a safe space and can follow the instructions with confidence.
 - Lead them through a breathing exercise (see TA 1) for sample breathing exercises):
 - Have participants sit, make themselves comfortable and relaxed and have their eyes closed.
 - Ask participants to breathe in and out slowly to relax and clear their minds.
 - Let them breathe in and out 3 to 4 times.

"I have come to learn that every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world."

HARRIET TUBMAN
AMERICAN ABOLITIONIST

³⁸ "Single-identity group" refers to people who have a close connection because of their cultures, beliefs, ideology or social status. Within a single-identity group there is often a great deal of diversity and internal dissent, but members share something significant in common or are unified by or for a common purpose.

- With their eyes closed, ask participants to envision a cohesive society (refer to the facilitator’s instructions regarding the dream process – see TA 19).⁵⁴
- Ask participants to open their eyes.
- Within their small groups:
 - Ask participants to take turns sharing their individual dream(s) by describing the images of a socially cohesive world that they imagined during the exercise.
 - After all participants have taken turns and described their respective dreams, invite each small group to:
 - Agree on the most striking features they have shared.
 - Then let participants share key features of their dreams with the larger group.
 - Briefly discuss the features of the dreams presented.
 - Use individual dreams to build a vision for each small group.
 - Building on the previous exercise, ask each small group member to choose a word that best sums up their ideal vision of social cohesion and write it on a post-it note or piece of paper.
 - Invite the members of each small group to combine their words and construct a sentence that describes their vision of social cohesion.
 - Ask each small group to draft their vision on a piece of paper.

“Engaging in dreaming and visioning is an invitation for a group to go beyond what they thought was possible. It is a time to create a guiding vision to use as a beacon and guide their actions. It is a time to push the creative edges...”

Sharpen the visions generated by the small groups (30 min.).

- After each small group has a first draft of their vision:
 - Invite participants back to plenary.
 - Present PowerPoint slides on understanding social cohesion and samples of visions of social cohesion to broaden understanding of social cohesion and to help participants enhance their own vision (see TA 20) for PowerPoint slides on the definition and sample visions).
 - Engage participants in short question-and-answer sessions after each slide to enhance ownership of proposed definitions.
 - Have them adjourn back into their small groups to review and finalize visions by combining the first draft and lessons learned from the presentation.
 - Ask them to finalize their visions and record them on a piece of paper.
- Draft a communal vision, combining ideas shared in small group visions and agreed upon by the whole group (30 min).
 - When all groups are ready:
 - Invite each small group to present their vision to the other groups by reading it out loud in turns.
 - Each small group listens to presentations by the other groups, focusing on other groups’ characterizations of social cohesion.
 - Allow for questions and answers so that all participants engage with the visions of other small groups. Guide participants to appreciate not only the visions, but the creativity behind them.
 - Ask each small group to appoint a representative to be part of a team that, under the facilitator’s supervision, will combine the different visions into a first draft of the whole group’s shared vision.
 - Each group representative will share their small group’s vision in plenary.
 - The team of representatives will produce a draft statement of the communal vision while the rest of the participants work on creating a sign or emblem that symbolizes and expresses in graphic form their communal vision.
 - Adopting the shared vision.
 - Invite the group representatives to present the draft statement of the communal vision in plenary.

CRS PARTNERSHIP GUIDE AND FACILITATORS’ TOOLBOX

- Ask participants to amend it and adopt a version that is unanimously approved and accepted. This version will be the operational vision for the workshop and beyond.
- Celebrating the shared vision.
- Introduce the celebration.
- Prepare a mystery grab bag or hat with items inviting participants to improvise a drama, song, dance, story, drawing or poem to act out the shared vision.
 - Ask participants to select one item from the grab bag and take 15 minutes to:
 - Prepare to act out their shared vision.
 - Finalize their social cohesion sign/symbol that best represents the adopted vision for the workshop.
- Convene the larger group and invite each team to:
 - Act out their vision according to the item selected.
 - Close their presentation with their sign/symbol of social cohesion.
 - Express their appreciation following each team's presentation.

ALTERNATIVE ACTIVITIES AND ADAPTATIONS FOR BUILDING A SHARED VISION WITH LOW-LITERACY PARTICIPANTS.

For participants with low literacy, priority should be given to storytelling and drawing rather than writing. This approach will need adequate planning and preparation to adapt presentations, including:

- Choosing a co-facilitator able to communicate with participants in their language.
- Translating the facilitator's guide into the local language and guiding the co-facilitator on how to use it.
- Preparing adequate drawing material for all participants.

Facilitators should follow a step-by-step process that includes the following adaptations:

- Instead of writing a word to express an ideal vision of social cohesion, ask each participant to translate his or her vision in a drawing to share with their small group members.
- Give participants flip chart paper and drawing material and invite them to create one drawing that reflects ideas from individual drawings.
- When each small group has finished, ask them to post their combined vision representation on the wall.
- Invite participants to rotate and discover others' visions.
- At the end, assign a number to each drawing and ask participants to vote privately for which drawing best represents their own vision.
- After the voting, ask each small group to send a member to work with other representatives to improve the selected vision.
- Allow a few minutes for the representatives to finalize the vision graphic and submit it to all participants for approval.
- Participants then discuss and adopt their common vision.

WRAP-UP

- Open a plenary session by asking each person to share what they learned and/or appreciated the most from the exercise and the process.
- Invite participants to move around the room to share congratulations.

NOTE TO THE FACILITATOR

- When introducing the dream exercise, be clear about the targeted level of the visioning depending on the participants (community or regional or country level, etc.).
- During the dream exercise, read the instructions quietly and clearly. Invite participants to keep their vision aspirational by going beyond what they know and have been exposed to.
- Ensure that you are not too prescriptive. Give participants an opportunity to dream and start drafting their vision before presenting social cohesion definitions and vision. Definitions of social cohesion should be introduced as information that helps participants to broaden their contextual view of social cohesion, including the two dimensions (horizontal and vertical) and three key spheres (sociocultural, economic and political).
- Close the unit with a celebration such as a song, an expression of gratitude or even individual messages to each participant.
- Present the vision (below) drawn by community members living in Darfur, Sudan.



Sample of a vision drawn by community members in Darfur, Sudan

UNIT 6: PRODUCING A SOCIAL COHESION BAROMETER

RATIONALE

It is worth comparing one's dream to one's reality to appreciate the distance between the two; Unit 6 performs this function by helping participants gauge social cohesion in their communities. A social cohesion assessment grid comprising 18 indicators is administered to collect data from the participants. The data is aggregated to depict participants' perceptions of social cohesion in their communities and analyzed to provide a snapshot of the strength and vibrancy of sociocultural, economic and political social cohesion in the participants' communities. The barometer exercise spurs commitment to action.

ANTICIPATED RESULTS

At the end of this unit, participants will have:

- Assessed social cohesion in their community.
- Identified the gaps between their reality and their vision.
- Increased their motivation to promote cohesiveness.



APPROXIMATE LENGTH:

2 hours

STEPS

Introduce the unit (30 min.)

- Explain to participants that they are going to use an assessment grid to gauge the level of social cohesion in a targeted area or population.³⁹
- Assess the extent to which they have mastered the concept of social cohesion, especially the three spheres (sociocultural, economic and political). You can refer to one of the following options:
 - An energizer quiz (see TA 21 for quiz):
 - Ask participants to stand up.
 - Divide the room into three camps: I agree; I'm undecided; I disagree.
 - Tell participants that you are going to read some sentences, one at a time, and each participant should choose her/his camp from the three choices above.
 - Start the process.
 - After each sentence, ask a few participants from each camp to justify their choice and discuss their response with the larger group.
 - Role-play:
 - Divide participants into three groups representing the three spheres.
 - Ask each group to take 10 minutes to build strong arguments that demonstrate that their sphere plays the biggest role in building social cohesion.
 - Organize a mini debate among the three groups to discuss their positions.
 - Whichever option you select, debrief the exercise to strengthen understanding of social cohesion and its three spheres and clarify any confusion.

³⁹ The defined area / population could be a country, region, district, community, ethnic group, age group, etc.

Contextualize the assessment grid (15 min.).

- Present the assessment grid.
- Bring participants back to their initial small groups of 4-6 people and distribute the social cohesion assessment grid⁴⁰ (see TA 22 for grid).
- Ask each group to reflect on the indicators/assessment statements, consider their appropriateness to context, and propose minor revisions as appropriate.
- Emphasize that the purpose is not to come up with more indicators, but to ensure that the 18 indicators are relevant to the vision of social cohesion developed earlier.
- Give each small group the opportunity to share their proposed revisions, if any, and justifications for these revisions.
- Gauge acceptance of the suggested changes through a brief plenary discussion.
- Consider the suggestions and revise the social cohesion assessment grid where necessary/appropriate.
- Print a copy of the social cohesion assessment grid for each participant.

Administer the survey (45 min.).

- Explain the assessment process with a focus on levels of appreciation, namely:
 - Not at all
 - Very little
 - Good
 - Very good
 - I don't know
- Distribute the social cohesion assessment grid, and ask each person to fill it out individually, choosing the response that best describes her/his opinion of the indicator.⁴¹
- After all individual assessment forms have been collected from participants, shuffle them, and randomly give each group an equal number of completed forms.
- Ask each group to compile data based on the responses per indicator and establish frequencies in a blank grid.
- In plenary, enter compiled data from each group in an Excel spreadsheet prepared for this purpose. The sheet will automatically generate charts for each social cohesion sphere (see TA 23 for sample bar charts).
- Copy generated charts and paste them one by one into separate PowerPoint slides to create a PowerPoint presentation.

Explore the barometer results with the participants (30 min.).

- Present the results in PowerPoint, and let participants analyze them by:
 - Discussing the results of a specific indicator/assessment statement.
 - Comparing the indicators for a specific sphere of social cohesion.
 - Comparing the assessments of the different spheres.
- Deepen the analysis by asking participants to:
 - Evaluate gaps between the vision and the reality of the barometer.
 - Express their feelings after observing the gaps.
- Capture key points and issues emerging from the exploration of the barometer.

⁴⁰ The assessment grid (see TA 20) reflects CRS' understanding of social cohesion. It comprises 18 indicators – 6 for each of the three spheres of social cohesion -- socio-cultural, economic and political. These indicators also shed light on attitudes and behaviors regarding horizontal and vertical cohesiveness of a given social society. (*The Mini-Social Cohesion Barometer*, Op. cit., p. 18.

⁴¹ If it's appropriate to the local culture, you may replace "Not at all" or "Very little", etc., with "Strongly disagree, Disagree; Neither disagree nor agree, Agree, Strongly agree."

ALTERNATIVE EXERCISE FOR CREATING A SOCIAL COHESION BAROMETER WITH LOW-LITERACY PARTICIPANTS.

Adaptation is necessary to successfully administer a social cohesion barometer to participants with no or low literacy levels. There are several options drawn from practical experiences offered in The Mini-Social Cohesion Barometer, including the following example.

Administering the assessment grid to participants with low literacy skills through secret ballot voting with 30 participants.

Plan this exercise to last for 1 hour and 30 minutes.

■ Prepare in advance:

- Translate the Social Cohesion Assessment grid into the relevant local language, pre-test and review it to ensure accuracy without distorting the meaning of indicator statements.
- Prepare a voting place that will ensure privacy/confidentiality.
- Collect a set number of stones corresponding to the number of participants (e.g., a stone for each participant).
- Prepare five voting boxes corresponding to the assessment grid scale:
 - *Not at all*
 - *Very little*
 - *Good*
 - *Very good*
 - *I don't know*

■ Prepare in advance:

- Ensure each voting box includes a picture representing the different smiley faces as indicated above.

■ Introduce participants to the assessment grid and to the voting process prior to the voting:

- Clearly explain the assessment scale and what the faces represent.
- Present the assessment grid using local language (if you are not a local language speaker, ask a local co-facilitator who speaks the language to lead the exercise).
- Present the voting boxes and explain the meaning of each face.
- Line up the voting boxes so that they are easily identifiable.
- Demonstrate how the voting will be conducted – show that when a sentence/an indicator is read, each participant will walk to the voting boxes (taking turns) placed in an area, which will be cut off from the view of other participants, and he/she will place one stone in the box of his/her choice.
- Enclose the voting space with a curtain or cloth to guarantee the confidentiality of the vote, and let participants know that the voting is going to begin.

■ Facilitate the voting process.

- A facilitator should stand at the entrance of the private voting space with a separate box containing the stones.
- Another facilitator (local language speaker) will read the pre-translated sentences/indicators.
- Participants will queue as in other voting processes, and one after another will take a stone, go behind the curtain/cloth, and put a stone in the box that represents their choice.
- After each sentence/indicator is read and all participants have voted, stones are counted, and the number entered in the corresponding row in the Excel spreadsheet.
- The process will continue until all participants have voted on all the statements/indicators.
- Tally the results as they occur and enter them into the spreadsheet to generate the Bar Chart.
- Copy generated charts and paste them one-by-one into separate PowerPoint slides to create a presentation.
- Thank the participants for participating in the voting and continue to the next steps.

■ Explore the barometer results with the participants following the last step described above.



Voting boxes and participants queuing to vote in Sokodé, Togo

NOTE TO THE FACILITATOR

- Use the introductory section as an opportunity to deepen participants' knowledge of social cohesion with a focus on the three spheres of social cohesion they were introduced to earlier: socio- cultural, economic and political.
- During the process of contextualizing, administering and exploring the barometer:
 - Ensure participants discuss and build common understanding on the indicators they will gauge during the review.
 - Be open to participants' readjustment of indicators as the appropriateness of each indicator can vary according to local context, but they should stick to six indicators for each social cohesion sphere.
 - Capture key points and issues emerging. There may be a tendency to focus on the negative aspects of the findings. Prompt the participants to also look for positive aspects such as spheres and/or indicators that have scored high on "very good" and "good".
- At the end of the process:
 - Pay attention to the number of people who opt for "I don't know". A high number of these answers may reflect participants' misunderstanding of the indicator or how well-informed they are on issues concerning their community life.
 - Reflect on the gap between their reality and their vision and recall the two options relating to a beautiful dream:
 - Accept it as just a dream and keep hope alive.
 - More importantly, ask what can be done to translate your dream into reality and begin working on it.
- To transition to the next session:
 - Ask participants their preference for one of the two options above and invite a few of them to explain their choice.
 - Close with an engaging song or story⁴² about successful people who dreamed, analyzed and worked hard until their dreams became reality.

The assessment grid is at its best when self-administered – where participants on their own fill out the responses that best express their opinions/perceptions on the state of social cohesion. Where participants are unable to do so, e.g., because of limited literacy, facilitators should take care to put in place measures that ensure confidentiality, reliability of responses and Do no harm before modifying the process.

Concepts like trust, freedom of expression and legitimacy of leadership and institutions can be politically sensitive. Communities are never homogenous even when they belong to the same identity group. Methods that publicly expose participants' opinions on sensitive indicators may compromise confidentiality, raise ethical concerns and skew results. Facilitators are encouraged to give prudent and adequate thought to administering the survey to avoid causing or exacerbating tensions.

EXCERPTS FROM THE MINI-SOCIAL COHESION BAROMETER

⁴² You can refer to people like Martin Luther King and Nelson Mandela in TA 18, p 64

UNIT 7: MAKING A JOINT ANALYSIS OF SOCIAL COHESION FACTORS

RATIONALE

At the end of the previous module, after acknowledging the gap between the real and the ideal, participants were challenged to go out and change the status quo. But to be able to make their dream a reality, participants need to sharpen their contextual analysis. This unit places them on a path of joint reflection where they learn to identify resources and influential people to help them enhance dialogue, trust, harmony, and cooperation.

ANTICIPATED RESULTS

At the end of this unit participants will be able to:

- Map their resources.
- Identify key factors and influential people⁴³ who can impact social cohesion in their community.
- Analyze their capabilities for rebuilding or strengthening peaceful and productive relationships.



APPROXIMATE LENGTH:

4 hours, 30 minutes

STEPS

Introducing the unit (30 min.).

- Stress the importance of careful analysis to make informed decisions about how to close the gap between reality - as portrayed by barometer results - and the group's vision.
- Explain the exercises (resource and actor mapping; key factor identification; and participant capability analysis).
 - Make a PowerPoint presentation describing each exercise and related diagram for each participant (see TA 24 for design process).
 - Open a brief Q&A on the presentation.
 - Distribute the presentation above (TA 24) and the instructions to all participants to be used as a handout for the exercise (see TA 25 for instructions).

Build a diagram depicting resource mapping; the relationship among influential people; and factors that impact outcomes.

- Organize a self-selected working group.
 - Post each of these three items – resource mapping, identifying influential people and description of impacting factors– each written on a separate flip chart paper -- in a corner of the room.
 - Post a blank paper under each item where participants will write their names. Specify the maximum number of participants who can register under each item.
 - Invite participants to voluntarily register beneath the item they feel most inspired to contribute to.
 - When a list is full, i.e., has reached the maximum number of participants per item, participants move to their second choice.
- Inform participants listed under each item to work as a small group. All small groups work on their assignments concurrently.
 - Explain the process:
 - Each group will take 30 minutes to reflect and report on their item on a flip chart.

⁴³ Influential people are those who can inspire and motivate those around them because of their charisma, their integrity, their expectations for themselves and others, their connections and their convening power.

- A gallery walk will be organized to enrich each group's report.
 - With contributions from all, each group will finalize their report and draw a visual diagram.
 - A larger group discussion will be held to adopt the results.
 - Ask each group to refer to the section from the handout that is related to their item to do the required exercise following the included guideline.
 - Monitor the process to ensure participants have a clear understanding of the instructions.
- Enrich small groups' results.
- Give a specific color of post-it to each group.
 - Ask them to rotate as a group according to the following instructions:
 - When the signal is given, move to the next group's results.
 - Ensure that a member of each group stays to present the results to the visiting groups.
 - After their presentation, the presenter will join his/her group in the gallery walk.
 - Groups may comment on the results by:
 - Writing additional suggestions and questions on post-its (one per post-it);
 - Posting their recommendations and their questions on the flip chart paper.
 - When the rotation of the groups is complete, the facilitator can briefly summarize the results.
 - Ask each group to take 15 minutes to:
 - Consolidate the groups' comments on their report.
 - Refer to the handout to make a diagram/chart that incorporates the comments.
 - Prepare to participate in plenary discussion.
 - Bring participants back to plenary and have them sit in a semi-circle.
 - Invite the rapporteur from each group to go in front and present their work.
 - After each presentation, ask all participants to show their appreciation and to adopt the results.
- Introduce the SWOT⁴⁴ process.
- Keep participants in the semi-circle that closed the previous session.
 - Stress the importance of the SWOT analysis as it:
 - Increases participants' awareness of their available assets and advantages, as well as what they should improve to advance toward their vision.
 - Alerts and guides in strategizing on how best to tap into opportunities to sustain their efforts and to make threats less harmful to their action.
 - Present the SWOT graphic (see TA 24 for SWOT graphic) and clarify content:
 - **Strengths:** internal resources useful in achieving an objective.
 - **Weaknesses:** internal resources that can obstruct efforts in achieving an objective.
 - **Opportunities:** external resources useful in achieving an objective.
 - **Threats:** external resources that can obstruct efforts in achieving an objective.

"You should always tie your bag where your hand can get to."

AFRICAN PROVERB

⁴⁴ SWOT stands for Strengths, Weaknesses, Opportunities and Threats.

- Facilitate the SWOT analysis process (45 min.).
 - Organize participants in four new small groups by having participants count off from 1 to 4 and asking them to regroup per their number.
 - Have them sit or stand in their new groups and share greetings with each other.
 - Randomly assign one of the four items from the SWOT graphic.
 - Give the small groups time to reflect on their item:
 - First as an individual.
 - Then as a group.
 - Build a consensus and report on their item on a flip chart.
 - Call them back into plenary.
 - Invite each group to present their results.
 - After each presentation open the floor for suggestions, comments and adoption of a shared graphic.
- Wrap up by asking participants to share key lessons learned from the process and discuss remaining questions.

5 TIPS TO CONSIDER FOR THE ANALYSIS / EXERCISE WITH LOW LITERACY PARTICIPANTS

1. Be creative and inspired by the tools to conduct the analysis considering participants' language capabilities.
2. Select a co-facilitator able to communicate with participants in their language.
3. Invite participants to refer to culturally meaningful images.
4. Prioritize drawing and physical exercises.
5. Encourage storytelling.



Community representatives analyzing their situation in Niger

NOTE TO THE FACILITATOR

- Make it clear to participants that successful social cohesion strengthening depends on well-informed, strategic decision-making. Joint analysis is useful for defining concrete and realistic actions that promote social cohesion. Resource and actor mapping can be analyzed separately if there is enough time.
- Ensure that:
 - The resource mapping exercise moves participants from the tendency to be dependent on other (needs focused) to self-sufficiency. By acknowledging their group's assets, they empower themselves and will be able to identify the resources they possess as well as what is lacking.
 - Identifying key factors and influential people paves the way to developing plans for strategic partnerships that will help achieve the goal.
 - The SWOT analysis helps participants define realistic, concrete actions.
- Close the unit with a joke or a short story.
 - You can refer to the following:
 - The stubborn religious leader: "There was a religious leader who attended a wonderful training. He was very happy, but at the end, when he was interviewed on what he was going to do differently, he responded, 'I'll continue to do what I was already doing'".
 - The riddle of the birds: "There were five birds sitting on a branch; three decided to fly". Ask participants to quickly say how many birds remain on the branch.
 - Based on the moral in these stories, highlight the importance of acting together to effectively realize a dream.

UNIT 8: CONTRIBUTING TO SOCIAL COHESION AS AN IDENTITY GROUP

RATIONALE

From the previous unit, participants gained a clear picture of needed and available resources that could help them achieve their goal. They identified factors that had either a positive or negative impact on social cohesion. They also became aware of what they could and should expect to realistically contribute to social cohesion in their community. Building on this learning, Unit 8 adopts a participatory process that leads participants to jointly plan and undertake activities to achieve their vision for social cohesion. Commitment to plan and act jointly constitutes a single-identity group's first - and highly significant step - toward promoting greater cohesion in their community.

ANTICIPATED RESULTS

At the end of the unit participants will be able to:

- Describe behavior changes that can improve social cohesion in their community.
- Plan single-identity group activities that can strengthen commitment, engage key actors and mobilize community members for social cohesion.



APPROXIMATE LENGTH:

3 hours, 30 minutes

STEPS

Conducting the Trust Circle (60 min.).

- Prepare the trust circle.
 - An object that symbolizes a “talking stick” will be needed. It can be a small tree branch, a horse tail, or a baton.
 - Choose an outdoor venue or a room other than the conference room. An outdoor venue is preferable.
 - Arrange the chairs in a circle.
- Conduct the trust circle (see TA 26 for instructions).⁴⁵
 - Before the participants join the circle, advise them to silence their phones; to take a bio break or to do whatever they must so there are no disruptions during the circle.
 - Show the talking stick or other symbol to the participants and explain to them that:
 - Only the person holding the stick has the right to speak.
 - Others should be silent and welcome the words of the speaker as a friendship gift.
 - If a participant is not yet ready to speak, she/he has the option to pass, and ask for the stick at the end of the rotation instead.
 - When the process starts, even the facilitator cannot speak without holding the stick.
 - After the facilitator finishes explaining the exercise, the talking stick will be given to a volunteer who will start the process. Then the talking stick will rotate clockwise.
 - Invite the participants to share a personal journey they have gone through during the workshop:
 - What changes have they experienced during the workshop?

⁴⁵ The Trust Circle is inspired by the Pastoral Circle developed by Peter Henriot and Joseph Holland in “Social Analysis, Linking Faith and Justice” (1983). As conceived by its authors, the Pastoral Circle is a dynamic four-step activity aiming to help people apply their faith to social issues by reflecting on the reality of suffering in the world, and, in light of their faith and values, being challenged to carry out peacebuilding efforts. The Trust Circle capitalizes on life-sharing experiences from the workshop process to prepare participants to plan for effective social cohesion actions.

- What is their big takeaway?
 - To what are they willing to commit?
 - What joint action can the group take to journey toward their common vision?
 - The facilitator starts the activity by briefly sharing her/his feelings during the workshop.
 - The facilitator should then pass the talking stick to a volunteer and take her/his seat. (Facilitators can intervene at any time to clarify instructions or ask for shorter speeches by first silently taking the stick before speaking).
 - When the rotation is finished, take the stick and ask if someone was inspired by others' interventions and would like to add something new. If yes, pass the stick again to those who indicated they would like to speak again.
- Close the trust circle with a ritual from the community to reinforce group communion. This ritual can be the sharing of a symbol of friendship, such as the kola nuts used in West Africa, or a dance or a song of solidarity by the participants.

Apply the traffic light metaphor (60 min.).

- Introduce the traffic light process by:
- Informing participants that they will use the traffic lights as a metaphor to describe behavioral changes that can positively impact their path to social cohesion.
 - Clarifying the connection between the traffic light colors and the design process:
 - **Green** means go and refers to what is working well and should be extended and accelerated to advance toward a goal.
 - **Yellow** means caution and refers to what can lead to failure in achieving a goal. If nothing changes., this sign is a call to pay attention, to get ready, and to prepare for action.
 - **Red** means stop and refers to major roadblocks in our paths to social cohesion. It calls for mitigation strategies.
- Facilitate the traffic light process.
- Construct individual traffic lights.
 - Invite each participant to take five minutes of silence to reflect on their commitment to change and come up with their own individual traffic lights.
 - At the end encourage them:
 - To share their individual traffic light with a friend if they wish.
 - To reflect on it further when at home – even with family members - to take adequate action to move toward the expected change.
 - Transition to the next step by:
 - Stressing the importance of personal change as a fundamental step for change at the community level.
 - Inviting participants to repeat the 3Bs gestures (see page 23 for description).
 - Construct traffic lights for each small group.
 - Provide each small group with flip chart papers and different colored markers.
 - Explain to them that each small group will design three traffics lights⁴⁶ for the following groups (see TA 27 for sample):
 - Their single-identity group (E.g., an ethnic group, clan, occupational group, etc.).
 - A selected group of influential actors.
 - Other key community members.
 - To start, ask each member of the small groups to share one key reflection from their individual traffic light.

⁴⁶ The traffic lights help participants to describe expected behavior to ensure progress toward social cohesion in their community. By reflecting on behavior that can positively influence social cohesion, they pave the way to an effective plan of action.

- Then, invite the small groups to discuss and build consensus on their single-identity group's light and the other groups' lights.
- Instruct each identity group to draw a traffic light for each of the groups above starting with the single identity group's light.
- When all the small groups have finished, ask them to post their drawings on the wall following this instruction:
 - Single identity group's drawings together in a corner.
 - Selected influential people's drawings together in another corner. (If more than one group was selected, ensure traffic lights are regrouped accordingly).
 - Other key community members' lights together in another corner.
- Build consensus on required changes to move toward the vision:
 - Invite participants to stand and rotate to discover and learn from other traffic lights.
 - Assign groups of volunteers to use their computer to compile each color's content related to each of the three groups.
 - Enter the compiled result in a traffic light graphic prepared while participants are working in small groups.
 - Present the compiled traffic light results starting with the single-identity group traffic light. Next, present the influential actor's and other key community member's traffic lights. Pause a little in between each presentation. Request participants' comments and approval.
 - Close by:
 - Opening a discussion on lessons learned from the process.
 - Asking participants to congratulate each other for their contributions.

Identify and plan for the single-identity group activities (90 min.).

■ Get ready for planning.

- Before the session:
 - Display the group's vision of social cohesion and key points and issues that emerged from the discussion on the gap between the status quo and the group's social cohesion vision on flip chart paper or a PowerPoint slide. If they were captured in a Word document, print out the page(s) to be distributed to all small groups for easy reference.
 - Ensure other workshop results are posted on the wall, if not all, at least the resource mapping, influential people diagram, SWOT result and the traffic lights.
- Kick-off the session.
 - Ask participants to pair with one of their immediate neighbors.
 - Invite the pair to visit the workshop results and discuss what they heard in the Trust Circle that can be carried out to successfully contribute to social cohesion as a single-identity group.

■ Facilitate the planning process.

- Set the scene:
 - Bring back the participants to plenary.
 - Recall the vision and the key points and issues that emerged from their discussions on the barometer.
 - Explain that they are going to capitalize on the workshop result and lessons learned from the Trust Circle to decide on and sequence activities they will jointly perform after the workshop to fill the gap by effectively:
 - Realizing the expected changes indicated by their traffic lights.
 - Engaging key actors and community members to move toward the expected changes expressed in their own traffic lights.

- Decide on the number of small working groups needed. For instance, if participants designed a traffic light for three prioritized influential people groups and another for community members, they should have four small working groups.
- Ask participants to self-select the group in which they would like to work.
- When all the small groups are set:
 - Instruct each of them to design two work plans:
 - One for their single-identity group.
 - One for activities targeting the selected key actor group or the community members.
 - Give them the planning matrix (see TA 28 for suggested planning matrix) and advise them to:
 - Refer to the eight “Tips for Successful Activity Planning”.
 - Start with their single-identity group and task a member of the small group to be the notetaker for this first plan.
 - Report on the first three columns (objectives, anticipated results, activities) on flip chart paper.
- Monitor the process and when all small groups have finished with the first plan:
 - Invite the notetakers to regroup and bring their plan with them.
 - Ask the small group of notetakers to compile their results and draft a common plan of action for the single-identity group.
 - Instruct the rest of the small group members to continue designing their second plan, focusing on activities targeting the selected group of actors or the community members.
- When all groups have finished with their second plan, organize a “market stall” to amend and adopt results from the planning process.
 - Invite each small group, including the notetakers’ small group, to set a market stall to advertise the outcome of their work by:
 - Choosing a convenient space.
 - Finding a unique way to display their results to make their stall attractive to the rest of the group.
 - Ensuring other participants will visualize their results.
 - Getting ready to collect additional information from “visitors” to their stand (choose a presenter and a notetaker).
 - Ask participants to move together from one stall to another, and:
 - Listen to the small group report.
 - Ask questions for needed clarification.
 - Enrich the small group results by adding new key activities.
 - At the end of the rotation, allow five minutes for each group to add additional activities to their plan.
 - Collect all results⁴⁷ and bring back participants to plenary.

EIGHT TIPS FOR SUCCESSFUL ACTIVITY PLANNING

1. Focus on the target population.
2. Reflect on key points and issues from the discussion on the barometer.
3. Be inspired by the traffic lights to define your objectives and anticipated results.
4. List key activities related to each expected result by responding to this question: what are we going to do to achieve the expected result?
5. Refer to the resource mapping to see what can be mobilized for the activity.
6. Be realistic by considering your SWOT analysis.
7. Be timebound by indicating when the activity is going to be realized.
8. Assign someone to follow up with the activities.

⁴⁷ During the following exercise, the facilitator, with the co-facilitator, should take time to consolidate these results in a joint plan of action for the single-identity group. This task can be assigned to two or three volunteers with good organizational skills.

Prioritize actions to effectively start the implementation process after the workshop (60 min.).

- Back in plenary:
 - Ask participants to share lessons learned from the planning process.
 - Form new small groups based on proximity⁴⁸ or any other parameters that will energize fresh group action. Instruct the new small groups to:
 - Capitalize on the previous planning exercise and lessons shared to agree on three key activities they will perform to start implementing activities.
 - Draft a detailed implementation plan for the selected activities by filling the remaining columns in the planning frame.
- At the end of the small group work:
 - Reconvene to plenary.
 - Ask small groups to report on key activities selected and describe how they intend to implement them.
 - Conduct a short Q&A session after each presentation.
- Adopt the consolidated plan of action for the single-identity group.
 - Present the outcome of the compiled activities by the facilitator or the group tasked at the end of the market stall.
 - Per small group, participants discuss the presentation and share their comments and amendments.
 - Submit the final plan to a participants' vote.

WRAP-UP

- Close with a song⁴⁹ or a dance that inspires joint commitment and action.
- Invite participants, while still singing or dancing, to congratulate each other and share mutual encouragement to keep alive their flame and commitment to social cohesion in their community.

NOTES TO THE FACILITATOR

- Related to the trust circle:
 - Be sensitive to culture when choosing symbolic objects for the talking stick. Make it clear to participants that this tool does not have real power or spiritual meaning.
 - Properly manage processes and emotions by respecting the rule that only the person who holds the authority symbol can take the floor and speak.
 - Abide by the rules as soon as the process begins. If you feel that testimonies are too long or that it is necessary to further explain the procedure, ask for the talking stick or symbol.
- At the end of the traffic light exercise, it is expected that participants will be ready to not only act to change their behavior as a single-identity group, but to also influence other key actors and community members to contribute to the social cohesion process.
- Related to the planning process:
 - Ensure that participants are focused on activities they will undertake as a single-identity group.
 - Creatively adapt the described process with low-literacy participants with the aim to take them through a practical process to build consensus on activities they will effectively implement to fill the gap between their vision and their barometer.
- This unit closes Chapter 2 and the bonding for the single-identity group process. It's recommended to:

⁴⁸ This proximity should be understood as people who are better able to work together because of where they live, their profession, their gender, etc.

⁴⁹ Invite participants to choose a culturally appropriate song or dance. For example, in some Christian communities, "Bind Us Together, Lord" has proven popular.

- Evaluate participants' feelings and ownership of the binding and the bonding process and solicit their suggestions and feedback for improving the process (see TA 29 for sample evaluation form).
- Inform participants about other groups that are undertaking or will undertake similar processes.
- Ask participants to select representatives for anticipated bridging sessions.

CHAPTER 2 TRAINING AIDS

TA 18: INSPIRING DREAMS⁵⁰

MARTIN LUTHER KING

I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident; that all men are created equal'.

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream that one day down in Alabama, with its vicious racists, with its Governor having his lips dripping with the words of interposition and nullification, one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places plains, and the crooked places will be made straight, and before the Lord will be revealed, and all flesh shall see it together.

This is our hope...

I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.

NELSON MANDELA

I believe there are men in India to complete the work begun by me. I have faith in the righteousness of our cause and the purity of our weapons. And where the means are clean, there God is undoubtedly present with His blessings. And where these three combine, there defeat is an impossibility.

MAHATMA GANDHI

⁵⁰ From Speeches that Changed the World (Montefior, Simon Sebag. Quercus, 2016).

TA 19: SOCIAL COHESION DREAM EXERCISE GUIDE

- Have participants sit comfortably in their chair,
- Take them through a breathing exercise and invite them to close their eyes.
- Ask them to project themselves into the future five or ten years from now and imagine that:
 - Social cohesion has reached perfection in their country:
 - It is arrived at a high point in the country.
 - it is excellent in all respects.
 - It is fully present in their life and in their daily work.
 - Imagine that it's the first day they return to work, and they are enthusiastic because:
 - Social cohesion is effective in their country.
 - All those they meet are celebrating because unity is maximum among all.
 - Think of the market, places of worship, the administrative offices, schools, hospitals, etc (Pause after each place).
 - When you meet friends during the day:
 - What revitalizing and energizing images emerge?
 - What do you feel? What are people doing differently?
 - Going home after this day:
 - How is your life, and how has it changed?
 - What conversations do you have with those you find at home?
 - What can you say to them about the changes in your country?
- Congratulate yourself for having participated in such a positive and significant change in your country, in the lives of your brothers and sisters, and of all your fellow citizens.
- Open your eyes, and at your own pace, go back to the reality of this room.

An adaptation of an original Guided Image Exercise from *CRS' Partnership Guide and Facilitators' Toolbox* , Page 27

TA 20: UNDERSTANDING SOCIAL COHESION



TA 21: SAMPLE OF A QUIZ TO GAUGE PARTICIPANTS' UNDERSTANDING OF SOCIAL COHESION

After going around your table, decide whether each of the following statements is “True” or “False”

	True	False
Social cohesion boils down to "the promotion of stable, cooperative and sustainable communities.		
Globalization facilitates social cohesion.		
Economic development must be a way to achieve the goal of full human development.		
Denouncing social inequalities is to oppose social cohesion.		
Social cohesion characterizes only a society that provides opportunities for all its members within the same framework of values and accepted institutions.		
Social cohesion depends on the State		
Social cohesion is based on equity in access to resources, respect for the dignity and autonomy of individuals and communities, and on citizen participation in collective life.		
Civil society actions are harmful to social cohesion.		
Social cohesion is achieved by confidence in institutions and in social links.		
Social cohesion is based on community, economic and political ties.		

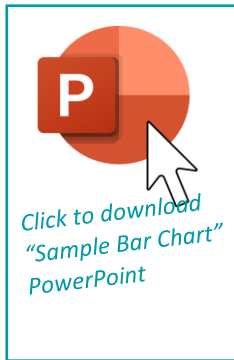
TA 22: SOCIAL COHESION ASSESSMENT GRID

After reading each statement check the box that you most agree with.

Statement	Not at all	Very little	Good	Very good	I don't know
S1- I have strong social ties across diverse groups in my community.					
S2- Members of my community trust each other regardless of identity differences.					
S3- Generations respect each other.					
S4- Cultural diversity is put at the service of all the community.					
S5- People belonging to different identity groups accept and tolerate each other.					
S6- Everyone is treated with dignity regardless of who they are.					
E1- I am satisfied with my family's existing living conditions, compared to other community members.					
E2- People have equal access to livelihood and employment opportunities regardless of who they are.					
E3- Public resources are managed fairly for the benefit of all people.					
E4- People in my community help one another in times of need.					
E5- People enjoy equal opportunity in accessing basic services of a reasonable quality regardless of who they are.					
E6- Goods and services are exchanged fairly.					
P1- People are proud to be a member of their community.					
P2- All people in my community are treated fairly by public officials.					
P3- Everyone has an opportunity to participate in political processes without fear.					
P4- People are listened to and their concerns and ideas considered by government structures and institutions.					
P5- People have confidence and trust in public and government institutions and structures at national and local levels.					
P6- We share the same civic values as citizens of the same country regardless of the identity group to which we belong.					

S = Socio-Cultural Sphere; E = Economic Sphere; and P = Political Sphere

TA 23: SAMPLE BAR CHART



TA 24: INTRODUCTION TO THE DESIGN PROCESS



TA 25: INSTRUCTIONS FOR THE DESIGN PROCESS

A. Analysis of Social Cohesion Factors

■ Initial group work

- Ask participants to self-select and form three groups, assign a social cohesion sphere to each of the sub-groups and ask the groups to:
 - List factors in their community that can impact their social cohesion sphere.
 - Classify them in two categories:
 - Positive factors: driving forces in the community that could help them realize their social cohesion goal.
 - Negative factors: Inhibiting forces in the community that could prevent them from achieving their social cohesion goal.
- When the lists of factors are ready, the small groups come together in plenary:
 - Each group presents its results on a flipchart.
 - The other participants discuss, amend and adopt a list of positive and negative factors for each sphere.
 - Then together, they prioritize three or four from each set and write each of them on a post-it.
- At the end, members from each group:
 - Post the prioritized factors in two columns (positive and negative) on the flipcharts related to their social cohesion sphere.
 - Choose a spokesperson who will introduce the group's results to the larger group.
 - Organize a final plenary to share the results.

■ Final group work

- At the end of the gallery walk:
 - Collect and compile all post-it stickers including additions from other groups.
 - Prioritize five or six recommendations from each set and draw a *Force Field Analysis Diagram* for each sphere.
 - Place your flip chart paper horizontally or vertically on a table and draw an arrow in the middle (from left to right if horizontal; from bottom to top if vertical).
 - Put the expected change (participants' vision) at the end or in the middle of the arrow.
 - Label the columns
 - If your paper is horizontal, write "negative factors" or "retraining forces" above the arrow, and "positive factors" or "driving forces" below the arrow.
 - If your paper is vertical, write "negative factors" or "restraining forces" to the left of the arrow, and "positive factors" or "driving forces" to the right of the arrow.
 - Place the factors that correspond with the labels on either side of the *Force Field Analysis Diagram*, with side arrows pointing to the center arrow to express their influence on the path to attaining the vision.
 - Get ready to present the consolidated results in plenary.

B. Actor Mapping

■ Initial group work

- Ask participants to self-select to form small groups.
 - Brainstorm who the powerful actors and group relevant to social cohesion are.
 - List them in two categories:
 - Individual impactful actors
 - Impactful existing groups

- Discuss the role each of them can play to advance social cohesion.
- Prioritize them according to the relevancy of their role in social cohesion and select the top five from each category.
- Write each of them on a card or a post-it and describe their role on post-it.
- Paste card on a flipchart surrounded by their identified potential roles.
- Choose a spoke person who will introduce the group's results to the next group.
- Refer to the sample of the Actor Mapping Diagram to:
 - Agree on key to be use for the mapping at the end of the exercise.
 - Start discussing the interconnection among the selected individual or group actors.
- At the signal, move to the next item as a group, except for the group's spokesperson.
- Final group work
 - At the end of the gallery walk:
 - Collect and compile all post-it stickers including additions from other groups;
 - Update the priority list of individual or group actors and select the 3 or 4 highest ranked from each category.
 - Use the agreed-on key to map the interconnections among the highest ranked actors and groups.
 - Prepare to present the combined results and the mapping to plenary.

C. Resources Mapping process

- Initial group work
 - Reflect individually on the following questions considering, the barometer's results and the intragroup shared vision.
 - Which resources are available?
 - Which additional resource can be mobilized?
 - How useful will resources be in achieving the change we are dreaming about?
 - Share the outcome from individual reflection with group members.
 - Decide on resources to be mapped
 - Select three or four key resources for each resources category.
 - On a post-it sticker, write each selected resource with its added value. A color can be selected for each category.
 - Post the stickers in two columns:
 - Resources available
 - Resources to be mobilized
 - Choose a spoke person who will introduce your group's results to the next group.
 - Signal group members to move to the next item as a group, except for the group's spokesperson.
- Final group work
 - At the end of the gallery walk:
 - Collect and compile all post-it stickers including additions from other groups.
 - For each category of resource draw a diagram showing:
 - Available resources and their usefulness.
 - Mobilizable resources and their usefulness.
 - Prepare to present the consolidated results to plenary.

NB: Refer to TA 24 for tools for the design's illustration.

TA 26: GUIDANCE ON THE “TRUST CIRCLE”

- The facilitator acquires a talking stick to symbolize the power of the word. It can be a branch of the tree of peace, the horse's tail, a stick or any other symbolic object.
- Arrange enough chairs in a circle for everyone. Before participants join the circle, inform them to prepare themselves, e.g., ensure their phones are off or in silent mode, take a quick bio break, etc., because it will be impolite and disruptive to stand up or make noise during the exercise. The facilitator emphasizes that only the person holding the symbolic object in her/his hand has the right to speak and the others should simply listen.
- Facilitator starts the exercise by sharing:
 - Personal lessons learned.
 - Transformation he or she has gone through.
 - His or her main take always for future commitment to social cohesion.
- The facilitator then passes the symbolic object to a volunteer who continues sharing. The symbolic object is passed on from one participant to another from the left to the right until everyone in the circle has taken their turn.
- At the end, the facilitator concludes with a ritual from the community to reinforce group communion. This can be the sharing of a symbol of friendship as the Kola nuts in West Africa, a dance or a song of communion.

TA 27: SAMPLE OF TRAFFIC LIGHTS



TA 28: SUGGESTED FRAME FOR A PLANNING EXERCISE

Strategic Objective	Expected Outcome	Activities	Timing	Resources			Person in Charge Monitoring
				Human	Material	Financial	

NB: This frame can be modified based on time available for the planning exercise. Each item under resources (Human, Material and Financial) can be divided into two categories: available and mobilizable.

NB: This frame can be modified based on time available for the planning exercise. Each item under resources (Human, Material and Financial) can be divided into two categories: available and mobilizable.

TA 29: EXAMPLE OF EVALUATION FORM FOR A SOCIAL COHESION WORKSHOP

1. Levels of satisfaction

Considering that 1 expresses the total dissatisfaction and 5 corresponds to the maximum satisfaction check the box that corresponds to your level of satisfaction.

Items	1	2	3	4	5
Met my expectations					
Workshop objective achieved					
Workshop methodology					
Workshop facilitation					
Group work					
Plenary discussion					
My participation in the workshop					
Participation of others					
Relationship between participants					
Time management					
Logistic of the workshop					
General satisfaction					

2. I especially liked:

3. I did not at all like:

4. My recommendations are:

5. I commit myself to:



Chapter 3: Bridging – Rebuilding Intergroup Cohesion

In the previous chapter, participants made individual commitments and adopted a shared action plan to strengthen social cohesion as a single-identity group. They made the leap from an individual to a group-centered worldview. At this juncture, participants will want other identity groups to also change the way they view people and things. A strong desire is often expressed to meet different groups and discuss collaboration. How then do we build mutual appreciation and collaboration among two or more single-identity groups willing to heal and revitalize broken relationships or strengthen weak social ties? This chapter describes how to conduct a constructive first meeting between representatives from two or more single-identity groups. It explores outcomes from the intragroup workshop to help participants to bridge by:

- Discovering their shared values likely to serve as a basis for intergroup social cohesion.
- Dreaming of an intergroup social cohesion vision.
- Designing a collaborative strategy from a joint analysis.
- Committing to realize an agreed-on action plan.

“At the end of this intragroup workshop, I’m totally transformed and ready to engage in peacebuilding. But do Anti-Balaka members know it? If I go out from this camp, I will be swallowed by them as the rooster does with a grain of corn.”

**TESTIMONY FROM A SELEKA GROUP MEMBER
COMMENTING ON THE TALE “THE MAD MAN AND
THE GRAIN OF CORN” (SEE TA 6)**

UNIT 9: OPENING TO OTHER PEOPLE

RATIONALE

This unit is the gateway to the first meeting between people belonging to different identity groups.⁵¹ They will surely have begun their “journey from head to heart” during the intragroup workshops in which they participated. But because of their conflicted backgrounds and the barriers, animosities and in some cases the hatred that separates them, they may each arrive with prejudices and perhaps a desire to assign blame or to view the other as the one who needs to change. It is up to the facilitator to make this unit an opportunity for the participants to come to discover the vein of gold in each participant, and to appreciate each other. S/he should then create a working environment that encourages openness, trust-building and free, sensitive, respectful speech.

The aim of this unit is to (re)acquaint the representatives of selected identity groups with each other and encourage their commitment to rebuild or strengthen relationships between and among their communities. As in previous units, the session begins with a well-organized seating arrangement and a warm welcome. The participants are then led through icebreaking exercises and mutual discovery activities, helping them to open their hearts and take active roles in discussions.

ANTICIPATED RESULTS

At the end of this unit, participants will:

- Have increased confidence and trust that allows for freer dialogue and interaction.
- Be ready to narrow sociocultural, political and/or economic differences in their community.



APPROXIMATE LENGTH:

3 hours

STEPS

- Prior to the beginning of the process:
 - Have drawings, flip charts and printed material from the intragroup (single identity) workshops ready for posting on the wall or copies to be given as handouts to participants at appropriate times during the session.
 - Invite participants to peruse the documents posted on the wall as they arrive until everyone arrives.
 - Warmly welcome participants⁵² (15 min.)
 - Organize the seating by mixing identities at each table.
 - Gauge participants’ commitment by asking them to make a special collaborative clap or a sign of friendship to welcome their neighbors.
 - Explain the importance of bridging as an opening space for mutual appreciation and consensus-building on strategies and actions to enhance intergroup cohesion.
- Introducing the bridging workshop with short stories (20 min.)
 - Ask participants to re-tell “The Tale of the Poor Man and the Gold”

⁵¹ During a 2014 workshop in the CAR, CRS noted a profound transformation in the 33 attendees, 11 of whom self-identified as Catholics, 11 as Protestants, and 11 as Muslims. The attendees were chosen during prior social cohesion intragroup training sessions organized for their respective leaders. Together, these participants discovered intergroup solidarity, developed an interreligious vision of social cohesion, studied the possibilities of joint action, and adopted an interreligious action plan to advance social cohesion. Since 2017 the same process has brought together different identity groups to jointly engage in social cohesion in more than 10 countries including The Gambia (members of the National Assembly, civil society and religious leaders); Cameroon (refugees and host community representatives as well as Catholic, Protestant, Muslim and Orthodox leaders); Togo (young people from different ethnic and semiprofessional backgrounds); and the African Great Lakes region with small business women traders from Burundi, the Democratic Republic of the Congo and Rwanda.

⁵² Be inspired by the welcome steps described in Unit 1, p 74...

- Tell the story of “The Walk of Two Friends by the Sea” (see TA 6 for both stories).
 - Ask participants to comment on and share lessons learned from the stories that can inspire them during the session.
 - Discuss the stories.
 - Revisit the facilitator’s role not as a teacher or expert, but as friendly accompanier in a mutual learning process inviting each participant to give and receive.
 - Recognize each participant’s value.
 - Emphasize that in any lasting relationship, we must engrave the positive indelibly in our hearts, while writing the negative in the sand to be erased by the wind and the waves.
 - Explain that the workshop will emphasize our positive aspects and what we all have in common.
 - Discuss and build consensus on the bridging agenda (10 min.).
- Discovering each other (30 min.)
- Instruct participants to write down their names and alliterative nicknames, e.g., “Nice Nell,” “Truthful Thomas,” etc., from the intragroup workshop and place it in front of them.
 - Ask them to introduce themselves to the members of their table and:
 - Explain what their name means/why they were given that name, or
 - Tell the story behind their nickname and ensure that every participant will be able to introduce her/his neighbor on her/his right side.
 - Organize introductions to plenary by following the above instructions.
 - At the end of each group’s introductions, ask all participants to use the special “come- together clap” (see TA 2 for inspiration) to express their welcome and appreciation.
- Discovering key lessons learned from the intragroup workshops (45 min.).
- Ask participants to walk around and view the posted material from intragroup workshop.
 - After participants return to their seats, invite them to:
 - Take a couple of minutes to share with their small groups how they did one thing differently in their family or community, based on what they learned from the intragroup workshop.
 - Agree on key lessons learned from the intragroup workshop that impacted the lives of members of the group to which you belong.
 - At the end of the group work, ask a volunteer from each group to present their list of key lessons. Each group adds on the list of lessons learned to form one list.
 - Discuss and adopt a final agreed-upon list of lessons learned.
- Discovering participants’ motivation (60 min.)
- Discuss the selection process, first as participants to the intragroup workshop, and now as key representatives of their community to the intergroup workshop to highlight the importance of their roles and the confidence put in them.
 - Ask each participant to take two minutes to reflect on the following questions:
 - Why was I selected by my community and attendees to the intragroup workshop to be their representative?



Interreligious social cohesion workshop in Cameroon comprising Catholic, Muslim, Orthodox and Protestant leaders.

- What are my community's expectations of me?
- Invite participants to...
 - Share their thoughts with their small group members.
 - Agree on four key reasons for their selection as representatives of their communities and four key expectations their communities have of them.
 - Write each answer on a separate card or piece of paper.
- Bring participants back to plenary.
 - Together, have the group sort the cards, compile the answers, and discuss final content for each item.
 - Remind participants about:
 - Their results from the binding exercise of giving and receiving.
 - The process and the importance of the 3Bs/4Ds approach as a path to our personal and collective journeys from the head to the heart.

NOTE TO THE FACILITATOR

- Collect and post on the walls the inspiring lessons generated by the stories and invite the participants to enrich their lives and those of others by retelling them.
- Keep the energy levels high with jokes, stories and references to fun things workshop participants have said or done.

NB: For low literacy participants, follow the 5 tips presented on page 56. This will guide you also in the following units.

UNIT 10: DREAMING TOGETHER

RATIONALE

After discovering more about each other, participants need to adopt a common vision to build a more cohesive society, whether it is their local community, province, region or country. Inviting them to imagine themselves outside their usual life settings to dream of a better world serves as a guiding star for their joint efforts. This embrace of unity leads them through a dreaming process. It encourages them to develop a more inclusive vision of social cohesion, reflecting input from members of diverse mixed-identity groups. Exercises in this unit strengthen people's sense of belonging to broader inclusive communities, commitment to common values and understanding of shared suffering. The experience raises their awareness of interconnectedness and stimulates their willingness to build bridges between different membership groups so that they can think, dialogue and act together.



Muslims and Christians in Njim, Central African Republic, acting out their vision of social cohesion.

ANTICIPATED RESULTS

At the end of this unit, participants will:

- Increase their understanding of the concept of social cohesion.
- Embrace a vision of social cohesion shared by the participating identity groups.



APPROXIMATE LENGTH:

2 hours, 45 minutes

STEPS

- Strengthen participants' understanding of social cohesion (30 min.).
 - Assess the extent to which participants have mastered the concept of social cohesion using a quiz (see TA 21 for sample quiz).⁵³
 - Explain to participants that:
 - You are going to read out a few statements.
 - After each statement, they will then walk to different sides of the room depending upon whether they believe the statement to be TRUE or FALSE.
 - Each group will then agree on at least two reasons that should persuade the other side to join them. Participants will then discuss the result to come to a consensus on their group's answer.
 - Launch the process.

⁵³ Select or design no more than five sentences that will help gauge participants' mastering of social cohesion features.

- Read the first statement.
 - Encourage participants to join one of the two sides.
 - Give them a few minutes to discuss and agree on their key arguments.
 - Open a mini debate between the two sides.
 - At the end, move to the side that made the right choice and provide additional information that helps participants to increase their knowledge on the topic highlighted by the statement.
 - Then read out additional statements from the quiz and repeat the process.
 - At the end of the exercise, ask participants to come together in a circle.
 - Open a five-minute Q&A session to discuss other issues of concern regarding their understanding of social cohesion.
 - Transition to the next exercise by explaining that, having almost the same understanding of social cohesion, they are now going to combine their single-identity groups' visions of social cohesion to build consensus on an intergroup vision for their community.
 - Organize participants in mixed groups that include representatives from each participating single-identity group.
- Develop an intergroup vision of social cohesion for their community (60 min.).
- Establish a calm, relaxed environment conducive for vision building.
 - Invite participants to sit in their new groups and share greetings.
 - Lead them through a breathing exercise (see TA 1 for sample exercises).
 - Recall the process participants went through during the *Bonding* session to build the single-identity social cohesion vision.
 - Vote for a draft as the basis for the process.
 - Present the visions resulting from intragroup workshops.
 - Post them on a wall.
 - Give all participants one sticker dot each.
 - Invite them to paste their sticker dots under their favorite vision statement, one that could best serve as a draft for the intergroup vision.
 - Select the vision statement voted by the majority as the draft upon which the intergroup vision will be built.
 - Transform the selected vision into an intergroup vision (30 min.).
 - Ask each mixed group to:
 - Build on the selected vision to redefine a new intergroup vision.
 - Discuss and amend the draft by inserting key ideas from non-selected visions.
 - Improve the draft to ensure that it considers the three social cohesion spheres and the two dimensions.
 - Choose a member to represent the group in an ad hoc drafting committee.
 - Invite a representative from each table to regroup and task them to consolidate various drafts into one intergroup vision.
 - Ask the rest of the group to reflect on a social cohesion symbol for all participating identity groups.

SOCIAL COHESION SYMBOLS



Niamey, Niger



Mbuji-Mayi, Eastern Kasai, Democratic Republic of the Congo

- Back in plenary:
 - Have the group of representatives present the draft intergroup vision.
 - Invite participants to discuss the draft in their small groups.
 - Open a plenary to amend and adopt the intergroup vision.

Protect the vision with the egg-drop exercise (45 min.).

■ Prepare for the game (see TA 30 for detailed instructions).

- Ask participants to stay in their mixed-identity groups.
- Distribute the items to carry out the exercise (two eggs, three pieces of paper, two balloons, two meters of rope, a pair of scissors and two meters of cellophane tape to each group).
- Share these instructions:
 - Use the material you have been given to protect your eggs so that they can both be dropped from a height of two meters without breaking.
- Make sure that participants comply with the instructions, and do not replace any material used up or broken during the exercise.
- Choose an appropriate space outside the meeting room for the game.
- Play the game.
 - When time is up, invite participants to gather in an appropriate space.
 - Ask each team's representatives to stand on the "stage".
 - Invite them to take turns as they let their eggs drop two meters.
 - At the end, check to see whether any eggs are broken.
 - Manage the emotions expressed during the game, and keep participants focused with a positive outlook that brings people closer together.
- Analyze the game by asking participants to:
 - Comment on the game highlighting different emotions they experienced.
 - Share lessons learned from the game.
 - Wrap up with the "Yes And"⁵⁴ game.
 - Gather participants in a circle and instruct them to use language that is inclusive and that encourages a positive exchange of ideas.
 - Ask the first participant to start with a sentence expressing his/her appreciation of the group vision process. The one next to him/her says "Yes, and..." builds on what was said before adding his/her own appreciation.
 - Rotate clockwise until all participants have expressed their appreciation.
 - In closing, ask participants to present the social cohesion symbol(s) they agreed on earlier in the session.



Egg drop exercise in Nyala/ Darfur Sudan

⁵⁴ This is an adaptation of the original "Yes, And..." game created by Tracy Fullerton as an "inclusive brainstorming game to promote positive, inclusive interplay in all types of creative brainstorming." It can also be used as an energizer by bringing participants to form little groups and engage in "Yes, And..." conversation. For more information, see <https://www.thegamecrafter.com/games/yes>.

NOTES TO THE FACILITATOR

- You can predetermine the groups, or go through a random process on the spot, adjusting unbalanced groups.
- Use the quiz as an opportunity to deepen participants' knowledge of social cohesion by:
 - Clarifying social cohesion concepts, dimensions, spheres and the conceptual framework.
 - Stressing the dream/vision as a key step in the 3Bs/4Ds approach.
 - Highlighting the importance of a shared vision in stimulating innovative and transformative social actions.⁵⁵
- Closely monitor the intergroup vision-building process to ensure that representatives from all single-identity groups are actively participating. The final version should be endorsed by all participants. If participants are having a partisan discussion, take a break and bring together the most outspoken participants from each group and negotiate a consensus with them. Ask them to present the solution to his or her group before resuming work in the larger group.
- Celebration should be an opportunity to increase participants' mutual acceptance by reflecting and acting together. Ensure that negative sentences are excluded from the "Yes, and..." exercise, which aims to add individual appreciation or positive lessons from the process. You can discuss the rules of the game with participants to guide the process and sharpen participants' appreciative lenses.
- During the egg drop game, remind participants that peace is like a fragile egg in our hands, and explain that you cannot replace broken eggs or other items. Instead, encourage participants to use what they have at hand to succeed so that they rely on their own resources to promote social cohesion. At the end of the unit, ensure that participants understand that their vision for social cohesion is like eggs – very fragile and challenging, but together, they can build a successful strategy.

⁵⁵ Be inspired by samples of transformative dreams in Training aid no 18, p. 64.

UNIT 11: ANALYZING TOGETHER

RATIONALE

In Unit 7, participants in the intragroup workshop applied analytical tools to better understand, as a single-identity group, what can impact the social cohesion strengthening process in their community. Over the course of this unit, they will draw on the perspectives of the groups to analyze what can block or pave the path to obtaining their shared intergroup dream. This process increases participants' awareness of communities' interdependency and helps clear the way for an effective and operational plan of action. It starts with the development of an intergroup barometer. It then explores results from single-identity group application of a multi-analysis tool. The tool helps groups identify: 1) locally available resources, including human assets; 2) influential actors to assist them; 3) factors that affect outcomes; and 4) behavior changes needed to realize the intergroup vision.

ANTICIPATED RESULTS

At the end of the unit, participants will:

- Identify the gap between the intergroup social cohesion vision and their current reality.
- Prioritize resources, actors, factors and behavior changes needed to design an intergroup action plan.



APPROXIMATE LENGTH:

3 hours

STEPS

- Introduce this activity by reviewing the handouts and tools they previously used during the intragroup workshop (see TA 24 and 25) or introduction to the design process and instructions for the design process) (10 min.).
- Develop an intergroup barometer (50 min.).
 - Invite them as representatives of their communities to express their personal opinions regarding the sociocultural, economic and political dynamics in their communities/society.
 - Conduct the assessment.
 - Ensure participants are sitting in a mixed group.
 - Follow the same process described in Chapter 2.⁵⁶
 - Compare the intergroup barometer with barometer assessments from the intragroup workshop.
 - Give copies of the intragroup barometers to each small group.
 - Project the intergroup barometer results on a screen sphere by sphere.
 - Invite participants to discuss within their small groups the differences and similarities between their shared vision and reality – and list key gaps.
 - Record each gap on a separate card or a piece of paper.
 - Compile the identified gaps.
 - Place a flip chart in front of all participants.
 - Ask a volunteer group to post their key gaps on the flip chart.
 - Instruct other groups to respectively add any unmentioned gaps and use a marker to put a checkmark on the posted gaps that others also identified within their own groups.

⁵⁶ Refer to page 51...

- Rank the gaps, noting which ones have the most checkmarks.
 - Discuss and adopt a final list.
- Design process analysis (70 min.).
- Organize four mixed groups corresponding to the number of items to be analyzed (resources, actors, factors, SWOT).
 - Explain to participants that to successfully fill the gaps they identified together; they will discuss results from their intragroup design process to build consensus on what can greatly impact the path to the intergroup vision.
 - Assign one item and related diagram to each mixed group, and instruct them to:
 - Discuss diagrams related to their item that were developed in the intragroup workshops and agree on key elements to be considered regarding their item.
 - List these elements on flip chart paper following a similar format described for the intragroup design process (see Chapter2, Unit 7).
 - Post each group's results when finished.
 - When results from all groups have been posted, organize a gallery walk for participants to observe each other's results.
 - Invite participants to rotate in groups in a pre-defined order to:
 - Review each other's results.
 - Use a post-it sticker to add new content;
 - Agree on questions to be asked of the group.
 - Bring participants together in plenary.
 - Allow each group 15minutes to consider and include suggestions from other participants.
 - Ask each group to share their compiled results with the rest of the participants:
 - Make a short presentation.
 - Invite Q&A.
 - Amend the content if recommended by most participants.
 - After all results have been adopted, invite each group to create a diagram to illustrate their results - post the diagrams on the wall.
 - Conclude the exercise by asking participants to congratulate each other.
- Agree on the way forward ("traffic lights") to illuminate the path to intergroup social cohesion (50 min.).
- Explain to participants that they will discuss the traffic light results from the intragroup workshop to identify behavior changes needed to boost intergroup social cohesion in the community.
 - Ask participants to:
 - Return to their single-identity groups.
 - Form three subgroups.
 - Adopt a different traffic light color for each subgroup and review the corresponding results from their intragroup workshop.
 - Explore the intragroup result that describes the expected behavior change regarding their color from:
 - Their single-identity group members.
 - Each of the other single-identity groups represented in the current (bridging) workshop.
 - After a set time, invite a representative from each single-identity group to regroup and:
 - Discuss and compile results from each subgroup.
 - Create a traffic light for:

- Their single-identity group members.
- Each of the other single-identity groups attending the session.
- When the exercise is completed, ask participants to:
 - Post all traffic lights related to the same color in a predefined area of the room.
 - Pair up with a participant from another group to visit the traffic lights while sharing what they have learned from the process.
- At the signal, have each pair join another pair to form a group of four (or two other pairs to form a group of six).
 - In this new group continue the sharing and prepare a report for the plenary discussion including two or three top recommended behavior changes from the joint community that can increase cohesion.
 - Write each item on a card or a piece of paper.
- Have participants return to plenary and sit with the members of their last group.
 - Sort the cards and list the top intergroup behavior changes expected from the community.
 - Discuss and agree on the final ranked list.
 - Translate this list into an intergroup traffic light.
 - To wrap up:
 - Explain to participants that results from the traffic light exercise will serve as the basis for (upcoming) action planning.
 - Conclude with a song or symbol of unity.

NOTE TO THE FACILITATOR

- Take advantage of the exercises in this unit to strengthen participants' sense of togetherness, harmony and unity.
- Explain that in the next session they will experience multiple uses for the traffic light. In addition to motivating individual or single-identity group decision-making and action planning, the traffic light can inspire the sharing of sensitive thoughts, feelings and ideas via an exchange of letters and/or via frank dialogue—key activities in the next unit.

UNIT 12: REBUILDING TOGETHER

RATIONALE

Every dream remains elusive if it does not lead to action. In the previous unit, the participants identified gaps and agreed on a desirable path that leads to more peaceful relationships. In Unit 12 they will consider actions to jointly implement in accordance with that path. Through joint action planning, participants progressively increase mutual understanding and trust. This unit explains how to conduct frank discussions and how to write and exchange sincere letters that will help to find common ground and create trust. It then reviews the previous analyses that help inform joint action planning and implementation.

ANTICIPATED RESULTS

At the end of the unit, participants will:

- Establish foundations for sustained intergroup trust.
- Produce:
 - A list of key challenges to intergroup social cohesion within their communities.
 - An action plan committing the representatives of the different identity groups to act together in favor of social cohesion within their communities.



APPROXIMATE LENGTH:

4 hours, 30 minutes

STEPS

- Introduce the unit with frank, honest dialogue and/or exchanges of letters to find a way forward (10 min.).
 - Explain to participants that:
 - Frank, honest dialogue or the exchange of heartfelt letters helps increase mutual trust by allowing participants to:
 - Openly share their feelings with others without hurting them.
 - Promote an atmosphere of trust at a personal level within their single-identity group and with other groups around them.
 - Build common ground to peacefully discuss intergroup social cohesion plans of action.
 - Dialogue and letter exchanges are almost the same except that:
 - Frank, honest dialogue⁵⁷ allows participants to exercise oral non-violent communication of feelings and expectations.
 - The exchange of heartfelt letters helps to strengthen nonviolent expression of the same feelings and expectations in writing.
 - Prepare the trustful dialogue or letter (50 min.).
 - Agree with participants on one option that all groups will use.
 - Invite them to regroup with members from their single-identity group.
 - Read, explain and distribute:
 - 10 Tips to be trustful (See TA 31 for Tips to Build Trust).
 - Non-violent communication Tips (See TA 32 for Non-violent Communication Tips).

⁵⁷ This approach works well with low literacy participants.

- Guidance for an honest conversation process (see TA 33 for guidance).
- Ask participants, on behalf of their community of affiliation to explore the above documents and refer to their traffic light to:
 - Prepare a trustful dialogue or letter (using the chosen option) to facilitate purposeful exchange with other groups depending on the number of single-identity groups participating.
 - If opting for dialogue:
 - Agree on key messages to be addressed with each group and how that will be done with honesty and without hurting others.
 - Select two members to be the group's spokespersons during the role-play.
 - Get ready for the dialogue by discussing how to peacefully proceed.
 - If opting for letters:
 - Agree on key messages to be addressed to each group.
 - Task one or two members to respectfully and sincerely draft the letter for each group.
 - Discuss and amend the drafts ensuring that they are frank and sincere but formulated so as not to hurt others.
 - Choose someone to read the letters to each group.
- Facilitate the intergroup nonviolent conversation (30 min.).
 - Prepare a suitable place outdoors for the dialogue or reading of letters.
 - Welcome participants and have them form a big circle. As much as possible, arrange participants so that they are sitting next to members of other groups.
 - In the center of the circle, place chairs for groups' spokespersons.
 - For the trustful dialogue:
 - Indicate how groups will rotate for the dialogue.
 - Bring representatives from the first two groups into the middle and stress that they will respectfully conduct the dialogue while other participants will listen carefully and take notes on individual comments or questions.
 - Introduce the dialogue as an opportunity for mutual learning about group feelings and expectations, focusing on how best to together strengthen intergroup social cohesion.
 - Invite the spokespersons to engage in the dialogue and monitor the process to ensure:
 - Equity in terms of speaking time and adherence to the non-violent and trust-building tips.
 - All groups have completed the process.
 - Ask the activity participants to end each dialogue with words of thanks or a cultural expression of appreciation.
 - For the heartfelt letter:
 - Ask representatives from the first two communities to come to the middle of the circle.
 - Share the same instructions as in the previous activity except that letters will be read and offered as a gift of friendship to representatives of participating communities, who will immediately be called on to express their appreciation with a cultural clap or any other local expression of thanks.
 - Conclude the dialogue or letter-writing with a ceremony incorporating local customs that symbolize friendship, consensus or harmony.⁵⁸

■ Identify key challenges to intergroup social cohesion (45 min.).

⁵⁸ In West Africa a kola nuts are shared as symbols of friendship. They seal agreements and reconcile conflicted parties.

- Reorganize participants in mixed groups and ensure that they are balanced in terms of gender and single-identify group membership.
- Task the group to:
 - Discuss the following questions:
 - What went well during the nonviolent conversation process?
 - What could have been done differently?
 - What are some challenges that emerged from the conversation and will need to be addressed to successfully realize the intergroup social cohesion vision?
 - Prioritize identified challenges and select the top four. Write down the four challenges, each on a separate card or piece of paper.
 - Prepare to share with others:
 - Highlight key lessons learned and suggestions to improve the nonviolent conversation process.
 - Prioritize your top identified challenges.
 - After a specific time, ask participants to report back to the larger group.
 - Ask participants to listen to and comment on each group's report.
 - Then cluster the cards from different groups based on similarity of the challenges identified and vote for the top three or four that compel participants to act as a team.
 - Give everyone three stickers with three different colors representing a ranking from 1 to 3.
 - Get people up and moving to distribute their stickers according to their preference.
 - Use the weighted voting method to total points (see TA 34 for Weighted Voting Guide), and agree on two or three priority challenges that should be acted upon to advance toward achieving the intergroup social cohesion vision.
 - End with mutual appreciation.
- Design an action plan to contribute to intergroup social cohesion (90 min.).
 - Reorganize participants into new mixed groups – the number of groups is based on the number of prioritized challenges (e.g., three or four)
 - Assign a challenge to each group and give them a planning framework to guide their planning exercise (see TA 28 for suggested frame for planning)
 - Instruct each group to:
 - Transform their challenge to an objective they intend to achieve.
 - Refer to resources, factors and SWOT analysis to fill the planning frame with anticipated results and activities they will effectively implement to ensure that changes described in the traffic lights will take place.⁵⁹
 - When the group work is finished, organize market stalls (spaces for display) to enrich each group's drafts.
 - Give a specific color of post-it sticker to each group.
 - Ask each group to rotate according to the following instructions:
 - Move to the next group's posted results at the signal.
 - Ensure that a member from the group stays to explain the result to the visiting groups.
 - The visiting group complements the host group's results by:
 - Writing additional suggestions and questions, one per post-it sticker.

⁵⁹ Participants can also be referred to action plans adopted at the end of the intragroup workshop.

- Posting their suggestions and their questions on flip chart paper.
- Stop the rotation when each group is back to their initial draft.
 - Task each group to review their action planning draft by considering other participants' additions and questions.
 - Collect drafts from all groups and with the co-facilitator or one or two volunteers take a moment to merge them into a single working document while participants are taking a break.
- Adopt the consolidated plan of action.
 - Reconvene participants to plenary when the consolidated plan is ready.
 - Have the co-facilitator or one of the volunteers present the plan.
 - Invite participants to discuss the presentation in their groups and write down recommended additions or questions.
 - Open a plenary discussion for participants to share their comments and make agreed-upon changes.
 - Adopt the consolidated plan of action.
- Strengthen commitment for action (45 min).
 - Invite participants to regroup with members of their identity groups to:
 - Reflect on their next steps as identity group representatives for the next six months.
 - Suggest one or two initiatives under each of the following three items to:
 - Keep alive their joint commitment to social cohesion.
 - Get influential people involved in their consolidated plan of action.
 - Effectively mobilize their communities together.
 - Write down suggested initiatives, each on a separate card or piece of paper.
 - Reconvene to plenary.
 - Post three flip charts, one for each of the three items above and invite each group to paste their identified joint initiative under the relevant item.
 - Ask them to first share actions they agreed to take as representatives of the same identity group.
 - Have participants focus on suggested joint initiatives.
 - Invite a volunteer to read suggestions on the first flip chart.
 - Open a discussion to enrich the initiatives suggested and agree on what they could effectively do together over the six months following the workshop.
 - Repeat the process for each flip chart.
 - At the end ask participants to select a team that will follow up with all decisions and commitments made.
 - Tell participants that:
 - As representatives of the different identity groups, they are the owners of their decisions.
 - The short-term joint initiatives will be included in their action plans and shared with them.
 - Conclude the planning unit with a joke, a song or a dance expressing participants' joint commitment.



After attending a bridging workshop among Muslims, Catholics and Protestants, these women overcame their fear, and organized social cohesion campaigns in the biggest mosque and churches in Bangui when it was risky to visit other faith communities.

NOTE TO THE FACILITATOR

- Monitor the dialogue or letter-writing process to ensure:
 - Participants are using an appreciative approach to express their feelings and expectations.
 - Each message is rooted in the quest for mutual understanding and honesty and is delivered with respect and empathy.
- Take advantage of this process to strengthen participants' sense of interdependence and collaboration.
- When there are more than four identity groups, it is advisable to combine groups that share significant affinities to limit the number of dialogues or letter exchanges.
- Ask the team in charge of the report to package the action plans and make them available to the participants immediately after the workshop.
- Whenever possible, organize a report-out workshop attended by all those who benefited from the intragroup training session; include influential and impactful actors. The report-out session allows the different groups to appreciate other delegates' work and promotes harmonious relationships. Participants may take advantage of this opportunity to present social cohesion messages and letters.



Symbolic closing candle ceremony

By the end of a workshop, most participants are committed, enthusiastic, and ready to act. But commitment is like the fragile flame of the candle and needs to be protected with others' support during the long journey toward rebuilding broken relations.

CHAPTER 3 TRAINING AIDS

TA 30: EGG DROP EXERCISE



TA 31: 10 TIPS TO BUILD TRUST

1. Believe that "the truth shall set us free".
2. Differentiate ourselves from harmful influences like prejudices and our single narrative to understand what we really think and feel as a person or a group in our current intragroup and intergroup relationship.
3. Know ourselves and our intragroup characteristics.
4. Be honest and sincere with ourselves and others by sharing truth without being hurtful.
5. Be respectful in communication by moving from jackal to giraffe style to kindly express what we think and feel.
6. Express ourselves from a place of vulnerability and openness to lay the groundwork for mutual acceptance.
7. Be open to feedback by listening to others share their experiences and feelings, without being defensive.
8. Engage in behaviors that humanize yourself and others by centering your thinking, and action, on integrity.
9. Accept differences in perspectives while searching for mutual understanding.
10. Support each other for the things that make us who we are as individuals and groups, and that light us up and give our lives meaning.

Inspired by Lisa Firestone, *5 Ways to Build Trust and Honesty in Your Relationship: How to be true to yourself and to your partner.*

TA 32 : NONVIOLENT COMMUNICATION TIPS

NONVIOLENT COMMUNICATION TIPS

- Recognize our community biases, prejudices, grievances and impediments that hold us back from joining with others to pursue the greater good.
- Be proud of what your community is and what it can bring to building good relationships.
- Express what we want rather than what we do not want to offer a way for others to enrich our life and community life.
- Change moralistic judgments to express feeling with empathy and honesty and escape the trap of labeling other as *good* or *bad* and avoid putting our community or another's community into categories from which it is very difficult to break free (see the two styles in the pictures on the next page).
- Stay present by taking responsibility for feelings and needs that are coming up to create pathways for giving and receiving from the heart.
- Make clear and present requests to get the things that we want and still meet everyone's needs.

Inspired by *Nonviolent Communication Instruction Guide* developed by the Center for Nonviolent Communication from the work of Marshall B. Rosenberg, Ph.D., presented in *Nonviolent Communication: A Language of Life*.

Move From Jackal To Giraffe Language



- I listen selectively and I blame others and myself/
- I want you to understand me!
- I feel you don't love me!
- Violence is bad and people who kill others are evil!



- I listen with empathy and I take responsibility for my feelings and needs
- I'd like you to tell me one thing that I did that you appreciate.
- I feel sad because my need for connection with you is not met.
- I am fearful of the use of violence to resolve conflicts; I value the resolution of human conflicts through other means.

NB: In communication, the jackal symbolizes violence while the giraffe, because of its big heart, symbolizes nonviolence.

TA 33: GUIDANCE FOR A TRUSTFUL CONVERSATION PROCESS

7 PRINCIPLES OF DIALOGUE

1. Create safe space.
2. Agree that the purpose is learning.
3. Use appropriate communication skills.
4. Make transparent what is hidden.
5. Focus on relationships.
6. Persevere through the difficult moments.
7. Be willing to be changed by the situation.

Sample questions to guide the preparation process:

- What would you most like other groups to understand about you?
- What is an unsolved mystery for you about other groups?
- If you could ask other groups anything, what would it be?
- What do you appreciate most about other groups?
- What is your persistent complaint about other groups?
- What would a breakthrough in your relationship with other groups look like?
- What would you like other groups to know about the challenges you face in your relationship?

Sample of questions to guide the conversation:

- What do you think are the key strengths of my group to increase our togetherness?
- What do you think are some areas in which we could contribute to social cohesion?
- What are some issues that you hear us complaining about the most?
- Could you tell us when we have ever disappointed you?
- What do you expect from us?

Adaptation of questions to guide the partnership dialogue from *The Partnership Toolbox, A Facilitator's Guide to Partnership Dialogue* (2005), https://www.fsnnetwork.org/sites/default/files/partnership_toolbox.pdf.

TA 34: WEIGHTED VOTING GUIDE





Chapter 4: Sustaining the Ties that Bind

At the end of a 3Bs/4Ds workshop many participants report meaningful change at the personal level and express commitment to scale up change in their communities. But, like the flame of a candle, this positive energy is fragile and needs to be sustained. Chapter 4 will help participants build on what they have learned and will help them design and implement broader social cohesion actions that will keep momentum alive, revitalize networks and allow participants to internalize – and expand upon – their learning. The units in this chapter can be presented as part of an initial 3Bs/4Ds workshop, or they can be offered standalone later. The units will strengthen participants' capacities to:

- Design and implement connector projects.
- Mobilize influential people.
- Build alliances for social cohesion; and
- Train other people in social cohesion strengthening.

UNIT 13: SUSTAINING SOCIAL COHESION THROUGH CONNECTOR PROJECTS⁶⁰

RATIONALE

In most areas experiencing violent conflict, competition for scarce resources and limited access to basic social services are cited as factors that exacerbate social tensions. Integrating initiatives to improve socio-economic wellbeing in social cohesion programs helps contribute to other efforts aimed at reducing such tensions and rebuilding and sustaining peaceful relationships between individuals and communities across conflict lines. Drawing on lessons from concrete applications of 3Bs/4Ds in communities, these units will show participants how to bridge conflict-affected communities through development and livelihood activities of mutual benefit. Participants will learn how to engage people and communities in conflict by helping them to jointly conceive, design and implement projects that connect divided communities. They will:

- Gain an understanding of connector projects⁶¹
- Strengthen their capacity to design connector projects.
- Design a connector project.

ANTICIPATED RESULTS

By the end of the unit, participants will be able to:

- Describe connector projects and their added value to social cohesion.
- Mobilize their communities through connector projects to strengthen relationships and improve their livelihoods.



APPROXIMATE LENGTH:

6 hours, 45 minutes (This unit can also be presented in multiple weekly sessions.)

STEPS

- Introduction to the unit (30 min.).
 - Warmly welcome participants (see Chapter 1, Unit 1 for ideas).
 - Have them sit in groups of between four and six depending on their number.
 - Emphasize:
 - **Learning goals:** Participants will be able to bridge conflict-affected communities through development and livelihood activities of mutual benefit.
 - **Learning objectives:** Described above under Anticipated Results.
 - **Learning approach:** Mutual sharing of concrete examples to strengthen individual and group knowledge on the connector project process.

WHAT ARE CONNECTOR PROJECTS?

- A step-by-step process that aims to bridge social divisions and bring conflicting groups closer to each other and increase shared participation while building solidarity among community groups.
- A platform to develop friendships and build shared identities among individuals across diverse ethnic and religious identities and backgrounds.
- Designed to reduce division and tensions caused by conflict and strengthen social connections based on the principles of inclusion, participation and integration (CRS).

Expressions of CRS' understanding of connector projects extracted from William Kiptoo (2020); and from "Peace Connector Projects: Bishop Korir's Strategy for Grassroots Peacebuilding," Journal of Social Encounters, Vol 4: ISS, 1,33-43.

⁶⁰ This chapter can be included in the workshops for single-identity or mixed identity groups. The units are independent and can be presented in an order based on the group and priority needs regarding social cohesion.

⁶¹ Connector projects can be developed independently from 3Bs/4Ds workshops, but workshop participants should undertake a connector project to sustain purposeful interactions, and to deepen appreciation of the "other" while building trust as they jointly implement a project of mutual benefit.

- Discuss and adopt the agenda for the unit.
- Understanding connector projects⁶² (30 min.).
 - Administer a quiz to assess participants' perceptions of a connector project (see TA 35 for sample quiz).
 - Have them sit in groups of four to six and share any experiences they have with connector projects.
 - After a moment, distribute a list of five to ten sentences.
 - Instruct participants to:
 - Consider each statement individually.
 - Then discuss the statements as a group and decide together whether each statement is True or False.
 - Bring participants back into plenary to discuss their responses (45 min.).
 - Set up the rules:
 - Agree on two colors of cards, one color representing "True" and the other "False".
 - A representative from the group will present the color corresponding to the group's response when a statement is read or projected.
 - Facilitate the sharing process:
 - Read each statement and then give participants time to
 - Hold up the card that corresponds to their position.
 - Open a brief discussion between groups with different responses.
 - Conclude the discussion by sharing the correct answer and information needed to ensure that participants can describe connectors and connector projects.
 - Build on the quiz to contextualize a description of connector projects.
 - Prepare the learning environment by:
 - Posting flip chart paper on the walls that illustrate different types of connectors and an extra flipchart paper labelled "other" where participants can add other examples (see the first slide in TA 36, p 124 for connector categories).
 - Cover the sheets of flip chart paper so participants cannot see the contents.
 - Welcome participants back to plenary, and seat them in small groups (30 min.).
 - Ask them to:
 - Share key lessons learned from the quiz and related discussions.
 - Brainstorm about connectors that are available in their communities and list them on post-it notes.
 - After a moment:
 - Open the flip charts and present each category of connectors.
 - Invite participants to stand and post the connectors they have discussed under the corresponding categories and if their ideas do not fit under any category, paste them on the flip chart paper labeled "other".



"The business of working together...sows love, patience and understanding between us". Sokodé (Togo) Youth Testimony

⁶² CRS' connector project guide provides the following definition: « Connector projects are initiatives that provide opportunities and incentives for sustained interactions between diverse groups, particularly those divided by conflict or tensions, and are jointly designed, led and implemented by them for mutual benefit. Working together enables participants from such groups to deepen understanding of one another and strengthen relationships while enhancing collective wellbeing. In this way, connector projects aim to strengthen social cohesion and prospects for durable peace." CRS, *Connector Projects Approach: Sustained interactions for strengthened relationships and collective wellbeing*, 2021, p.1.

- At the end, invite participants to circulate and appreciate different connectors from their community that can help in building social cohesion.
- Distribute the handout “Understanding Connector Projects” (see second slide in TA 36, p 124) and invite them to rejoin their groups (25 min.).
 - Discuss the purpose of connector projects and their contributions to social cohesion.
 - Make suggestions to improve the content of the handout based on their context.
 - Describe two or three ideas regarding connector projects that could strengthen trust and benefit communities and ask them to write each on a separate card.
- Organize a plenary report (35 min.).
 - Report on purpose and contribution of the connector projects.
 - Rotate among the groups to listen to their reports.
 - Open a Q&A session at the end to deepen understanding and answer questions.
 - Invite a group to post their proposals for connector project ideas.
 - Ask all those who have similar ideas to come forward and post them under the related one.
 - Invite another group to do the same and repeat the process until the end.
 - Open a plenary discussion on the results and agree on three or four top ideas.
 - Address any remaining questions participants may still have about connector projects.

■ Strengthening capacities in designing connector projects:

- Learn from a sample of connector projects.
 - Prior to the exercise:
 - Make copies of a selected case study and the framework to analyze social cohesion projects for each participant (see TA 37 for suggested COSOPAX case study and framework for analyzing social cohesion projects in TA 38).⁶³
 - Prepare flip charts and pens for the report out.
- Begin the process by explaining the framework to analyze the case study (15 min.).
 - Present the framework or, if necessary, integrate key additions from the previous discussion.
- Open a Q&A session to deepen the understanding of the framework.
 - Distribute the framework and inform participants that it will be used to explore a case study.
- Organize the case study exercise (60 min.).
 - Present the case study by first sharing contextual information about it.
 - Divide participants into three groups corresponding to the three components of the initial phase of a connector project: Discover, Dream, Design.



In Bukavu (DRC) COSOPAX Women strengthen their solidarity by making and marketing natural fruit juices from the fruits of a community farm they have created.

⁶³ An alternative is to use design samples from your social cohesion work experience.

- Instruct participants to join their group and:
 - Carefully read the case study, first individually and then together as a group.
 - Identify data from the case study corresponding to each learning question in the framework.
 - Draw the design phase of the project circle on the flip chart and fill in related data.
 - Get ready to report on one component of the design phase (assign a component to each group).
 - Conduct a gallery walk for the reporting.
 - Ask the first group to report on questions related to “Discover”.
 - Open group sharing in plenary to enrich and deepen this component by:
 - Providing additional data (new, agreed-upon data should be written on post-it notes and pasted on the appropriate flip chart).
 - Discussing questions that emerged from the group regarding this component.
 - Move to the next group to listen and discuss the result of the “Dream” component following the same process.
 - End with the third group on the “Design” component.
 - Have participants return to plenary.
 - Open a discussion on the following questions:
 - What lessons can be drawn from this case that can be applied when designing a connector project in your context?
 - What could have been done differently to increase effectiveness in designing this project?
 - Close the case study exercise.
 - Provide needed clarifications.
 - Summarize the key requirements for a connector project design (see TA 36 for “Understanding Connector Projects”).
 - Inform participants that they will practice designing a connector project.
- Ask participants to practice designing a connector project.
- Regroup participants according to identities (30 min.).⁶⁴
 - If they have participated in previous social cohesion workshops, present vision(s) resulting from previous workshops attended and post them on the wall.
 - If they are totally new to the 3Bs/4Ds process, take them through a short version of the shared vision building process (Be inspired by Unit 5) and ensure they agree on a social cohesion vision.
 - Invite participants to return to their groups and share with them the guidelines (see TA 39) on designing a connector project and invite them to (60 min.):
 - Agree on:
 - A social cohesion vision that will guide them in this exercise.
 - One of the popular connector project ideas from the previous exercise that contributes to achieving the agreed-upon vision.
 - Refer to the guidelines and the agreed-upon vision to:
 - Set a goal and objectives for their selected connector project idea.
 - Do an assessment⁶⁵ of what can impact the path to achieve the goal and objectives.

⁶⁴ Participants can be divided according to their single-identity group, their organization, their locality, their gender, etc.

⁶⁵ They can explore the barometer and analysis results from the 3Bs/4Ds workshop they previously attended. The results should be posted on the wall prior to the exercise.

- Articulate a theory or theories of change to clarify the project rationale.
- Construct a results framework (RF) that can serve as a guide for proposal development.
- Prepare a “market stall” to promote their connector project concept.
 - Validate their results framework referring to the RF tracking guide (see TA 40 for tracking guide), which should be distributed to groups.
 - Creatively prepare an attractive market stall for other participants acting as donors who potentially could fund a connector project.
 - Share marketing responsibility among group members.
 - Be ready to present and promote the connector project ideas.
- Monitor the process and provide needed support.
- Organize a gallery walk to visit groups’ market stalls (30 min.).
 - Rotate together to discover each group’s stall.
 - Members of each group present their connector project to the visitors.
 - The rest of the group plays the role of the donor and discusses the merits of the concept.
 - Relevant recommendations are written on post-its and offered to the group who could further use them to improve their concept.
 - When the rotation is completed:
 - Bring participants back to plenary.
 - Share key takeaways from the activity.
- Conclude the connector project design learning process (45 min.).
 - Organize an outdoor trust circle (see TA 26 for instructions); focusing on how participants intend to apply lessons learned within their organization or community.
 - At the end, advise on next steps that may include:
 - Setting up a joint committee to manage and monitor the project.
 - Developing a full project proposal.
 - Mobilizing resources.
 - Implementing the connector projects.
 - Monitoring and evaluating the connector projects.
 - Invite participants to joyfully express their mutual appreciation.
 - Open the floor for closing messages.

NOTE TO THE FACILITATORS

- Ensure participants own their connector projects, which should:
 - Be community-driven as opposed to donor-driven.
 - Focus on ways to achieve a vision rather than solve problems.
 - Build right relationships and improve prosperity and livelihoods.
- Stress the importance of quality design to ensure success. The design phase should include collecting data to make informed decisions on:
 - Project objectives.
 - Project effectiveness.

- Feasibility.
- Roles and responsibilities leading to timely and quality results.
- Avoid raising expectations about donor resources for implementing connector projects.
 - Insist on inclusive planning and broad mobilization of resources starting with personal and community contributions.
 - Advise setting up a joint committee to finalize the connector project, mobilize resources and manage and monitor project implementation.
- Be aware that donors usually conduct a competitive process for selecting and supporting the most viable connector projects (see TA 41 for Connector Projects Selection Process in 10 Steps).

UNIT 14: MOBILIZING INFLUENTIAL PEOPLE FOR VERTICAL SOCIAL COHESION

RATIONALE

Margaret Mead pointed out that social change depends greatly on the actions of a small number of individuals who have the training, commitment and influence to advance their ideas. Indeed, “key people” who have a voice such as religious, political, traditional and community leaders as well as those in academia and military can boost the realization of a social cohesion vision. In the Central African Republic, the support of religious leaders who benefited from 3Bs/4Ds workshops was pivotal in mobilizing communities and conflicting parties, including armed groups, to reflect on alternative solutions to destructive violence.

Involving opinion leaders and people of influence in one’s action plans is a form of vertical social cohesion⁶⁶ and constitutes a core element of the 3Bs/4Ds. Intentional and meaningful engagement of affected communities with their leaders, institutions and structures at various levels can increase the likelihood of success in attaining one’s vision of social cohesion.

This unit aims to build participants’ strategic capacities to enlist the support of influential leaders to leverage access, and to influence structures and systems to strengthen social cohesion. It draws on experience gained in practicing the 3Bs/4Ds and on lessons learned from advocacy processes. The unit recommends these helpful steps:

- Understanding vertical social cohesion and influential people.
- Distinguishing the strategy of mobilizing influential people from common approaches to advocacy.
- Practicing the “key people” mobilization strategy.
- Keeping alive influential actors’ commitment to social cohesion.



APPROXIMATE LENGTH:

9 hours

ANTICIPATED RESULTS

At the end of the module, participants will be able to:

- Develop impactful key actor mobilization strategies.
- Take strategic action to engage influential actors as one way to improve vertical social cohesion.

STEPS

- Introducing the unit (15 min.).
 - Welcome participants warmly.
 - Remind them of the aims and the goals of the unit.
 - Discuss and adopt an agenda.

"Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it's the only thing that ever has."

MARGARET MEAD

⁶⁶ Vertical social cohesion refers to linkages that knit relationships across hierarchies, e.g., levels of leadership, authority, power and influence. It concerns the degree to which state and non-state institutions, e.g., the market, cultural/traditional, religious, civil society groupings, NGOs, etc., interact with communities and individuals inclusively, equitably, transparently and accountably, with a double aim of strengthening social relations and reducing inequalities, exclusion and divisions in an environment of equal opportunity for all. In a civic sense, vertical social cohesion refers to state-society linkages and the social contract between citizens and the state. In the marketplace, it refers to relationships between and among consumers, producers and other market actors, including policymakers (*The Mini-Social Cohesion Barometer* (CRS)).

■ Understanding vertical social cohesion and influential actors.

- Kick off the process with a quiz to build common understanding of vertical social cohesion (45 min.).
 - Prior to the workshop:
 - Prepare a multiple-choice quiz (see TA 42 for sample quiz on understanding vertical social cohesion and influential people).
 - Assign four answers to questions (only one answer is correct).
 - Make a copy of the quiz for all participants.
 - During the workshop...
 - Explain to the participants that they will:
 - receive a quiz with multiple answers.
 - have a limited time to select their answer.
 - be asked to move to a designated spot in the room according to their answer.
 - open a mini debate to discuss different positions to build common understanding of vertical social cohesion, related strategies and influential people.
 - Distribute the quiz:
 - indicate the time limit.
 - while participants are reflecting on the questions, post a card labelled with A, B, C and D in the four different corners of the room.
 - When the time is up:
 - Invite all participants to stand up.
 - Read the questions one by one.
 - After each question, invite participants to move to the corner of the room with the posted answer that corresponds to theirs. Participants who skip a question should stand in the middle of the room.
 - Invite one or two participants to explain their answers, including those who skipped questions.
 - Provide the correct answer and needed clarifications.

■ Use the quiz to discuss vertical social cohesion strategies (90 min.).

- Have participants sit in groups of four to six.
- Invite them in plenary to share key lessons learned from the quiz.
- When most of the participants have shared their lessons:
 - Present the PowerPoint on “understanding vertical social cohesion and influential actors” and distribute the related handout (refer to TA 43, p 126).
 - Initiate a short Q&A session to provide needed clarification.
 - Ask participants to discuss the handout and base on their experience to
 - Suggest additions or changes to enrich its content.
 - Brainstorm various strategies to engage influential actors to achieve vertical social cohesion.
 - Bring participants back into plenary to share their reflections.
 - Ask two volunteers to take notes:
 - One for suggested additions or changes.
 - One to list suggested strategies on a flip chart.
 - Rotate to listen to each group report and when finished:

- Initiate a discussion on suggested ideas to enrich the vertical social cohesion and the influential actors' vision to mobilize key actors.
 - Advise each participant to insert new agreed-upon ideas in the handout.
 - Assure them that you will also insert the ideas in a final document that will be used for additional workshops.
- Initiate a discussion on suggested strategies.
 - Acknowledge the diversity of strategies.
 - If possible, offer examples from your or others' experience.
- Transition to next session.
 - Stress the qualities of influential actors.
 - Highlight advocacy as the most popular strategy, but tell participants that:
 - there are specific ways to increase the chances of engaging influential actors.
 - the following session will help clarify how to mobilize influential actors.
- Distinguishing the strategy of involving influential people from common advocacy approaches.
 - Prior to the session select two case studies (see TA 44 for sample case studies)
 - One on advocacy strategy.
 - One on influential actors' engagement strategy.
 - Prepare handouts on understanding advocacy and understanding influential actors' engagement strategy (see TA 45).
 - During the session:
 - Kick off the exercise (45 min.).
 - Introduce the selected case studies and the comparative frame and distribute them to participants.
 - Divide participants into groups of four and task them to refer to their personal experience and discuss the case studies to identify similarities and differences between advocacy and influential actors' engagement strategy.
 - Task an equal number of groups to get ready to report on similarities or differences.
- After a given time ask groups with the same task to regroup (30 min.).
 - Ask them to focus on their assigned tasks, consolidate their results, and prepare a report on a flip chart.
 - When they have finished their reports, share the consolidated comparison from another workshop and have them:
 - Focus on their task to enrich their results:
 - Draw relevant news ideas from the received draft.
 - Write them on a post-it and paste it on their flip chart.
 - Take note of their questions or conflicted ideas.
 - Select a spokesperson for the group.
- Organizing a mutual learning process (30 min.).
 - Invite groups to exchange. Except for the spokesperson, group members of one group move to another group to explore their results and vice versa. The interchange happens concurrently.
 - When the interchange is over
 - The spokesperson presents and explains the group's findings, including what they learned from the handout.
 - The new group's members discuss the results presented and if appropriate, recommend additional findings by writing them on the post-it and pasting them on the flip chart.
- Bring participants back to plenary and have them sit in a semi-circle (30 min.).

- First, go around to ask each group to share the questions they wrote down during the process.
 - After each question, allow participants a chance to contribute to the answer and provide needed clarification.
 - Then use the talking stick to give each participant a chance to highlight key lessons learned from the process or to share his/her feelings (refer to TA 26, p 71 for Guidance on the “Trust Circle”).
 - Conclude by telling participants that they are going to deepen their learning by developing a strategy that they may use to engage influential actors.
- Practice to develop an influential person engagement strategy.
 - Regroup participants according to similar identity (15 min.)⁶⁷
 - Present and distribute handout for the group work including:
 - The actor mapping from the 3Bs/4Ds workshop.
 - The ten tips for influential actor’s engagement strategy (refer to TA 46, p 127 for 10 Tips to Build Influential People’s Strategy).
 - Instruct each group to (60 min.):
 - First discuss the actors’ mapping result to select the most influential actor or group of actors they want to engage in social cohesion.
 - Consider their context and follow the tips to draft a strategy to mobilize the selected key actors for social cohesion. This should include:
 - A specific objective for their engagement strategy: what changes do they expect from their influential people resulting from the mobilization?
 - Key messages⁶⁸ they would like to deliver to their influential people to enact the expected change.
 - A description of the communication techniques which can be inspired by the following:
 - Direct meeting.
 - Strategic use of media.
 - Frank letters (see TA 33 for guidance).
 - Strategic networks, etc.
 - Afterwards, prepare a role-play for the report-out that will involve other participants as if they are the targeted influential actors.
 - Organize an outdoor role-play for the report-out (60 min.).
 - Invite participants to sit in a semi-circle.
 - Rotate groups in front of all to present their role-play.
 - At the end of each group’s presentation, open a short session for comments, Q&A and transition to the next with joyful appreciation.
 - Close the session by:
 - Providing needed clarifications.
 - Opening the floor for participants to share lessons learned and mutual appreciation.
 - Keeping alive influential actors’ commitment for social cohesion.
 - Build on stories of influential actors who sustainably support social cohesion.
 - Share one or two stories from your personal experience (15 min.):

⁶⁷ They can be divided according to their single-identity group, their organization, their locality, their gender, etc.

⁶⁸ They can refer to the traffic light to develop messages according to expected changes.

- Invite participants to add other examples from their own experience.
- Brainstorm what sustains this engagement.
- Post all suggestions from the group on a flip chart as tips to sustain influential actors' commitment to social cohesion.
- Complement with additional recommendations from your experience (30 min.). This can include, but is not limited to:
 - Building trust by developing honest relationships with the influential actors and ensuring a nonconfrontational space for continuous dialogue.
 - Inviting them to social cohesion public gatherings and supporting them in preparing a message that openly expresses their support to social cohesion.
 - Creating a WhatsApp group to keep communication open between committed influential actors.
 - Involving them in media and public campaign for social cohesion.
 - Requesting their feedback, advice and input on monitoring and evaluation process.
 - Building Synergy between Social Cohesion and Governance Programming⁶⁹
- Deepen the learning by discussing key challenges to sustain influential actors' commitment to social cohesion (45 min.).
 - Organize a brainstorming on challenges participants experience in sustaining influential actors' commitment to social cohesion. List all challenges on a flip chart.
 - Ask participants to stay in their previous groups.
 - Select the key challenges impacting their strategy.
 - Refer to the draft list of tips for sustaining influential actors' commitment resulting from the above brainstorming to discuss the following questions:
 - Which of these tips can successfully help to overcome our biggest challenges?
 - What resources will be needed to successfully overcome these challenges?
 - Bring participants back to plenary (45 min.).
 - Have them sit in a semi-circle facing each other and designate a spokesperson who will debate on their behalf.
 - Invite the first group to present their main challenge and results from their discussion.
 - Ask members of other groups to comment and share:
 - What was their main takeaway?
 - What could be done to improve the group's options?
 - Initiate a mini debate after comments and use the opportunity to provide needed clarifications.
 - Rotate until the members of the groups have had a chance to share.



A Catholic archbishop and a Muslim woman discuss social cohesion during a workshop break in Yaoundé (Cameroon).

⁶⁹ For CRS, "Governance refers to the rules and processes that guide the efforts of both governmental and nongovernmental actors to manage public resources for the common good. CRS seeks to promote equity and inclusion in these rules and processes." (*Engaging Government: A CRS Guide for Working for Social Change*, 2018).

- Conclude the exercise (15 min.).
 - Invite each participant to share how he or she is now comfortable or confident in engaging influential actors to get them involved in working for social cohesion.
 - Build on the sharing to reinforce participants' learning, knowledge and confidence regarding how to engage influential people in the quest for vertical social cohesion.
- Close the unit (30 min.).
 - Evaluate the workshop.
 - Organize a joyful closing ceremony.

NOTE TO THE FACILITATOR

- This unit can be organized as a specific workshop or included at the end of Binding and Bridging workshops.
- During the entire unit:
 - Play the role of the moderator, ensuring that participants understand it is critical to be sensitive and diplomatic when engaging influential actors.
 - Ensure that case studies help participants to own and contextualize the influential actor engagement strategy.
- Stress the following points:
 - For horizontal and vertical transformation participants must be aware that influential actors may manipulate the process to serve their personal interests. Participants should take precautions to ensure that power brokers do not oppose or subvert initiatives that promote justice, equity, civil and social rights.
 - To the extent possible, integrate social cohesion with governance to reinforce mutual trust and interdependence.
- Consider that transformational change strategies are complex and involve various approaches, tactics and tools to address influence and advocacy. Participants will want more than can be offered in this brief training. Ensure that they understand the advantages of adopting collaborative approaches to social transformation. Refer them to available resources and opportunities for additional learning.

UNIT 15: BUILDING STRATEGIC ALLIANCES FOR SOCIAL COHESION

RATIONALE

A West African proverb asserts that you cannot sweep a house with a single straw. Similarly, a single organization on its own cannot rebuild or promote social cohesion at scale. A network of people connected to local and international organizations and working together to achieve a common purpose provides a great asset for enacting change at multiple levels. In violent contexts, there are often many social actors working for peace. By seeking out and allying with other people and other organizations that share similar principles, values and goals, individuals can best advance social cohesion. This dynamic occurred in the Central African Republic when CRS joined with other organizations to implement a project, Central African Republic Interfaith Peacebuilding Partnership (CIPP)⁷⁰. Unit 15 draws on experience from this project. The process is reflective and practical and aims to strengthen participants' ability to establish sustainable alliances.

"If you want to go fast, go alone. If you want to go far, go together."

AFRICAN PROVERB

ANTICIPATED RESULTS

At the end of the unit, participants will be able to:

- Demonstrate the value added of strategic alliances for social cohesion.
- Conduct a social cohesion strategic alliance building process.



APPROXIMATE LENGTH:

9 hours, 50 minutes

STEPS

- Introduce the unit by warmly welcoming participants.
 - Have them sit in preorganized mixed groups ensuring gender equity.
 - Share a story or a joke⁷¹ highlighting the value of togetherness (15 min.).
 - Ask participants in their group to (30 min.):
 - Introduce themselves to other members and share their social cohesion nicknames from the original 3Bs/4Ds workshop.
 - Share jokes or stories from their culture or experience that value togetherness and select the funniest to be shared with the large group.
 - Discuss their motivation in attending this unit and agree on the three most compelling examples.
 - Write these selected examples on separate cards or pieces of paper.
 - Choose a creative way to introduce the group and present the results from their discussion to the larger group.
 - Bring participants back to plenary (15 min.).
 - Invite groups to rotate and to act out what they decided to inform participants about:

⁷⁰ CIPP's goal was to strengthen the Central African Republic's inter-religious platform, improve livelihoods and spread peace messaging through educational forums. CIPP provides a useful case to deepen learning on building strategic alliances for social cohesion.

⁷¹ Take inspiration from the quote in the text box.

- Who they are.
- Their funniest story or joke.
- Their three key motivations to attend the unit on strategic alliance building.
- At the end of the groups' rotation:
 - Ask participants to individually share what they enjoyed about the exercise.
 - Collect motivating stories, discuss them, and post them on a flip chart that will stay visible during the workshop to remind participants why they are participating in this workshop.
- Set the tone for the unit by (15 min.):
 - Recalling the aim and objectives of the unit.
 - Explaining key messages of the unit.
 - Building consensus on the agenda for the unit.
- Describe strategic alliances from shared experiences (45 min.).
 - Assess participants' understanding of strategic alliances.
 - Ask them to take few minutes to individually:
 - Reflect on what can best describe alliances.
 - Draw a symbol to express their perception of alliances.
 - Invite them in their group to:
 - Individually present their symbols and answers to the following questions:
 - What is the story behind the symbol and how does it express your perception of a strategic alliance?
 - What do you think are the key features of a strategic alliance?
 - As groups:
 - Post the symbols on a flip chart.
 - Draw from individual sharing to:
 - Describe the group's understanding of a strategic alliance.
 - List key features of a strategic alliance.
 - Draft the group's definition of a strategic alliance and list its key features.
 - Share a brief presentation on "The foundation of strategic alliances" (25 min.).
 - Make the presentation (see TA 47 for PowerPoint slides).
 - Open a Q&A session to provide needed clarification.
 - Distribute the related handout.
 - Distribute a handout on "The foundation of strategic alliances and social cohesion" when most of the groups have finished their reflections.
 - Invite participants to:
 - Draw from the handout to (25 min.)
 - Revise their drafts and write them on a card or piece of paper.
 - Add to their list of key features of a strategic alliance.
 - Select the three most compelling of these features.
 - Write each of the selected features on a card or a piece of paper.
 - Post their result on the flip chart under their symbols in an attractive and creative way.

STRATEGIC ALLIANCE

A collaborative relationship between two or more organizations that share assets, strengths, rewards and authority to achieve a common goal.

- Organize a gallery walk for mutual learning (15 min.).
 - Invite groups to post their flip chart paper in a corner of the room.
 - Ask participants to pair with someone from another group to visit and discuss each group's results.
- Agree on key characteristics of a strategic alliance to advance social cohesion.
 - Bring participants back to the larger group (15 min.).
 - Ask them to form pairs and join one or two other pairs to form a new group of four to six, depending on their number.
 - Have the new groups sit and share greetings.
 - Lead participants through a dreaming process; focus on strategic alliances to advance social cohesion (15 min.).
 - Instruct them to:
 - Close their eyes.
 - Breathe in and out three times.
 - Take five minutes to dream of the most successful strategic alliance that can advance social cohesion.
 - Open their eyes.
 - Invite them back into the group to (30 min.).
 - Ask participants to share images from their dreams that describe a successful strategic alliance to advance social cohesion.
 - Draw from these images and from the gallery walk to:
 - Discuss how strategic alliances contribute to social cohesion.
 - Rank order the four most important features of strategic alliances to advance social cohesion and write each on a separate card or piece of paper.
 - Select a spokesperson to present key outcomes of their discussions.
 - Bring participants back to the larger group (30 min.).
 - Have each group share the outcomes of their discussion.
 - Ask a group to volunteer to post their four characteristics on four different flip charts.
 - Invite the next group to post their similar characteristics on the corresponding flip chart and, for any new characteristic, add a flip chart.
 - Follow the process until all groups take their turn.
 - Open a plenary discussion for participants to:
 - Ask and respond to questions they have for more clarification.
 - Endorse the end results.
 - Visualize consensual characteristics.
 - Instruct each group to (15 min.):
 - Depict the main characteristics in a diagram or drawing.
 - Paste drawings or diagrams under or next to the flip chart with their description of a strategic alliance.
 - Ask participants to share their comments (15 min.).
 - Link the new content with key motivations identified at the beginning.
 - Assess progress toward the goal of the unit.
 - Use the opportunity to transition to next steps by:
 - Presenting the Partnership Life Circle (see TA 48).

- Ensuring that participants own the features of strategic alliance to advance social cohesion.
 - Introducing next steps focusing on concrete examples and applications of lessons learned.
- Developing a contextualized plan for strategic alliances to advance social cohesion.
- Learning from the Central African Republic Interfaith Peacebuilding Partnership (CIPP).
 - Introduce the case (15 min.).
 - Present the case.
 - Initiate a short session of Q&A for clarification.
 - Distribute the handout on this case to participants (see TA 49 for case study).
 - Ask each group to (60 min.):
 - Analyze the case by responding to the following questions:
 - Question 1: What are the key characteristics of a successful strategic alliance embedded in this case?
 - Question 2: How did a strategic alliance contribute to advance social cohesion?
 - Question 3: What are the key steps in this case to build a strategic alliance?
 - Question 4: What could have been done differently to improve the strategic alliance and lead to better results?
 - Question 5: If you were called to replicate this case in your own context, what challenges could you foresee?
 - Facilitating a fruitful discussion:
 - Select a chairperson, a timekeeper, and a different notetaker for each of the questions.
 - If the group has less than seven members, the chairperson or the timekeeper could also serve as notetaker.
 - If the group has 10 or more members, reporting on a question could be assigned to a pair.
 - Conduct the discussion.
 - Listen to each participant and build consensus on each question.
 - Verify and endorse group reports on each of the questions.
 - Consolidate the learning
 - Prepare for the reporting (25 min.).
 - Invite notetakers to regroup according to the question they were assigned.
 - Instruct each team to:
 - Consolidate group reports on their question into one report.
 - Choose a spokesperson for the group.
 - Report back to the larger group (30 min.).
 - Facilitate the discussion as in a conference.
 - Ask spokespersons to form a panel.
 - Ask each of them to present consolidated results related to their question.
 - Initiate a short Q&A session at the end to clarify knowledge.
 - Apply learning by developing a plan for a strategic alliance to support social cohesion.
 - Introduction (30 min.).
 - Regroup participants according to their shared characteristics such as geographic location, organization or profession.
 - Recall the social cohesion vision:
 - Project by Power Point and/or distribute the social cohesion vision resulting from the 3Bs/4Ds workshop.

- If most of the participants did not attend a 3Bs/4Ds workshop, help them build a vision by referring to Chapter 2, Unit 5.
- Introduce the partnership life circle as an inspiring tool to sustain alliances.
 - Make a PowerPoint presentation.
 - Initiate a Q&A to provide needed clarification.
 - Use the opportunity to highlight:
 - Key steps in designing a strategic alliance (see TA 50 for key steps).
 - The dynamic of a strategic alliance.
 - The need for time to reflect and strategize.
- Draft a plan for a strategic alliance to advance social cohesion (45 min.).
 - Ask participants in their group to:
 - Reflect on existing alliances in their community.
 - Think of a strategic alliance that can be built to support the implementation of their social cohesion vision.
 - Refer to lessons from previous sections to draft a plan for this new strategic alliance.
- Increase mutual learning by organizing a market stall (60 min.).
 - Prepare a market stall asking each group to:
 - Consider other participants as donors ready to fund the best strategic alliance plan.
 - Arrange their stand in an attractive way to attract the donor.
 - Self-organize to get ready to market their plan for a strategic alliance.
 - Facilitate the market stall process.
 - Inform participants that:
 - Groups will rotate.
 - There will be a limited amount of time to visit each stand.
 - Each group will have five minutes to prepare.
 - Rotate as follows:
 - Each group presents and markets its plan for a strategic alliance.
 - Other participants assess and discuss the plan.
 - The facilitator provides additional comments and advice as appropriate.
 - Conclude the market stall exercise.
 - Initiate a discussion in plenary on lessons learned.
 - Discuss remaining questions from participants on strategic alliance to advance social cohesion.
- Agree on top 10 tips to sustain a strategic alliance to advance social cohesion
 - Explain to participants that (15 min.):
 - To be effective and conducive to successful social transformation, a strategic alliance needs to be sustainable.
 - Many ways exist to sustain alliances, but they need to be prioritized and fit the context.
 - As a team they are going to build consensus on the ten top tips to follow to establish and sustain a strategic alliance for social cohesion.
 - Prioritize ways to sustain strategic alliances to advance social cohesion (45 min.).
 - Ask participants to stay in their previous group and instruct them to:

- Brainstorm about what can be done to sustain the strategic alliance they intend to establish.
- Post viable ideas on a flip chart.
- After five minutes:
 - Distribute a list of ten tips to sustain strategic alliances to advance social cohesion (see TA 51 for the suggested list).
 - Invite participants to recommend additions to this list by referring to new ideas resulting from their brainstorming.
 - Examine the new list that includes their recommendations and rank them starting with the best tip.
 - Write each of the top five tips on a separate card.
- Bring participants back to the larger group.
 - Cluster the cards with the top five tips and group them according to their similarities.
 - Compile a list of the first ten.
 - At the end of the process if there are fewer than ten top tips, ask for six from each list and continue until consensus is reached on the top ten.
- Conclude the unit with (45 min.):
 - An evaluation (see TA 29).
 - A trust circle for participants to share their take-aways and commitments for further actions for establishing strategic alliances to advance social cohesion.

NOTE TO THE FACILITATORS

- Instead of referring to the CIPP cases included in the training aid, you can refer to another practical example from the 3Bs/4Ds application that is likely to provide participants enough food for thought. Questions can also be reframed for relevance within the local context.
- Ensure that participants understand that:
 - Strategic alliances bridge two or multiple organizations or groups that agree to share their assets and resources to realize a common goal while retaining their individual identities.
 - This is also a trust-building process, during which, as in any partnership, there are times of celebration and times of doubt.
 - Take a break to reflect on the quality of relationships that can strengthen strategic alliance sustainability and contribute to social cohesion.
- Activities in this unit can be also undertaken with government to get its members to support it with good policies and even funding in collaboration with civil society playing a leading role.
- Keep the group dynamics lively throughout the unit.



CIPP Alliance including representatives from CRS, Islamic Relief, Interreligious Platform and World Vision with The Central Africa Republic and the Minister for Humanitarian Action and National Reconciliation (2nd woman from left)

UNIT 16: TRAINING OF TRAINERS (TOT)



Participants at a TOT in Niger.in Zalingei

RATIONALE

Becoming a trainer in social cohesion requires considerable skill and training. Trainers of social cohesion, especially in the application of 3Bs/4Ds, tend to be experienced facilitators and workshop leaders who feel strongly committed to unity, inclusiveness, trust, harmony, and cooperation. This unit builds on the TOT in the first edition of *Ties*. In that edition our aim was to equip alumni of social cohesion workshops - chosen by their peers - to conduct training in their communities, neighborhoods and workplaces. The present edition proposes a workshop ideally conducted in a field setting. However, when circumstances dictate, it can take place in a classroom. The workshop brings together 20 to 30 participants and describes how to conduct a TOT participatory process to deepen participants' ownership of social cohesion and adult training techniques. Practicums, which are vital for successful applications of theoretical learning, are included.

ANTICIPATED RESULTS

At the end of the unit, participants will be able to:

- Lead others on the journey toward understanding, embracing, enhancing and expanding social cohesion in communities.
- Create and implement a dynamic process that maintains the attention of trainees while achieving defined objectives in an engaging way.
- Join a social cohesion trainers' network.



APPROXIMATE LENGTH:

Between 8 and 10 days depending on the chosen option. The suggested time frame is included for each section.

STEPS

- Create a safe environment conducive to trust and active communication inspired by Units 1 and 9.
 - Set a safe sharing space for the TOT (30 min.)
 - Arrange seating that encourages robust interactions.

- Ensure that participants are not seated exclusively according to social groups or gender.
- Welcome all participants warmly.
- Introduce the session with stories or tales that enhance trust among participants.
- Propose, discuss and adopt an agenda for the training session.
- Remind participants of the rationale for TOT, as well as its purpose, objectives and methodology.
- Strengthen mutual discovering of participants (15 min.).
 - Creatively build on mutual discovery exercises from Units 1 and 9 to bring participants to value each other's presence at the TOT workshop.
 - Invite participants in their small group to:
 - Recall their nicknames from the 3Bs/4Ds workshop.
 - Share:
 - The most impactful messages they drew from the workshops they attended.
 - The best lessons learned from their application of the 3Bs/4Ds in the community after their attendance at the 3Bs/4Ds workshop.
 - Reflect individually and with their group members on the following questions:
 - Why have you been chosen to participate in this TOT?
 - What do people from your organization and/or community expect from you?
 - Agree on key ideas to share with the larger group.
 - On flip chart, write the answers to the above questions.
 - Choose a member to report on discussions from the small group.
- Proceed to report out in the larger group (15 min.).
 - Invite groups' spokespersons to share highlights from their group members' experiences at the 3Bs/4Ds workshop and read their answers to the two questions.
 - At the end of group reports, open a plenary sharing by asking participants how they feel about their role and the expectations of their organizations and/or communities.
 - Close with a song or a dance that encourages commitment to social cohesion and personal sacrifice for the good of all.⁷²
- Strengthen understanding of the 3Bs/4Ds methodology for social cohesion training.
- Assess participants' internalization of social cohesion and the 3Bs/4Ds methodology (45 min.).
 - Explain to participants that mastering the training content and didactic approach is key to good facilitation. At this end they will refresh the knowledge gained from the 3Bs/4Ds workshop by taking a quiz (see TAs 10, 14 and 19 for sample of quiz).
 - Distribute the quiz and ask each participant to first complete it individually.
 - Then ask the members of each table to discuss and agree upon the answers.
 - In the larger group:
 - Agree on a voting method to express the group's consensus.
 - Project the quiz on PowerPoint and let the groups offer their answers.
 - Ask groups to explain their answers.
 - Use the opportunity to deepen participants' knowledge on social cohesion concepts and the 3Bs/4Ds approach.

⁷² Facilitator can refer to "In my heart I will build peace" or ask participant to lead the closing with elements from their culture.

- Close with the 3Bs/4Ds gestures (refer to page 23).
- Update participants on social cohesion concepts and the 3Bs/4Ds approach (30 min.).
 - If most of the participants display a firm understanding of the approach while responding to the quiz, conclude this part of the training and move to the next topic.
 - If most of the participants still demonstrate limited understanding of the concepts and the approach, then use your creativity to enhance their knowledge on social cohesion concept, dimensions, spheres and approach applied in the 3Bs/4Ds workshop.
 - Explore a panel discussion to refresh key social cohesion content.
 - Refer to Unit 6, break participants into five groups
 - Give each of the first four groups a sphere (Sociocultural/Economic/Political) with related indicators.
 - Give each of the two remaining groups a social cohesion dimension (Horizontal/Vertical) with related definition.
 - Ask each working group to develop arguments showing that their sphere or dimension is the most critical to building social cohesion and to choose a representative to present and defend their position in a panel discussion.
 - At the end, invite the panelist to take a seat in front of the participants.
 - Play the role of conference moderator and have the panelists take turns presenting their arguments.
 - Invite participants to ask the panelists questions. They may call on members of their group for support.
 - Explore the exchange to highlight:
 - The importance of the two dimensions of social cohesion
 - The interconnection between the three spheres of social cohesion.
 - The need for a facilitator to ensure that the biggest percentage of people they will train should consider impacting change at the three spheres and the two dimensions of social cohesion.
- Refresh participants understanding of the Design process.
 - Remind participants that an effective plan of action depends on how well the context diagnostic is done (5 min.).
 - Identify lessons and challenges related to applying the social cohesion mini barometer (45 min.).
 - Invite participants in their group to first share how they applied the social cohesion mini barometer after the workshop and agree on:
 - Three key lessons learned.
 - Three key challenges.
 - Open a large group sharing and discuss lessons learned and challenges related to the application of the social cohesion mini barometer.
- Reflect on participants' application of the analysis tools (45 min.).
 - Post diagrams representing each of the recommended analysis tools (resources, factors, actors, SWOT, traffic lights) on the wall with enough space in between diagrams.
 - Invite participants to stand and individually line up under the tool that he or she most successfully applied.
 - If there are too many in a group, negotiate with some participants to voluntarily move to their second-best applied tool.
 - If there are participants who did not apply any of these tools, ask them to select the tools they may feel comfortable applying.
 - Ask the newly formed groups to discuss the following questions and to prepare to report to plenary:
 - How did you apply the tool?
 - What made your application successful?
 - Which tool do you think is the most challenging and why?

- Invite discussion on these questions.
- Conclude the exercise by:
 - Discussing tools that nobody chose.
 - Reminding participants of the importance of analysis that can impact our actions toward social cohesion for the effectiveness and operationalization of the action plan.
- Develop a shared vision of the ideal social cohesion trainer.
 - Introduce the session by playing the trust-walk game (25 min.).⁷³
 - Ask participants to pair off, preferably with someone from another demographic group.
 - Organize role-playing, ideally outdoors.
 - Invite each pair to stay side-by-side without touching each other. One of them is blindfolded.
 - All pairs in the group walk at the same time in a large space with few obstacles defined by the facilitator.
 - The unblindfolded guides his or her comrade using only five words/phrases as appropriate: “forward,” “back,” “right,” “left” and “stop and listen carefully to the story to be shared.”
 - During their walk, the blindfolded person shares his best experience in facilitating or attending a successful workshop.
 - After a short time, they reverse the roles.
 - Analyze the game to identify a successful trainer’s main characteristics.
 - At the end of the game, participants return to the meeting room and join their group (25 min.).
 - Ask participants to share their observations about the game and what stood out for them as key attributes of a successful facilitator as various participants shared their experiences.
 - List the attributes of the trainer that contributed to training success.
 - Bring participants back to the larger group (45 min.).
 - Ask each group to share their observations about the game and their discussion.
 - Listen to a presentation to inspire their vote for the best social cohesion trainer’s attributes.
 - Present the PowerPoint slides on “Prerequisites of a Good Trainer” (see TA 52).
 - Open the discussion in the larger group so that participants “own” the presentation.
 - Portrait of the social cohesion trainer model.
 - Return participants to their groups and ask them (25 min.):
 - To draw from the presentation to enrich their list of a good trainer’s attributes.
 - To prioritize these attributes and pick the four they believe are most necessary and write their selections, each on a separate card or piece of paper.
 - Cluster the cards in the larger group (25 min.).
 - Put together cards that are similar.
 - Rank according to the number of cards expressing the same criteria.
 - Build consensus on the first 10 criteria needed to be a good trainer.
 - Invite each group to take 10 minutes to prepare to artistically present the 10 criteria – expressing how they would put the criteria into practice when facilitating a social cohesion workshop (trainees should ensure that their presentations cover all 10 criteria) (15 min).

⁷³ Adaptation from the original version published in French in *Jeux de Coopération : Une sélection de différents types de jeux coopératifs ludiques et éducatifs pour les enfants et les jeunes*, de Chloé Wagner et Matthias Rüst publié en 2009 par le Service Civil International (Branche Suisse) et Graines de Paix.

- Celebrate the shared vision of a good trainer by paying attention to, appreciating and applauding each group's artistic presentation (30 min.).
- Describe the steps of successful training.
 - Introduce with a puzzle game (15 min.)⁷⁴
 - Give each group a folder containing in mixed order the steps of the workshop process.
 - Ask each group to rearrange the steps into the most logical order.
 - Stop the exercise as soon as all teams have signaled that they have put the steps in order.
 - Analyze the game in the larger group (45 min.).
 - Present the PowerPoint slides describing the steps of workshop (see TA 53).
 - Ask each group to compare the order shared in the PowerPoint with their own ordering.
 - Invite participants to share their observations regarding similarities and differences between their ordering and the presentation.
 - Discuss each step to highlight its importance.
- Strengthen participants' capacity for designing a workshop
 - Explain to them that (15 min.):
 - Careful preparation is key to a workshop success because:
 - It makes facilitation more pleasant and conducive to good learning.
 - It helps determine more appropriate content and tools to be used.
 - It ensures the appropriateness of instruction on assessment questions.
 - An instructional sheet for the training is very useful because:
 - It is a dashboard that ensures coherent articulation of the workshop steps, all geared toward achieving learning objectives and goals.
 - It starts with the workshop structure by articulating results or behavior change expected from participants at different levels of the workshop.
 - Learning goals: long-term and broad changes or results that maintain focus during the workshop.
 - Learning objectives: smart articulation of the new behavior participants should be able to demonstrate over a shorter period to move toward the learning goals. They can be broken down into sequential objectives to be more specific in terms of result, skill or expected step-by-step changes.
 - It also includes learning and didactic activities, timing, tools and evaluation.
 - Discuss and adopt an instructional sheet format that will be used for practice (30 min.)
 - Introduce by presenting a draft template of an instructional sheet format (see TA 54 for a suggestion).
 - Distribute it to participants and ask them to amend it within their groups.
 - Discuss the amendments in the larger group and adopt a final version of the template.
 - Use this opportunity to:
 - Stress the importance of the facilitation guide and meaningful preparation.
 - Share a list of verbs that can support their design of objectives.
 - Close with a projection of participants' portraits of the trainer they want to be next to the portrait on the "attributes of a mediator" used in Chapter 1, Unit 4 And recall the need for a good trainer to also try to be like a mediator.

⁷⁴ Prepare the puzzle material: print the different steps, cut them out and mix them up.

■ Practice the training.⁷⁵

- Option 1: Field Practice
 - Intragroup Practice (Binding & Bonding)
 - Prior to the TOT practice
 - Consult first with the organizers to:
 - Decide on the feasibility of the field practice considering security and Do No Harm principles.
 - Identify and contact two nearby communities,⁷⁶ inform them and get them ready to welcome the field practice. If need be, ask the local leader's permission.
 - Advise them to collaborate with local leaders to:
 - Select participants, between 15 and 20, representing the diversity of their population and including youth and women representatives.
 - Make logistical arrangements.
 - Identify a safe space in the community to host the practice training.
 - Plan for a short video (can be filmed with a phone) to be used as a reflective tool during the intragroup practice debriefing.
 - Introduce the TOT practice when presenting the workshop agenda.
 - Explain to participants that:
 - They are invited to learn not just from the content of the workshop, but also by closely observing how the process is conducted. They will lead a Binding and Bonding process in two different communities and bring together their representatives in a Bridging practice.
 - At the end, they will debrief and take time to prepare a Bridging exercise built on reports and lessons learned from the first practice that will bring together representatives from communities that attended the intragroup exercise.
 - The day before the practice:
 - Prepare the groundwork for the practice exercise (15 min.).
 - Stress the above explanation.
 - Organize participants into two groups and assign a specific community to each group.
 - Brief the participants on selected communities, and if they are not too far, plan for each group to visit its assigned community to:
 - Connect with local leaders and organizers.
 - Set the workshop venue and finalize logistics.
 - Ask each group to self-organize by selecting (90 min.):
 - Two co-facilitators who will lead the intragroup process in the community.

EIGHT TIPS ON HOW TO SELECT COMMUNITIES FOR THE FIELD PRACTICE.

1. Collaborate with local organizers and consider local law and level of security to decide on the feasibility of the field practice.
2. Inform local authorities ahead of time and request their advice to comply with local regulation and gain their support.
3. Respect Do No Harm by facilitators and communities by considering the dynamic of conflict between them for the selection.
4. Ensure gender equity takes into consideration local culture.
5. Be clear on what communities may expect from the workshop and make sure to communicate it to workshop participants.
6. Trust a local team from the community and rely on them to prepare logistics.
7. Organize a bridging exercise between representatives from each participating intragroup to avoid exclusion.
8. Be ready to address unexpected issues.

⁷⁵ There are two options depending on the context: a field or in-classroom practice

⁷⁶ It would be ideal if these could be communities in which the project trainees work or intend to work to support longer term social cohesion strengthening efforts.

- A sub-group that will take note of what is going well in the facilitation process.
- A sub-group to take note of areas for improvement.
- Invite them to use available data to draft a smart objective and key steps for the intragroup workshop.
- Bring participants back to the larger group to: (60 min.).
 - Discuss progress in the preparation.
 - Consolidate learning goals and objectives that each group will try to realize.
 - Harmonize key steps and agree on approximative duration for each of them.
- Invite them to return in their groups to finalize their preparation by (90 min.):
 - Developing a facilitation guide with the details of activities and responsibilities.
 - Selecting, adapting or developing tools to be used.
 - Simulating the process.
- Monitor the preparation process.
 - Provide more guidelines to participants as needed.
 - Ensure that they are referring to the manual and applying lessons learned from the workshop.
- The day of the intragroup practice (1 day):
 - Ensure all TOT participants arrive at the venue before the community members verify the setting arrangement.
 - Trust the selected facilitators and give them full responsibility to lead the Practice.
 - Move from one group to another to observe how they are proceeding and monitor timing. Share monitoring responsibilities with a TOT co-facilitator as possible and appropriate.
- The day after the intragroup practice:
 - Learn from intragroup practice.
 - Bring participants back to plenary.
 - Practice debriefing by rotating the facilitator groups.
 - Start with facilitators.
 - Follow with observers of success.
 - End with observers of areas for improvement.
 - After each sub-group debriefing, open a Q&A session to engage for needed clarification and recommendations.
 - Explore the video from the session to enrich the plenary discussion.
 - Project a short video for exciting sequences of each intragroup practice.
 - Have participants comment on and discuss the short video.
 - Provide more clarity on how participants could improve their facilitation skills.
- Intergroup Practice (Bridging)
 - Prepare the Bridging practice.
 - After the intragroup practice, check with the organizer about:
 - The list of community representatives selected to attend the bridging session.
 - Logistical arrangement for their participation.
 - Work with participants to:
 - Design a facilitation guide for bridging to build on field practice lessons learned and referring to Chapter 3 of the manual.

- Select or develop tools to be used.
- Share responsibilities:
 - Lead facilitators: at least a pair including each group representative.
 - Observers of success.
 - Observers of areas for improvement.
- Get ready for the bridging practice
 - Verify availability of training material.
 - Set the venue for bridging.
 - Coordinate with organizers for timely transportation, coffee breaks, lunch, etc.
- Conduct the Bridging Practice (1 or 2 days).
 - Welcome the participants.
 - Follow the intergroup facilitation guide agreed upon.
 - Close the bridging with a local song or ritual for reconciliation or togetherness.

- Option 2: In-classroom practice

- Transition to practice by strengthening mastery of the training units (60 min.).
 - Make a brief PowerPoint slide presentation of the workshop units.
 - Invite participants to individually take two minutes in silence to reflect on their mastering of the training units.
 - Ask them at their tables to:
 - Share their thoughts.
 - Discuss the relevancy of the units, given the context in which they will be applied.
 - Agree on:
 - The least challenging units.
 - The most challenging units.
 - In the larger group, discuss the relevancy of the units.
 - Start with the least challenging unit.
 - Ask groups to respectively share their results and explain their choice.
 - Invite other groups with the same choice to provide additional comments.
 - Continue to another least challenging unit and follow the process till all least challenging units have been identified and discussed.
 - Follow with the most challenging units.
 - Follow the same process as above with the following added instructions:
 - Write participants' key concerns and questions on the flip chart.
 - At the end, open a specific discussion and provide needed clarification.
- Prepare the in-classroom practice (the rest of the day).
 - With the participants, agree on a few units for the practice considering the context, the level of challenges and the duration of the practice.
 - Organize working groups based on the number of units selected.

In some contexts, especially where the mobility of people is restricted due to conflict, it is difficult to conduct a practice training in the field. To offer participants an opportunity to practice facilitating a 3Bs/4Ds workshop, we suggest holding the event in a classroom setting following the steps described here.

- Assign each group a unit and instruct them to:
 - Prepare a simulation of the facilitation of the unit.
 - Share responsibilities to co-facilitate the unit.
 - Give each group enough time to:
 - prepare for the simulation inspired by the description of the unit in the manual.
 - Use the facilitation guide template to develop a facilitation guide for their unit.
 - Select, adapt or create tools to be used.
 - Monitor the preparation process.
 - Provide more guidelines to participants as needed.
 - Ensure that they are creative and refer to the manual and apply lessons learned from the workshop.
 - Conduct the in-classroom practice at a rate of 90 minutes per group of facilitators.
 - Have each group conduct its unit to the other trainees as though they are participants in a social cohesion workshop.
 - Ensure a short video on the in-classroom practice is made for each group.
 - At the end of each presentation:
 - Participants offer assessments of the delivery.
 - The trainer offers feedback and advice for improvement.
 - Close the bridging with a local song or ritual for reconciliation or togetherness.
- Design an after-TOT next steps to ensure implementation of lessons learned.
- Kick off the process (30 min.).
 - Have participants sit in a semi-circle facing a screen.
 - Reenergize them with a breathing exercise and show a short video of exciting sequences from the practice (field or in-classroom).
 - Invite participants to silently watch the video⁷⁷ while reflecting on the TOT process and ways forward.
 - Consent for follow-up actions to keep strengthening their capacity in social cohesion training.
 - At the end of the video, invite participants to form groups of three and discuss the following questions (10 min):
 - How did the training process go?
 - What were the key challenges during the preparation and the facilitation of the practice?
 - What are two or three key personal commitments from the TOT?
 - What can they jointly do to keep alive their commitment and continue learning from one another?
 - At the signal, have them join another group to form a new group of six (15 min.).
 - Share outcomes of each group discussion.
 - Prepare a report-out to plenary on questions 2 and 4.
 - List the challenges and suggested after-TOT actions from each group
 - Prioritize them, select the three top challenges and the three most compelling after-TOT actions to sustain their commitment.
 - Write each of them on a card or a piece of paper.

⁷⁷ If the context is not favorable to show a video, the process can be kicked off with a trust circle (see TA 24). Focus on individual and TOT participants' commitments for after-workshop actions.

- Bring participants back to the larger group (30 min).
 - Get ready for the report-out.
 - Post to flip charts in different corners respectively for the challenges and suggested actions.
 - Invite each group to self-organize and send a representative to the two corners.
 - When in their corners, instruct them to:
 - Post their results by putting together similar items.
 - Build consensus on the top three.
 - Choose a spokesperson to present final outcomes they have on the flip chart.
- Organize the report-out (45 min.).
 - Have participants sit in a semi-circle and put the flip chart in front of them.
 - Invite the spokesperson for the challenges to start by:
 - Reading the list of challenges identified.
 - Highlighting the top three.
 - After each of the top three, open a short discussion on how best to handle them.
 - Contribute to the discussion by providing needed clarification and advice.
 - Ask the spokesperson to present suggested after-TOT actions.
 - Have him or her report by:
 - Reading the list of all actions suggested by the groups.
 - Highlighting the top three.
 - Introduce a plenary discussion on how to ensure implementation of their top commitment by sharing a few proven strategies like:
 - Pairing to conduct another TOT in the field.
 - Creating a network to share social cohesion experiences.
 - Online meetings on a regular basis.
 - Ask the spokesperson to facilitate a plenary discussion on each of the three actions to agree on:
 - How it will be accomplished.
 - Who will take charge of implementing it.
 - What follow-up or monitoring mechanism to adopt.

■ Evaluate the TOT

- Evaluation of learning acquisition (45 min.).
 - Apply a quiz to reinforce learning (see TA 55 for samples of statements for a quiz to reinforce learning).
 - Explore the quiz to provide needed clarification.
 - Plenary discussion on other questions and items written on the “parking lot” flipchart.
- Evaluation of the learning process and participants’ appreciation using one of the following options (15 min.):
 - Option 1: Manual evaluation
 - Distribute the evaluation form.
 - Ask each participant to complete it.
 - Collect the forms.

- Review the results and include them in the final report of the TOT.
- Option 2: online evaluation if participants can all connect to the internet.
 - Get ready in advance by entering the above evaluation form online with an automatic response system.
 - Send the link to all participants and explain to them how it works.
 - Ask them to fill out the form online.
 - Project the result for a live visualization of their appreciation.
- Close the TOT with a ceremony of lights (30 min.).

NOTE TO THE FACILITATORS:⁷⁸

- During the plenary discussion, emphasize:
 - The aim of the TOT is to strengthen participants' knowledge and skills, not for themselves, but to meet the expectations of their community or the organization that chose them for advanced training. While the training strengthens facilitation / training skills of participants (trainees), it also serves to strengthen social cohesion in the communities where the exercise occurs.
 - Be creative, collaborative and open-minded to:
 - Choose the most effective workshop format.
 - Contextualize training content and tools.
 - Make the training environment a safe and enjoyable space for mutual learning.
- Ensure that the trust game strengthens participants' sense of cooperation and interdependency among and with each other. At times, each of us may be in the position of the "blindfolded" or "helper" and, in adult training, the game can be helpful in highlighting the importance of verbal and non-verbal communication.
- During the TOT, endeavor to model adult education approaches, methods and techniques, and to set the example for participatory dynamics.
 - In developing the facilitator guide, ensure participants effectively start by developing the structure of the training. At this end advise them to:
 - Build their objectives by focusing on concrete actions or behavior change to realize at the end of the related section or sequence.
 - Try the following "At 'x' step participants should be able to _____."
 - Use action verbs.⁷⁹
 - Explain the reasons behind engaging with organizers prior to training:
 - To build consensus on the learning goals and objectives.
 - To ensure that agency and local administration procedures are respected⁸⁰ and include community leaders' visit prior to each field visit.
 - During the discussions, play the role of an active trainee who contributes by sharing explanations and clarifications essential for a solid mastery of the key principles of adult learning.
 - When appropriate, take the posture of a trainee to translate complex explanations from the lead facilitator into simple proposals that participants can easily assimilate.⁸¹

⁷⁸ The above notes are to help TOT facilitators "walk the talk."

⁷⁹ Refer to categories of verbs for smart objectives in TA 56, p 132

⁸⁰ For instance, in Niger a few trainees could not participate in the field experience because of non-compliance with the agency security rules regarding a Level 3 country. In Darfur, field practice was changed to indoor practice because of mobility restrictions.

⁸¹ See a sample agenda for a TOT combined with an initiation to 3Bs/4Ds in TA 57, p 132.

- Practice various types of assessments / evaluations during the workshop, especially when using quizzes and reflecting on lessons learned from the previous day. At the end, check if trainees took note of the different methods and encourage them to model them in their future training.
- In the implementation of the first edition of this manual, several CRS country program participants recommended a second TOT option for staff new to 3Bs/4Ds whose portfolio includes training roles and social cohesion integration to other programs. In response to this request, a process exists for this category of participants. It combines initiation to 3Bs/4Ds with a deepening of the required teaching approach. A sample of the agenda for this process is included as a training aid.



TOT Practice in communities in Niger: a trainee facilitating plenary sharing; two group's results; and participants practicing bridging.

CHAPTER 4 TRAINING AIDS

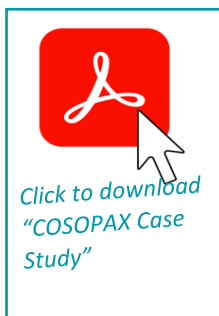
TA 35: SAMPLE OF QUESTIONS TO GAUGE FAMILIARITY WITH CONNECTOR PROJECTS

STATEMENTS	TRUE	FALSE
1. The minister in charge of social cohesion is a powerful connector.		
2. The experience and effects of war on individuals can link people across conflict lines.		
3. Connector projects are reserved for peacebuilding programs.		
4. Religion is always a divider.		
5. Income-generating activities are all connector projects.		
6. A social cohesion campaign is a connector project.		
7. Connector projects do not address the root causes of conflicts.		
8. Connector projects always build shared identities among individuals across conflict lines.		
9. A joint meeting to discuss conflict is a connector project.		
10. By acting together for common interests, conflicted communities are likely to reduce division and tensions.		

TA 36: UNDERSTANDING CONNECTOR PROJECTS



TA 37: SAMPLE OF A CONNECTOR PROJECT



TA 38: FRAME FOR EXPLORING CASES STUDIES ON CONNECTOR PROJECTS



TA 39: GUIDANCE FOR CONNECTOR PROJECTS



TA 40: RESULTS FRAMEWORK TRACKING QUESTIONS

- Do the SOs describe the central purpose of the project?
- Are the SOs specific to the project context?
- Can the SOs be realistically achieved by the end of the project?
- Do the SOs logically contribute towards achievement of the goal?
- Does the number of SOs make sense given the project time frame and budget, and considerations of scope vs. scale?
- Do the IRs reflect the project strategy and TOC? Do the IRs reflect the right change agents and behaviors?
- Is the complement of IRs necessary and sufficient to deliver change at the SO level?

Extracted from CRS' *Propack 1*

TA 41: CONNECTOR PROJECTS SELECTION PROCESS IN 10 STEPS

Step 1: Apply the 3B/4D to build implementing organizations' members capacity in social cohesion with a highlight on the connector project's importance in strengthening intra- and intergroup relationship building. (The above process is very helpful for the first step.)

Step 2: Invite participating organizations to submit ideas for community connector projects.

Step 3: Select a few organizations with the best idea of connector projects.

Step 4: Advise selected group on the development and marketing of a concept note.

Step 5: Organize a fair trade for innovative ideas to vote for a few prioritized connector project concepts according to the availability of resources.

Step 6: Accompany finalist in developing a full connector project proposal.

Step 7: Support finalists in mobilizing resources.

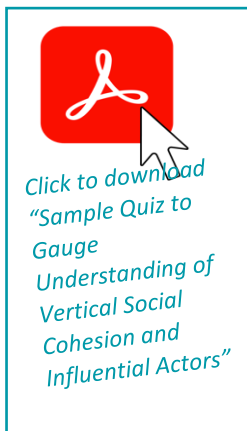
Step 8: Accompany the implementation and monitoring process.

Step 9: Evaluate the project.

Step 10: Document and share lessons learned.

Adapted version of a process tested in Cameroon and apply in CAR and Togo.

TA 42: SAMPLE QUIZ TO GAUGE UNDERSTANDING OF VERTICAL SOCIAL COHESION AND INFLUENTIAL ACTORS



TA 43: UNDERSTANDING VERTICAL SOCIAL COHESION AND INFLUENTIAL PEOPLE



TA 44: CASE STUDIES ON INFLUENCE



TA 45: STRATEGY OF MOBILIZING INFLUENTIAL PEOPLE



TA 46: TEN TIPS TO BUILD AN INFLUENTIAL ACTORS MOBILIZATION STRATEGY

1. Develop a shared vision to guide the process for improving social cohesion.
2. Clarify the social cohesion issue with community representatives.
3. Engage community in mapping the key actors and identifying influential people and institutions.
4. Explore different venues and alternatives to move the social cohesion issue forward.
5. Build partnerships and relationships based on common interests.
6. Consult and discuss continuously with partners to learn and reframe the issue as needed.
7. Find common interests with influential people to have more productive discussions and engagement.
8. Create awareness of the issue among influential people and organizations.
9. Open a nonconfrontational space to allow community representatives' voices to be heard.
10. Discuss and evaluate the process with the participation of influential people and community representatives.

TA 47: FOUNDATIONS OF STRATEGIC ALLIANCES



TA 48: PARTNERSHIP LIFE CIRCLE



TA 49: CIPP CASE STUDY



TA 50: STEPS TO BUILD A STRATEGIC ALLIANCE



TA 51: TIPS TO SUSTAIN STRATEGIC ALLIANCES



TA 52: PREREQUISITES FOR A SOCIAL COHESION TRAINER



TA 53: KEY TRAINING STEPS



TA 54: SAMPLE OF AN INSTRUCTIONAL SHEET FORMAT

Tips to follow:

- Follow the steps in the preparation of training.
- Clearly define the objectives to ensure they are moving towards the acquisition of new behaviors.
- Organize short sequences which consider the biological rhythm of the participants.
- Identify various teaching methods.
- Integrate participants' expectations and practices.
- Allow time for assessments between the sequences and at the end of training.

GUIDING FRAME

Learning objective	Sequences expected change	Activities	Timing	Tools	Evaluation method

Adaptation inspired by R. BURNS - *Twelve Lessons on Educational Goals*, 1975 p. 113-118 (originally published in French).

TA 55: SAMPLES OF SENTENCES FOR A QUIZ TO REINFORCE KNOWLEDGE ABOUT PREREQUISITES FOR TRAINERS

Ask participants to answer with True or False

11. The trainer must let adults learn at their own pace.
12. A participatory learning environment allows members of the group to learn from each other.
13. Adult education should be attentive to the wishes of the children.
14. A good trainer is at the center of the learning.
15. The diversity of the methods facilitates the training process.
16. Adults like to build new knowledge on the experience of the trainer.
17. The facilitator is an open learning attendant.
18. The abundance of questions is an obstacle to progress towards the training objectives.
19. Adult learners like to establish a link between the learning and what he/she already knows
20. Each participant is a pedagogue.

TA 56: SAMPLES OF VERB CATEGORIES FOR SMART TRAINING OBJECTIVES

Referring to knowing - repeating/remaking:	Quote, name, describe (content), define, give, provide, recite, repeat, combine
Referring to cognitive skills oriented to application and generalization	Identify, find, calculate, describe, estimate, resolve, complete, convert, combine (from new), indicate, substitute, break down, apply, develop, perform, transform, reduce, multiply, divide, add, subtract, find (in the sense of identify)
Referring to the cognitive skills oriented to transfer and integration	Compare, describe (from new), structure, build, develop, explain, categorize, classify, order, organize, select, use, express, summarize, formulate, compose (according to instructions)
Referring to the sign-language skills	Make, build, manipulate, draw
Referring to know-hows	Discover, search, imagine, invent, examine, propose, consult, criticize, evaluate, suggest, confirm (according to plan), control, develop, experiment, call (open position)

Drawn from R. BURNS - *Twelve Lessons on Educational Goals*.

TA 57: SAMPLE OF AN AGENDA FOR A TOT COMBINED WITH INITIATION TO 3B/4D



Afterword

To build social cohesion, this guide stresses the power of layering the 3Bs and Appreciative Inquiry's 4Ds. The 3Bs give rise to deeper introspection about self, group and society, while Appreciative Inquiry provides the lens with which to see beyond challenging circumstances to conceive and move toward a future free from violence. Combining these approaches lays the foundation for personal and communal healing, trust, harmony and solidarity.

CRS staff and partners from more than 20 country programs in Africa have been trained in the 3Bs/4Ds and are applying the approach with local innovations. In the Central African Republic, Liberia, and the African Great Lakes region, participants from conflicted groups have relied on the learning they derived from social cohesion training to jointly raise awareness. They have used their learning to instill calm and order in their segregated communities – at times risking their lives.

In Cameroon, Togo and The Gambia, the 3Bs/4Ds step-by-step application has opened doors to increased collaboration within and among single-identity groups from the highest levels of government to grassroots communities. These include the office of the president, parliamentarians, truth and reconciliation committees, religious leaders and congregations, youth, women and civil society organizations. These actors have faced internal conflicts arising from prejudice, hatred and mistrust. They have utilized their training and skills to lay the groundwork for peaceful interaction with diverse groups that, in many instances, was reinforced by connector projects.

Many workshop participants have reported successful results using the fire metaphor to describe stages of conflict. Others have used the egg drop exercise to break down barriers between participants and stress the usefulness of a shared dream and collaboration. Perhaps the most impactful tool has been the mini-Social Cohesion Barometer. Initially, the Barometer demonstrated success in motivating commitment to action among workshop participants in the Central African Republic. It has since found multiple uses. It served as an entry point to strategically mobilize persons of influence in Togo. It has helped establish baselines, midpoints, and end-line metrics to gauge changes in the perceptions of social cohesion in larger populations. In Bangladesh it served as the basis for a pre-design project assessment. Within CRS, the tool has helped build an *esprit de corps* at headquarters, in country programs, and in Respect, Equity, Diversity and Inclusion (REDI) initiatives.

The many, various and adaptable tools in this Guide demonstrate the inexhaustible potential of *The Ties That Bind: Building Social Cohesion in Divided Communities, 2nd Edition*. There is much to be discovered when using it. With creativity, you can use it to mend broken relationships, overcome mistrust, repel hatred, and banish violence in your communities and societies.

Because a book is never finished, it is hoped that future users of *The Ties That Bind* will add new pages to it by sharing their ideas, experiences and imaginations in ways unanticipated. CRS is envisioning “A world in which all people reach their full God given human potential in the context of just and peaceful societies that respect the dignity of every person and the integrity of all of God’s creation.”⁸² We welcome you to join us in this endeavor and to be part of the solution for a more just and peaceful world.

Jean-Baptiste Talla, CRS, August 2022

⁸² CRS Vision 2030.