

# **Young Leaders for Change: Connecting Through Dialogue**

## **Kyiv – Tel Aviv – Berlin**

### Training Handbook



**CONNECTION  
DIALOGUE  
CHANGE**

# Imprint

## Young Leaders for Change:

## Connecting Through Dialogue

Handbook for Peer-multiplication for dialogue and peace

Kyiv – Tel Aviv – Berlin

### Partner

Active Youth Stella (Ukraine, Kyiv)

Israeli Volunteer Association (IVA; Israel, Tel Aviv)

ICJA Freiwilligenaustausch weltweit e.V. (Germany, Berlin), Project Coordination

In the project »Entwicklungspolitische Städtepartnerschaften Berlins mit Kyjiw und Tel Aviv« (Berlin's city partnerships with Kyiv and Tel Aviv)

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Active Youth Stella

Israeli Volunteer Association

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# A Introduction

# Preface

## Dear friends,

Welcome to the handbook »Young Leaders for Change: Connecting through Dialogue«:

This guide results from intensive collaboration and discussions between our partner organisations in the sister cities of Kyiv, Tel Aviv, and Berlin. It offers practical methods and approaches to promote dialogue and peace.

In a time when global challenges and conflicts shape our societies, building bridges and fostering exchange among young civil society actors is more important than ever. Our approach is to learn from each other despite our differences and work together in our respective locations for a better, more peaceful society.

This handbook aims to strengthen dialogue, develop the ability to handle conflicts positively and non-violently, intervene as mediators when necessary, and create sustainable partnerships. It forms the basis for training that the participating partners have developed specifically for their needs and target groups and will be conducted for the first time in the summer of 2025.

The partners Active Youth Stella (Kyiv), Israeli Volunteer Association (Tel Aviv), and ICJA Freiwilligenaustausch weltweit (Berlin) have contributed their extensive experience and commitment to this project. Together, we strive to equip young people with the skills and knowledge to act as multipliers for peace and understanding.

Ultimately, we owe this handbook not to the organizations but to the people within these organisations. Guided by trainer Michaela Leiss, our special thanks go to Mirka Tielemann, Yuri Voloshyn, Eldar Platek, Marharyta Horbachova, Yeva Hahorna, Viktoria Shelenkov, and Juliane Schlickenrieder. Without their ideas and dedication, this handbook would not exist.

Furthermore, we would like to express our sincere thanks to our cooperation partner and umbrella organisation Berliner Entwicklungspolitischer Ratschlag (BER). The BER was the impetus for this project and its staff provided critical feedback on the project idea. We can say that without the BER, this project would not exist.

We hope this handbook provides useful tools and inspiration for our project, as well as in other contexts, in the spirit of a more peaceful and just world.

**Stephan Langenberg**, Berlin, ICJA-Freiwilligenaustausch weltweit

**Dear Participants,**

In times like these, when the darkness of wars spreads and despair grips the world, polarization and radicalism are growing. Hatred is becoming common, so activism is needed more than ever.

The real struggle is not simply between opposing sides but between education and propaganda, between dialogue and violence. We fail to see ourselves when we refuse to see others for who they truly are. Global conflicts will persist as long as we are unable to resolve the divisions within our communities and ourselves. The great Jewish-Austrian thinker Martin Buber, the founder of dialogical philosophy, wrote in his book *I and Thou*: »When we meet another truly, not as an object but as a living presence, we enter a bond that transforms us both, ever unfolding in a perpetual state of becoming.« This bond of true dialogue is at the heart of conflict transformation.

Dialogue and communication are the cornerstones of overcoming conflicts. The skills you will gain in this seminar are not merely essential for society but, first and foremost, for you—as children to parents, as friends, partners, and as individuals in an interconnected world.

Therefore, let us start on a small scale. Look for yourself in the other; reach out to them as if they were you. Find compassion and love within yourself and extend it outward. We can rise above hate and violence only by coming together and unlocking our full potential as a global community.

You will find this handbook helpful in the following weeks, a small step in a long journey, which you will walk with the friends you will meet there; as Rabi Abraham Kook said, »The dialogue of life is not to be understood as a monologue or a system of isolated ideas; it is a dance of ideas, one that involves listening as much as speaking, and moving together toward something greater than ourselves.«

I believe in you and in the change you will create,

**Eldar Eli Platek**, Tel Aviv, Israeli Volunteer Association

**Dear Youngsters,**

Kyiv is a capital that understands the value of dialogue and peace. Today, in times of war, conversations about peace have taken on a new meaning. We not merely unite but also facilitate people understanding each other and building a peaceful future together.

Peaceful dialogue among young people in Kyiv is represented by the voices of volunteers who tirelessly provide help and young leaders' efforts to organise rallies, peaceful actions, and protests. It includes meetings between veterans and civilians seeking mutual solutions and reflections on what safety and peace represent. It is the effort to listen to those who have lost and those who have returned.

Despite pain and loss, dialogue in Kyiv continues. Every time young people come together for a discussion, a training session, or simply over coffee, it is another step toward understanding and change. In Ukraine, the peaceful dialogue goes beyond words—about the collective future we're shaping together.

This project aims to promote the peaceful dialogue movement in Kyiv and other cities. It is essential to provide young activists and public figures from our cities with the opportunity to improve their skills in non-violent communication and conflict transformation. Young people crave to be heard by their peers, including those from other countries. They want to share their unique stories and start a dialogue with others to exchange knowledge, experiences, and stories.

This training will be unique for participants, as they will learn and exchange experiences and engage in dialogue with participants from Berlin and Tel Aviv. Youth from cities that have faced the horrors of war—some for a long time with positive experiences of building dialogue after the war, and others with ongoing conflicts who have managed to find ways to connect and adapt—will participate. This training will provide a wealth of generational experience for further implementing positive, peaceful dialogue practices in their cities. We hope that the networking and motivating atmosphere created for further communication between participants through this training will become the foundation for further changes and outside-of-box steps to build meaningful dialogue among communities at the city level.

**Yurii Voloshyn**, Kyiv, Stella

# Introduction

As part of a city partnership initiative, three organisations—Active Youth Stella from **Kyiv**, the Israeli Volunteer Association from **Tel Aviv**, and ICJA Freiwilligenaustausch weltweit from **Berlin**—came together to create and develop the concept for the project **Young Leaders for Change: Connecting Through Dialogue**. This handbook is the result of their collaborative work.

## Context

The project aims to strengthen civil society and democracy. The goal is to bring people into dialogue and contact (again) to prevent or overcome conflicts in a non-violent way. It aims to learn how to address and resolve controversial situations and topics non-aggressively, maintaining contact and fostering dialogue. The project assists young adults in understanding conflicts, conflict transformation, dialogue, peaceful and non-violent communication, and conflict resolution. It empowers them, as peer-multipliers, to create workshops to work with more young people on this topic.

## How

In September 2025, a group of young adults from the three partner cities – Berlin, Kyiv, and Tel Aviv – will meet in Berlin for a two-week training program to become **Young Leaders for Change: Connecting Through Dialogue**. During this seminar, participants will learn and practice various concepts of conflict analysis and different approaches to conflict transformation and dialogue methods. The seminar will also focus on self-care and working in a trauma-sensitive manner, as well as developing facilitation skills for working with groups and handling controversial contexts. Throughout the seminar, participants will engage in the exchange of their experiences, realities,

and stories, which will be integrated into the methods applied. The connection and dialogue will begin within this three-city group.

## Methodology of the Training Course

The training course will draw on a *Conflict Transformation Approach (CTA)*, combining conflict resolution methods grounded on nonviolence principles. CTA is a continuous process that recognises conflicts as natural, intrinsic parts of human relationships and provides a conceptual lens and framework for devising strategies to deal with them. Grounded in this approach, the training will empower participants to understand the root causes of conflict better and work on influencing the structures, systems, and frameworks identified as causing inequality and injustice, leading to conflict. This involves improving communication skills, fostering longer-term interpersonal relationships, and developing systematic processes to solve conflicts non-violently while promoting empowerment, civic participation, justice, the rule of law, reconciliation, and forgiveness. The overall goal is to work towards building a world where violence is no longer seen as a legitimate means of dealing with conflict. This methodology also recognises that conflicts are multi-dimensional and multi-causal phenomena with no single cause. It is based on the understanding that there are linkages and synergies between different causes and factors. Understanding the underlying dynamics between these is crucial to identifying potential areas and strategies for intervention.

### The approach of the Training Course

The training will be practical, participatory, and experience based. The facilitator's and participants' insights, existing skills, and knowledge will be part and parcel of the process. Grounded in adult learning principles, the course will present various tools from different contexts, perspectives, and schools of thought. These tools and methodologies will be practised and applied to conflict contexts and projects suggested by the participants or familiar to them. Participants will be encouraged to adapt and personalize the tools.

Each training day will be carefully structured and regularly adapted to accommodate different learning styles. Models and frameworks used in similar contexts will support participants' explorations. Presentations will be concise and in simple language, avoiding jargon. Keywords and diagrams will be displayed to assist in recalling the sequence of activities.

A variety of methodologies and processes will be used, including short plenary sessions, individual reflection, plenary reporting, simultaneous reporting, discussions in pairs or threes, small group activities, simulations, role plays, brainstorming, and multi-purpose activities to stimulate thinking and self-reflection. Creative methods from Theatre of the Oppressed, Drama Therapy, and Psychodrama (such as sketches, short scenes, line-ups, etc.), arts and crafts, music, and dance will be incorporated. Drawing and diagrams will be encouraged.

In smaller forums and group work, individuals will have the opportunity to test and gauge their understanding, apply the tools, acquire new skills, and engage with one another to exchange experiences. The training will be conducted in an encouraging, warm, friendly, and positive atmosphere to ensure participants can learn and develop to the best of their abilities. A safe space will be created to allow participants to open up and share sensitive issues and topics.

### Implementation

Upon returning to their cities, the multipliers will implement activities and workshops in their communities, schools, youth centres, etc., to apply their knowledge. These activities aim to encourage more people to engage in dialogue, connection, peaceful communication, and problem-solving.

### Purpose of the Handbook and Methods

This handbook provides a practical compilation of methods and strategies learned during the training to foster dialogue and peace. It serves as a resource for remembering and applying the contents and techniques from the seminar. Additionally, these methods can be adapted or used in city activities. For each method, we give access to links and exceptional pieces of advice for more information or implementation

# How do I use this handbook?

This handbook contains a collection of methods that will be applied during the training seminar for »Young Leaders for Change: Connecting Through Dialogue« in Berlin, September 2025.

Each method begins with a box that provides an overview of the theme, number of participants, time duration, and difficulty level, followed by a summary and objectives for the method. Detailed instructions describe the exercise flow, debriefing, variations, possible follow-up activities, and recommendations. All the handouts can be downloaded for each method.

Thanks to a wide variety of methods, you will find something which, with little adaptation, will be helpful for your activities.

## Levels

The categorisation of the level of difficulty is based on the level of knowledge the participants are expected to bring to the activity, the difficulty of the facilitation, and the preparation effort required. One is the lowest, and five is the highest level.

## What Do the Different Categories and Symbols Mean?

There are four different categories to which each method has been assessed:

- Number of participants
- Theme
- Duration
- Level of Difficulty

You can use these categories to determine which method, or methods, would be best for the group with which you're working.



**Number of Participants**



**Theme**



**Duration**



**Difficulty**

---

## Overview of the methods

Name	Theme	Overview	Duration	Level
<b>Theatre of the Oppressed</b>	Introduction, creative thinking	Creative ways of approaching a topic and creating a safe space	1-2h	1
<b>Values</b>	Reflection of Values	Reflection on values, negotiation / finding group agreement	2h15	1
<b>Team responsibility</b>	Forming Teams and responsibilities	Teams with certain tasks during the seminar are formed	1h15	1
<b>Visioning</b>	Expectations	Creative method to collect visions and expectations for the training	1h	1
<b>Conflict and Peace</b>	Understanding of the term Conflict and Peace	Figuring out a shared definition for the terms	2h	2-3
<b>Violence</b>	Understanding of the term Violence	Defining, analysing and understanding the different levels of violence	1h45	3
<b>Conflict Analysis</b>	Conflict Analysis	Introduction to Conflict Analysis	0h30	3
<b>Conflict Causes – Conflict Tree</b>	Analysis of conflict causes	Understanding and analysing conflict causes using the Conflict Tree	2h45	2
<b>Conflict Actors</b>	Analysis of Conflict Actors	Use Conflict Mapping to understand conflict actors, relationships, issues and power dynamics	2h45	2
<b>Conflict Transformation and Peacebuilding vs. Other Approaches</b>	Different approaches to working on conflict	Introduction to different ways to approach conflicts: Conflict Prevention, Settlement, Management, Resolution & Transformation	1h15	4
<b>Escalation of Approaches to Conflict Transformation</b>	Conflict transformation	Understanding the level on which conflict transformation works and with which approaches (communication, collaboration, negotiation, mediation, arbitration, judicial processes)	0h45	4

<b>Active Listening</b>	Communication: Active listening	Get better at active listening through understanding and practice	1h30	3
<b>Non-violent Communication</b>	Communication: Nonviolent	Introduction to the methods and the steps of Nonviolent Communication	2h15	4–5
<b>Stereotypes, Prejudice and Bias</b>	Stereotypes, Prejudice and Bias	Understanding the differences and becoming aware of stereotypes	1h45	4
<b>Four Ear Modell</b>	Communication: Four-Ear-Modell	Understand and practice how messages can be sent and understood	1h30	3
<b>Principled negotiation</b>	Negotiation	Practice the tool principled negotiation as an approach to Conflict Transformation	2h45	4–5
<b>The gifts we bring</b>	Conflict approaches	Sharing conflict resolution approaches based on personal experiences	2h45	3
<b>Mediation</b>	Mediation in conflicts	Introduction to mediation and its different steps	2h45	5
<b>Group dynamics</b>	Facilitation	Learning facilitation skills in group dynamics	1h45	3
<b>Dealing with Challenging Situations</b>	Facilitation	Learning facilitation skills in facing challenging situations	1h30	4
<b>Exchange between People in Disagreement</b>	Facilitation	Learning how to guide conversations between people with opposing views	2h15	4
<b>Self-care – Stress, Self-care and Resilience</b>	Self-care	Exploration and reflection on stress, self-care, triggers, resources to reduce stress, resilience	2h15	3–4
<b>Trauma and Trauma Sensitivity</b>	Trauma	Overview 1. what trauma is, 2. Practice exercise to release stress, 3. Understand the topic of trauma sensitivity	2h15	5
<b>Planning of workshops</b>	Planning and project management	Learn how to plan activities or small project	2–3h	1

# B Methods

# Theatre of the Oppressed



Any



Introduction to topic



1-2 h



1

## Summary

»Theatre of the Oppressed« is a form of theatre developed by Brazilian director Augusto Boal to promote social and political change. During this training, this tool is employed as a team-building method to create a safe space while introducing the topics of peace and conflict and encouraging participants to leave their comfort zones.

## Goals, objectives, and results:

- A learning group and safe space are established.
- Initial approach to the topic of peace.
- Participants are encouraged to step out of their comfort zones.
- Creative thinking is practised.
- Bringing mind, body, and soul into harmony.

## Possible Methods:

Various exercises in small groups and plenary:

- Name, Gesture, Sound
- Pass on the Object
- Follow the Dot: Move through the room
- Walk with ...
- Shield
- 1, 2, 3 of Bradford
- What are you doing?
- Form images
- Colombian Hypnosis
- Mirror-Mover
- Complete the Image
- I'm a Star
- Powerless to Powerful (audience to enter)
- Exhibition: Peace

## Material:

Ample space, open area

Handout: [Theatre of the Oppressed](#)



## Flow of Exercise:

Each exercise will be introduced by the facilitator and carried out individually, in pairs, and small groups.

## Debriefing:

Each exercise will be debriefed, focusing on participants' feelings and experiences, challenges, new learnings, and insights.

## Possible Follow-Up:

These exercises can lead to exploring the topics of peace, conflict, and violence, serving as an entry point to building a shared language around these topics or finding joint definitions.

## Recommendations, Definition, Helping Tools, and Materials:

Theatre of the Oppressed is a form of theatre developed by Brazilian director Augusto Boal, and it is used to promote social and political change. For more information and additional methods, you can look here:

[SALTO-YOUTH – Toolbox – Theatre of the Oppressed resource manual](#)



# Values



At least 4



Reflection on values negotiation/  
finding group agreement



2h15



1

## Summary

Participants reflect on their personal values and try to find common values with each other.

## Goals, Objectives, and Results:

- Reflect on and identify their personal key or core values.
- Establishing common values and an agreement for the group throughout the training.
- Initial approach to the themes of communication and negotiation.

## Material:

Papers and pens/markers/crayons, magazines for cutouts

Handout: [Values](#)



## Flow of Exercise:

The facilitator will briefly input values and how they guide our lives. The participants will then receive a handout with a list of values and a series of reflective questions. Participants will be tasked with reflecting on their own values as well as choosing their six core values. (approx. 30 minutes)

Subsequently, they will share these values with one other person and be tasked with agreeing on six joint values. (approx. 10 minutes)

The diamond of values will then be introduced in plenary on a flipchart. The upcoming step is for participants to divide into: a) groups of four, b) groups of eight, c) groups of 16 (always splitting up the original pairs and groups) and finally, the group will work together as a whole in plenary.

In each round, their task will be to agree on a diamond of values for their group until finally, a diamond for the group as a whole will be developed to guide the two-week learning journey. (approx. 10 minutes per round - 45-60 minutes in total)

**Debriefing:**

The individual, as well as pair and group reflections, will each be debriefed before the next stage. The focus will be on the process, challenges, and ways of communication that worked and slowed down coming to an agreement, as well as participants' feelings and needs. (approx. 10 minutes)

**Possible Follow-Up:**

This method can also be used as an entry point to explore team dynamics and group facilitation.



# Team responsibilities



3 +



Forming teams. Taking over responsibility and ownership



45 min



1

## Summary

Forming teams with responsibilities for the training or any other set of activities – roles changing every week.

## Goals and Objectives:

With this method, participants will be invited to take over responsibilities for the workshop, creating and taking ownership.

## Material:

Wallpaper/flipcharts, markers

## Flow of Exercise:

A suggestion for different roles/teams will be presented by the facilitator and recorded on a flipchart. Expectations of and tasks for the teams will be explained. Participants will be asked to identify additional roles/teams as necessary.

Groups can be formed differently: People can be randomly selected or given a choice regarding which team to join. Names will be recorded on the respective team's flipchart.

Suggestions for Teams/Roles/Responsibilities:

- Documentation & taking care of the training room
- Team-care and energizers
- Evening/morning activities
- Public Relations/social media

Additional Teams:

- Recap of the day: One team per training day, every participant will creatively do at least one recap (possibly also Padlet as an addition)
- City teams for reflection in their own language and to gather first ideas for activities in their city (approx. 30 minutes)



# Visioning



Any

Expectations  
Creative approaches60–75  
min

1

## Summary

Participants develop their expectations and visions for the training, starting with a meditation on their visions along with the guiding question of »What will have changed for you after the training?« followed by a creative way of recording that vision.

## Goals and Objectives:

Shaping a vision for personal growth during the training and the positive change participants hope to bring to their communities.

## Material:

Music, speakers, old magazines, crayons, watercolours, paper (DinA3 and DinA4), scissors, and glue—all placed on the ground in the middle of the room.

## Flow of Exercise:

The facilitator will give an overview of the exercise: first, they will guide a meditation, directly followed by individual silent work to show the visions in a creative way (collage, drawings, etc.). In the end, all objects are presented in a gallery walk.

**Guided Meditation:** Participants find a comfortable place or make themselves feel cosy. Background meditation music can be played, and the lights can be dimmed. The facilitator will guide the meditation, inviting participants to envision a day in their lives three months after their return from the course. What will their world look like? How will they interact with the people around them? How will they pass on the new knowledge gained? How will they use their new skills? What changes will that make in their communities? Guided questions need to be prepared in advance and can be adapted to the relevant context. Breaks of silence will be provided so that participants can let their thoughts flow (1–2 minutes).

After the meditation, participants will be invited to record their visions in a creative way. They can prepare a collage, drawings, etc. (20 minutes).

These will be displayed on the walls as an exhibition. Participants will then be invited to walk around the room, taking in the different displays (approx. 10 minutes).

Finally, the group will gather and walk from display to display, with each artist briefly introducing their vision (max 1 minute per person). Ideally, the collages will remain on the wall during the entire training.

**Debriefing:**

- Is there anything anyone would like to share about the process?
- On a scale of 1-10, with 10 being highly motivated and 1 not being motivated, how motivated are you by your vision? (approx. 10 minutes)

**Variation:**

River of Life tool instead of free-form art.

**Possible Follow-Up:**

The collage can be reviewed during the final evaluation and referred to during later evaluation calls once participants have returned to see if the visions have been fulfilled and changed, as well as see what else is needed for the alteration they envisioned to happen.

**Recommendations, Definition, Helping Tools, and Materials:**

Music for meditation: »Love Song« by Mardeleva, »The Storm Approaches« by Mardeleva, »Water Poem« by Ram Drass, and »Aware.«



# Session on Understanding »conflict« and »peace«



Minimum 8  
persons



One's understanding  
of Peace and Conflict



2h



2-3

## Summary

Exploring and exchanging perspectives on ›conflict‹ and ›peace‹ to come to a common understanding.

## Goals and Objectives

- Reflect on understanding of peace and conflict.
- Create a joint definition of conflict and possibly peace for the duration of the course.
- Show participants that conflicts are necessary and can have positive outcomes if dealt with non-violently.
- Provide indirectly negotiation practice.
- Demonstrate that agreement on everything is unnecessary to build a group and work and learn together.
- Identify commonalities and differences.
- Show that different viewpoints can enrich our experience.

## Materials

Handout: »**Conflict and Violence**«

Papers, pens, markers, flipchart, or pinboard



## Flow of Exercise

The exercise starts with a brief introduction of the topic by the facilitator. Participants are then invited to reflect on their understanding of conflict and write down a few bullet points.

Next, participants are divided into:

1. Groups of four,
2. Groups of eight,
3. Two groups, splitting the whole group in half.

The pairs and groups from the previous rounds will be split and re-mixed in each round. Participants will be tasked with agreeing on a joint definition of conflict in each round (approximately 3-7 minutes per round). When only two groups are left, they will write down their definition on a flipchart and present them in plenary. The two results are then discussed and merged into a joint definition.

The facilitator will provide an additional definition of conflict and discuss it in the plenary: »Conflict is a relationship between two or more parties (individuals or groups) who have, or think they have incompatible goals.«

A further discussion will assess whether participants consider conflict negative or positive. The facilitator will highlight that conflicts are a natural, intrinsic part of human relationships and emphasize the positive or negative outcomes conflicts can have depending on how they are addressed—i.e., with or without violence.

Subsequently, participants will reflect on what peace means and write keywords on a wallpaper. This exercise will be conducted in silence. The facilitator will read out the words when all participants are done (approximately 20 minutes).

An open conversation will then be held about peace and its different meanings in various contexts.

A handout on conflict and violence will be provided at the end of the session.

## Debriefing

The following points will be drawn out during the debrief:

- We do not have to agree on all points to find a shared working definition of peace and conflict for the duration of the course, ensuring everyone understands each other's perspectives.
- Explanation of why relationships and goals are integral parts of a definition of conflict: Without a relationship between two people as such, there would be no conflict, and Conflict may occur in any relationship when individuals have differing desires or perceptions of their needs, i.e., they have different goals. This definition covers diverse types of conflict.

(Approximately 15 minutes)

## Variation

- A definition of peace can be worked out by participants' brainstorming instead of touching upon a loose collection of words.
- The joint definition of conflict can be followed by a discussion on and definition of violence before moving on to peace.

## Possible Follow-Up

The wallpaper and flipcharts will remain on the wall throughout the entire course. The wallpaper on peace will be extended during the project.

## Recommendations, Definitions, Helping Tools, and Materials

»Conflict is a relationship between two or more parties (individuals or groups) who have, or think they have incompatible goals.«



# Session of Understanding of »Violence«



Any

Understanding  
of violence

1h45



3

## Summary

Defining, analysing and understanding the different levels of violence

## Goals and objectives

- Distinguish *conflict* from *violence*
- Establishing a shared definition of violence for the training period.
- Examining violence and sources of violence on different levels (systems, structures, attitudes, feelings, behaviour)
- Developing empathy
- Understanding discrimination as being a form of violence

## Material

Handout: **Violence Triangle**



## Flow of exercise

The facilitator will introduce the following definition of violence to kick off the session: »Violence occurs when an individual or a group is avoidably prevented from reaching their full potential.« There will be a discussion on the foregoing definition, and agreement will be sought on a joint working definition for the duration of the course. (ca. 15 minutes)

Next, the facilitator will introduce the Violence Triangle as a tool to analyse the different types and sources of violence: Behavioural, systems and structures, attitudes, values and beliefs. Examples will be given for each of the various types/levels. (ca. 10 minutes)

Participants will then be split into three working groups and provided with the *Violence Triangle* handout. Participants will remain in the same working groups throughout the next sessions and apply further conflict analysis tools to their cases.

Each group will be tasked with choosing a conflict example; at least one or two members of their group are familiar with it or from their own context and will be asked to identify the following:

- a) violent behaviour,
- b) contextual, systemic and structural sources of violence, and
- c) sources of violence in attitudes, values and beliefs.

Ideally, they will do so from the perspectives of all parties involved. Results will be captured on a flipchart. (45–60 minutes)

In turn, results will be presented and discussed in plenary. Open questions will be answered, and the facilitator will provide feedback. (ca. 30-45 minutes)

## Debriefing

The debrief will draw out the learning from the exercise:

- How did you find this exercise? What was easy, and what were the challenges?
- When identifying the different sources/types of violence, whose perspective were you considering?
- Was this tool helpful to better understand the conflict?
- What were your insights learnt thanks to exercise?

The facilitator will highlight the following: We need to understand the conflict from the different perspectives of ALL conflict parties in order to resolve it. This tool, as with all the other conflict analysis tools, can help us to do precisely that if we are willing to listen. It will be done since we need to address all parties' different types of violence, issues, and grievances to achieve lasting peace. (ca. 15 minutes)

## Variation

Instead of providing participants with a definition at the beginning of a session, a joint definition can be developed in plenary, with participants writing down or naming examples of violence. Alternatively, the definition can be developed after the *Violence Triangle* has been introduced and applied.

## Possible follow up

The *Violence Triangles* developed by each working group might be amended as participants continue to analyse the conflict cases throughout the following sessions.

## Recommendations, definition, helping tools and materials:

»Violence occurs when an individual or a group is avoidably prevented from reaching their full potential.«



# Conflict Analysis



Any

Introduction to  
Conflict Analysis30  
min

3

## Summary

Introduction to Conflict Analysis

## Goals and objectives

First understanding of the importance of conflict analysis as the first step before resolution or transformation

## Material

Handout: »[Conflict Analysis](#)«



## Flow of exercise

The facilitator will provide a brief input on conflict analysis and gather the participants' key needs around this topic in plenary. The facilitator will highlight the need for analysis before jumping to solutions:

- Solutions need to address the root causes of conflict
- Address conflict on different levels: relationships, structures, systems, and attitudes – therefore, the issues on each level need to be understood.
- Many methods and tools are available for analysing conflicts; no single set of procedures or practices works for all situations.

The analysis should recognise that conflicts are multi-dimensional and multi-causal phenomena – that no single cause exists. There are linkages and synergies between different causes and factors. Understanding the underlying dynamics between these is essential to identify potential intervention areas.

An analysis should focus on the following:

- Type of Conflict
  - Political, economic, and social context and issues
  - Specific conflict-prone areas
  - History and timeline
- Conflict causes – factors which contribute to people's grievances, categorised as
  - structural causes – pervasive factors that have become built into the policies, structures and fabric of a society
  - proximate causes – factors contributing to a climate conducive to violent conflict or its further escalation, sometimes apparently symptomatic of a deeper problem

- triggers – single key acts, events, or their anticipation that will set off or escalate violent conflict
  - Actors – those engaged in or being affected by conflict
    - Relationships (interactions between the different actors)
    - Power dynamics (who influences whom)
    - Issues
    - Interests and Goals (underlying motivations)
    - Capacities (potential to affect the context)
  - Dynamics between the above
- (ca. 15-20 minutes)

### Debriefing

- Where in your life would you like to understand conflicts better?
  - Have you ever tried to resolve a conflict between other people? If yes, what helped you understand the causes?
- (ca. 10 minutes)

### Possible follow up

Introduction of various conflict analysis tools to follow

### Recommendations, definition, helping tools and materials

You can find a lot of helpful information and more tools on the Salto Youth Toolbox:

**SALTO-YOUTH – Toolbox – Search for Tools**



# Conflict cause – Conflict Tree



Any



Analysis of conflict causes



2h45



2

## Summary

As part of the conflict analysis the Conflict Tree can be used to understand and analyse conflict causes.

## Goals and objectives

Participants can analyse the causes and consequences of conflict, understand the dynamics between the two, and identify entry points for intervention.

## Material

Handout: [Conflict Tree](#)

Flipchart, markers, paper and pens, flipchart paper and flipcharts, sticky notes (optional)



## Flow of exercise

The facilitator will introduce the *Conflict Tree* tool in order to analyse the root causes and effects of a conflict. An example of a *Conflict Tree* will be drawn on a flipchart as the application of the tool is explained. (ca. 15 minutes)

Participants will then return to their three working groups (same as before) and receive the *Conflict Tree* handout. They will be tasked with applying the tool to the same conflicts as the session before:

- Draw a conflict tree
  - Identify the core issue, causes and effects, which they are to write on sticky notes
  - Stick the notes into the trunk, roots and top of the tree, respectively (the central issue in the trunk, the root causes at the bottom and the effects at the top as fruit)
- (ca. 45 minutes)

Thereafter, results will be presented and discussed in plenary. Open questions will be answered, and the facilitator will provide feedback. (ca. 30-45 minutes)

## Debriefing

- What was easy, and what was challenging?
- Was it easy to identify precisely what a cause and what an effect are?
- Did you find the tool useful, and if yes, what can you imagine using it for? If not, explain your position

The facilitator will note the following:

- Sometimes, an issue can be both a cause and an effect, and cause and effect can become a loop, each leading to the other in an endless circle.
- It is essential to identify the core issues, causes, and effects from the point of view of ALL parties regarding the conflict to get a holistic understanding.
- Only if root causes and effects are addressed can the conflict be resolved. Otherwise, if we only address the effects by cutting off the tree at the trunk and do not uproot the whole tree, a new tree might grow.
- If you are planning to interfere in a conflict as a third party, you could ask the conflict parties to sit together and do this exercise jointly, or, if the parties are not speaking to each other, let each party do their own tree and then take it to the other party to help them see the conflict from the perspective of the other side.
- Be as specific as possible and write down details. Often, conflicts are long-term; when we work on resolving them, we might want to look back at our initial analysis a few weeks later and perhaps update it. We need to be able to understand what we have written. If we simply write down words such as discrimination, we might no longer know who was discriminating against whom.

(ca. 15 minutes)

### **Variation**

With advanced groups, an additional task can be provided:

Visualise the links between effects and causes by drawing arrows between those that lead to or increase each other.

### **Possible follow up**

The *Conflict Trees* developed by each working group can be refined as participants continue to analyse the conflict cases throughout the following sessions.

Refer back to the analysis when discussing an approach to transformation to identify which approach could be the most useful to transform the respective conflicts.



# Conflict Actors



Any



Analysis of Conflict Actors



2h45



2

## Summary

This tool is all about understanding who's involved in the conflict, how they relate to each other, what's at stake, and the power dynamics at play.

## Goals and objectives

Participants are able to analyse conflict parties, their power dynamics, relationships, and core conflict issues, as well as identify intervention entry points.

## Material

Handout: [Conflict Mapping](#)

Flipchart, markers, circle-shaped meta cards in various sizes and colours, glue stick, scissors



## Flow of exercise

The facilitator will introduce the Conflict Mapping tool in order to analyse the conflicting parties, their power dynamics, relationships, and core conflict issues. An example of a Conflict Map will be drawn on a flipchart as the tool is explained. (ca. 20 minutes)

Participants will then return to their three working groups (same as before) and receive the Conflict Mapping handout. They will be tasked with applying the tool to the same conflicts as the session before:

- Identify the conflict parties as well as shadow parties. Cut a meta card so that the size of the circle of the card represents the level of power this party holds over the conflict.
- Identify the core issue(s) and write them down on rectangular meta cards
- Identify the types of relationships between the parties as well as the directions or influence
- Arrange your map (ca. 60–75 minutes)

In the upcoming step, results will be presented and discussed in plenary. After each presentation, the participants will be asked the following questions:

- Looking at your map, where are possible intervention entry points- who do you need to involve in order to resolve the conflict?
- Who do you need to connect with?
- Between whom might you need to open channels of communication?

Open questions will be answered, and the facilitator will provide feedback.  
(ca. 30 minutes)

### Debriefing

- Share what was easy and then go to challenging moments.
- Were there any surprises once you looked at your finished map?  
Anything unexpected?
- Do you find this tool helpful? If not, why not? If so, how could you use it?

(ca. 15 minutes)

### Variation

With groups who will be working on the conflict analysed, the following task can be added:

- e) Identify entry points for a conflict intervention
- f) Identify which parties you will need to seek connections with in order to address the conflict.

### Possible follow up

Refer back to the analysis when discussing the approach to transformation to identify which approach could be the most useful to transform the respective conflicts.



# Conflict Transformation and Peacebuilding versus Other Approaches



Any

Different approaches  
to working on conflict

1h15



4

## Summary

Introduction to Conflict Transformation and Peacebuilding: Different ways to address conflict (Conflict Prevention, Settlement, Management, Resolution & Transformation)

## Goals and Objectives:

- Get to know and be able to distinguish different approaches to address conflict
- Get a clear picture of the strengths and weaknesses of each option
- Identify which approach to apply in which situation

## Material

Handouts:

**Conflict Transformation versus other approaches**

**Conflict Transformation**

Mobile phones, internet access, pens, paper, flipcharts, markers



## Flow of Exercise

The facilitator will introduce the topic briefly in the plenary, explaining that there are different ways and approaches to address conflict. Five different approaches will be named and put on a flipchart but will not be explained. (ca. 10 minutes)

Participants will then be split into five working groups. The groups will be assigned one of the approaches and be tasked with a) Researching information about their approach b) Preparing a short presentation (max. 4 minutes) about their approach:

- How does it work?
- Which situations can it be applied to?
- What are the approach's advantages and disadvantages?

c) Visualizing the approach on a flipchart or wallpaper. (ca. 35 minutes)

Each approach will then be presented and briefly discussed in plenary. Following this, the facilitator will elaborate on how, for the duration of this course, the focus will be on conflict transformation as the approach that will allow deep work on sustainable solutions. (ca. 30 minutes)

At the end, participants will be provided with the two handouts.

## Debriefing

- Which of the approaches do you personally find the most helpful and why?
- Which approaches will most successfully address the conflicts you analyzed in the previous sessions and why? (ca. 10 minutes)

## Variation

Instead of letting participants prepare a presentation of each approach, a debate can be held whereby each group needs to find arguments as to why their approach is ›the best‹.

## Possible Follow-Up

Refer back to this after having gone through the sessions on ways and approaches to transform conflicts and see if opinions have changed.

## Recommendations, Definitions, Helping Tools, and Materials

**Conflict Settlement:** The imposition of a settlement by a third party, for example, through a judge or an arbitrator.

**Conflict Management:** To regulate a conflict and to reduce its negative effects.

**Conflict Prevention:** To prevent a conflict from escalating violently or to take action before a violent outbreak emerges.

**Conflict Resolution:** To address a conflict's underlying issues and focus on the relationship and communication between the parties.

**Conflict Transformation:** To overcome the root and structural causes of conflict and to strengthen conflict-solving capacities in individuals, communities, and society.



# Escalation of Approaches to Conflict Transformation



Any



Levels of and Approaches to Conflict Transformation



45 min



4

## Summary

Presentation of Approaches to Conflict Transformation and Peacebuilding

## Goals and objectives

- Understand the levels on which Conflict Transformation works (behaviour, attitudes, systems and structures, relationships)
- Distinguish different approaches to Conflict Transformation (communication, collaboration, negotiation, mediation, arbitration, judicial processes)
- Understand the difference in communication in each of these approaches
- Know which approach to apply and when

## Material

Handout: »Range of Approaches to Conflict Intervention«

Flipchart, markers



## Flow of exercise

The facilitator will introduce the range of approaches in plenary on a flipchart:

*Communication – Collaboration – Negotiation – Mediation – Arbitration – Judicial Processes*

Examples will be provided for how the communication differs in each level and highlighting those the participants will experience as part of this course.  
(ca. 20 minutes)

## Debriefing

- What are the key differences in these approaches?
- Which ones do you consider most helpful and why?
- Which ones do you consider least helpful and why?
- Why is it essential that the conflict parties find their own solutions?

The facilitator will highlight the following:

- A key difference between the approaches:
  - Direct vs. not direct communication
  - Decision-making power remaining with the conflict party vs. with the third party
  - Voluntary vs. non-voluntary
- Importance of direct communication between conflict parties in order to:
  - Form a connection
  - (Re-)Build relationships
  - Understand the conflict from each others' perspective and be thus able to find better solutions that benefit both, or, in the case of more than two, all conflict parties and thus: Find more durable solutions with a higher likelihood of implementation
- The importance of parties finding their own solution because:
  - Increased likelihood that the agreement will be implemented/abided by
  - More ownership

(ca. 25 minutes)

### **Possible follow up**

Refer back to the flipchart portraying the different levels of intervention as participants learn them in the following sessions.



# Communication: Active Listening

 Minimum 3

 (Active) Listening

 1h30

 3

## Summary

As one of the approaches to transform conflict, the focus will shift to communication. A key skill for successful communication is (active) listening.

## Goals and Objectives

- Promoting more effective interactions
- Fostering empathy and understanding
- Forming deeper connections
- Building stronger and more fulfilling relationships

## Materials

Handout: »(Active) Listening«

Flipchart, markers, pinboard, wallpaper, pins, meta cards



## Flow of Exercise

The facilitator will provide a brief input on this method: »Listening is a discipline, a skill, and an art. As a discipline, one must develop the self-control to be silent and listen, concentrating on the other person with respect and a desire to understand. As a skill, it involves a process that can be developed and improved through training and practice. This process includes hearing, understanding, and responding to what others say. As an art, it allows for creativity in how one listens and in what responses one makes to the speaker.«

Five different ways to ›do‹ active listening will then be introduced (displayed on meta cards and pinboard), and each will be explained alongside examples: clarifying, restating, neutral, reflective, and summarizing. (ca. 10–15 minutes)

Next, participants will be split into groups of three with the following task:

- a) There are three roles: the speaker, the listener, and the witness. The speaker explains a problem they have at work or in life in general, giving as much detail as possible so that the listener can understand the problem well. The listener listens attentively, does not interrupt, and asks clarifying questions to understand the problem entirely. They paraphrase what has been said to ensure that they have understood the speaker correctly and help guide the speaker to find their own solution rather than

suggesting or imposing one. The witness watches the interaction between the speaker and the listener and provides feedback on listening skills such as attention, questioning, and paraphrasing, focusing on the process rather than the content.  
(4 minutes)

- b) Everyone switches roles until each group member has played each role.  
(ca. 20 minutes)

In the plenary, a discussion will be held about the experience of active listening and of being listened to in such a way.

On a flipchart, ›Do's‹ (or positives) and ›Don'ts‹ (or negatives) for successful listening will be collected.

### Debriefing

- How did it feel to do the active listening? Was it different from ›normal‹ listening?  
If yes, how?
- How did it feel to be listened to in such a way? How was it different from how you are usually listened to?

### Possible Follow-Up

Listening skills will continuously be practised and referred back to throughout the following communication, negotiation, and mediation sessions.

### Recommendations, Definition, Helping Tools, and Materials

Comment: Confidentiality is a big issue here. Ensure the group has enough trust if personal things are likely to arise.

[Group Instructions Active listening Exercise.doc](#)

[Short guide to active listening.doc](#)



# Communication: Nonviolent Communication



Any



Nonviolent Communication



2h15



4-5

## Summary

Introduction to Nonviolent Communication (NVC) and the four steps of Nonviolent Communication: Step 1: Observation, Step 2: Feelings, Step 3: Needs, Step 4: Request.

## Goals and Objectives

- Distinguish observations from judgments and evaluations.
- Broadening one's feeling vocabulary.
- Learn to listen to and express their feelings.
- Gaining an understanding of human needs.
- Understanding our shared humanity beyond separate factors such as religion, group, etc.
- Self-reflection on and understanding personal needs.
- Continuing to develop empathy.
- Building and strengthening group dynamics.

## Materials

Feeling Monsters Cards

Handouts:

**Nonviolent Communication**

**NVC Sentences: Observation or Judgment**

**NVC Sentences: Feelings**

**Feelings**

**Needs**

**NVC Mama Bear Story**



## Flow of Exercise

The facilitator will provide general input on the concept of Nonviolent Communication (Marshall Rosenberg), highlighting its uses and applicability across cultures, religions, and conflicts (5 minutes).

The participants will incrementally go through each of the four steps of a nonviolent communication process. Each step will be introduced by the facilitator (approximately

5–10 minutes per step), example sentences/statements will be provided, and a series of exercises will be conducted to practice each step:

### **Step 1: Observation**

After the input on observations, participants will be introduced to 5–10 sentences on a flipchart. In small groups (4–5 people sitting next to each other), they will be tasked with discussing the sentences and identifying which of the sentences are observations and which are judgments or evaluations (10 minutes).

In a second exercise, two volunteers will be chosen to portray a frozen image/frozen scene. They will be instructed outside the training room (one person will lean slightly forward and raise their fist towards the face of the other person, and the other person will lean slightly backward). Upon their return, they will take on the poses of the frozen image. The other participants will be asked to describe what they are seeing – observations only. After a few minutes, the two volunteers will be asked to show the others the rest of the scene (they are dancing, not fighting). The exercise will be debriefed, drawing attention to how our brain works to categorize what it sees, drawing linkages to stereotypes and prejudice (10–15 minutes).

Finally, participants will be invited to think of a situation or conflict they experienced that has not yet been resolved. They will be asked to formulate a nonviolent statement directed at the other person involved, starting with the observation part (2–3 minutes).

### **Step 2: Feelings**

After the input on feelings, participants will be introduced to 5–10 sentences on a flipchart. In the plenary, they will be invited to identify which sentences are feeling statements (10 minutes).

The Feeling Monster cards are distributed on the floor. The participants are invited to check in with themselves, identify their current predominant feeling, and choose the Monster card that most represents that feeling (the cards can be shared; cards that have been chosen will be held face forward so that other participants can join the person with the card). Each participant will then indicate their feeling (7–10 minutes).

They will then be given the Feeling handout and invited to read the list of feelings and check if they can find a different feeling on the list that describes their current feeling better than the word they chose when stating their feeling earlier (5 minutes).

Finally, participants will continue their nonviolent statement, adding the feeling part (2–3 minutes).

### **Step 3: Needs**

After inputting needs, participants will be introduced to five categories of human needs: physical, security, social, individual, and self-realization, and be asked to name different needs of that category (5 minutes).

Afterwards, the Needs handout will be distributed. Participants will be asked to read and identify one great need they have in their life in general and one that is very high currently – i. e., during the period of the workshop (10 minutes).

Next, participants will be split into three groups and given the Mama Bear Story. They will be tasked with:

- a) reading out the Mama Bear Story and
- b) filling out the table at the bottom of the handout, identifying the feelings, needs, and suggestions for how Mama Bear could have dealt with the situation differently (20 minutes).

Results will be presented and discussed in plenary (5 minutes).

Finally, participants will continue writing their nonviolent statement, adding the needs part (2–3 minutes).

#### Step 4: Request

After a brief input on requests, participants will be asked to reflect on whether it is easy or hard for them to phrase explicit requests to people in different situations (such as towards colleagues at work, fellow students, friends, and family) and what hinders them from asking for something in certain situations or with specific groups of people (10 minutes).

Finally, participants will continue writing their nonviolent statement, adding the request part (2–3 minutes).

In the plenary, 4–5 participants will be invited to share their nonviolent statements and receive feedback from their peers and the facilitator (15 minutes).

#### Debriefing

Each of the four steps will be debriefed individually after the exercises.

#### Variation

A range of other exercises can be used to practice the four-step nonviolent communication process (see recommendations). A quick browse of the internet will also yield further results.

#### Possible Follow-up

Nonviolent communication will be practised and referred back to throughout the following communication, negotiation, and mediation sessions.

#### Recommendations, definitions, helping tools, and materials

**SALTO-YOUTH – Toolbox – Non-violent Communication Exercise**  
**SALTO-YOUTH – Toolbox – Work-shop on non-violent communication**

**Nonviolent Communication:** Nonviolent Communication (NVC) is a communication and conflict resolution model developed by Marshall B. Rosenberg. Its goal is to foster relationships where all parties willingly and joyfully contribute to each other's well-being. The model is based on four steps: Observations: Clearly stating facts without judgment or exaggeration. Feelings: Recognizing and expressing one's own feelings. Needs: Identifying the needs behind the feelings. Requests: Making specific requests based on one's needs. For more information e.g., <https://www.cnvc.org>



# Stereotypes, Prejudice, and Bias



Any

Understanding of stereotypes,  
prejudices and bias

1h45



4

## Summary

Understanding how stereotypes, prejudices, and biases are formed and how to distinguish them.

## Goals and Objectives

- Understand how biases, prejudices, and stereotypes are formed.
- Distinguish biases from prejudices and stereotypes.
- Become more aware of the stereotypes they hold in their minds.

## Material

Handout:

**Prejudice & Stereotypes**

**Exercise »Do your Worst«**

Beamer, laptop, speakers, internet connection, or downloaded version of Pixar's  
»Day & Night« short film (2010)



## Flow of Exercise

The session will start with an open question for the participants in the plenary: What is the difference between bias, prejudice, and stereotypes? The facilitator will then provide input on each of the three (displayed on meta cards and pinboard) and on why our minds form these. (ca. 15 minutes)

In plenary, the participants will do the exercise »Do Your Worst!«: The facilitator will call out descriptions or names of 10–15 individuals, groups, and places and ask the participants to write down their first associations. The results will later be read out in plenary and discussed. (ca. 20 minutes, including debrief)

Next, the exercise »I Am Special!« will be conducted in plenary. Participants will stand in a circle. The facilitator will call out a very special adjective, and all those participants who feel described by the adjective will step into the circle. Individually, participants will be encouraged to express their ideas aloud. (ca. 20 minutes, including debrief)

As a last exercise, the short film »Day and Night« (Pixar's »Day & Night« short film, 2010) will be shown and discussed in plenary. (ca. 20 minutes, including debrief)

## Debriefing

Drawing out the learning after each exercise:

### Do Your Worst!

- What stereotypes and prejudices do I hold in my mind?
- What differences exist in the stereotypes in different cultures?
- How can we avoid judging people based on our stereotypes or prejudices?
- We should draw out the importance of self-reflection and always maintain 50% of our attention on ourselves.

### I Am Special!

- What do we share, and how do we differ?
- How can we find commonalities where we least expect them?
- How are we all unique in our own ways?
- Does this make us better or worse than other people?

### Day and Night

- What led to the conflict between Day and Night?
- What prejudices did Day and Night have about each other?
- How could the conflict have been prevented?

## Variation

There are multiple other exercises to work on individual and group reflection on stereotypes (see recommendations). A quick browse of the internet will also yield further results.

## Possible Follow-Up

Prejudices and stereotypes will be referred back to as participants go through negotiation and mediation, encouraging further self-reflection.

## Recommendations, definition, helping tools and materials

**SALTO-YOUTH – Toolbox – Stereotypes among us**



# Communication: Four-Ear-Model (Schulz von Thun)



Any, ideally  
at least 4



4-Ear-Model  
Communication Square



1h30



3

## Summary

The 4-Ear Model of Communication by Schulz von Thun explains how messages we send when communicating with each other can be heard, understood and meant in different ways and how this can contribute to misunderstanding.

## Goals and objectives

- Understand how messages can be heard and sent with four different meanings
- Understand how misunderstandings and conflicts can arise if the speaker and sender want and understand different things
- Reflect on different relationships in their life and which ear they tend to hear messages with
- Reflect on which of the four types of messages they have trouble stating directly and explicitly
- Identify ways to improve their own communication

## Material

**Handout: 4-Ear Model**

**Exercise 4-Ear-Model**

4-Ear Model example sheets on A4 or A3 paper



## Flow of exercise

The facilitator will provide input on the 4-Ear Model, giving examples of how the same message can be understood in four different ways:

*Facts*: mere data and factual information – *Relationship*: information about the relationship between the sender and receiver – *Self-revelation*: information about the sender – *Request*: Wish or demand of the sender to the receiver (ca. 10–15 minutes)

Then, participants will receive the 4-Ear model handout.

Next, participants will be split into four groups. Each group will have a comic portraying what can go wrong if people hear messages with only one of the four ears. The groups will be tasked with:

- a) Identifying the problems that can arise in communication when someone listens with that particular ear only

- b) Checking in with themselves and the group: Is there a member of the group who tends to listen with that ear?
- c) Preparing a short scene/sketch of a communication gone wrong due to one person listening with one ear only. (ca. 30 minutes)

Finally, participants will present and discuss the scenes/sketches in plenary.  
(ca. 20 minutes)

## Debriefing

- What happens when we only hear messages in one ear?
- As the speaker, how can we ensure the receiver hears the message we are trying to send?
- As the listener, what steps can we take to verify we understand the information correctly?

(Reference back to Listening Skills)

For individual reflection:

- What does this model teach you about your own way of communicating?
- Do you tend to hear messages primarily in one ear? If yes, which one? Is it the same in your relationships, or is it different, e.g., with your family or friends at work?

(ca. 20-25 minutes)

## Variation

Instead of developing scenes, participants can prepare a flipchart listing the problems and challenges that can arise if a person listens with one ear only (one group per ear).

## Possible follow up

Whenever communication stalls or seemingly turns into miscommunication during the following negotiation and mediation exercises, the 4-Ear Model will be referred back to.

## Recommendations, definition, helping tools and materials

**das Kommunikationsquadrat – Schulz von Thun Institut**  
<http://www.pro-skills.eu/tools/social-skills/Four%20ears.pdf>  
**SALTO-YOUTH – Toolbox – 4 Ears**



# Principled Negotiation



Any



Principled Negotiation as an  
approach to conflict transformation



2h45



4-5

## Summary

Through two different exercises (Fishing Game and PIN triangle), the tool principled negotiation will be practised as an approach to Conflict Transformation.

## Goals and objectives

- Practise negotiation skills
- Understand that competition hinders successful outcomes of negotiation processes
- Explore how collaborating and keeping other parties' needs in mind will eventually lead to better outcomes for everyone involved in a conflict
- Learn to separate people from problems
- Distinguish positions from interests, needs and fears
- Explore ways to understand their own and the other conflict parties' needs and fears
- Practise negotiation skills and methodologies
- Identified Dos and Don'ts in negotiation
- Develop empathy

## Material

Handouts:

[Principled Negotiation](#)

[PIN Triangle](#)

[Fishing Exercise](#)

[Wonderfruit exercise](#)

Flipcharts, markers, fishing exercise scorecard and map



## Flow of exercise

The facilitator will provide input on negotiation in general and Principled Negotiation in particular:

- 1) *Separate people from the problem being negotiated:*
  - 2) *Focus on the negotiating parties' interests, not their positions:*
  - 3) *Generate different options for mutual gain*
- (ca. 20 minutes)

Subsequently, an Exercise Fishing Game will be conducted. Participants will be split into four groups representing four different villages. The facilitator will set the following scene:

*Once upon a time, there was a big lake teeming with fish. Four villages were situated on the shore of the lake. In the beginning, people fished with rods from the shore. Then, they acquired sailboats to increase their catches. For many decades, the people of the different villages lived peacefully, side by side, sharing the fish of the lake. There was enough for people to eat and to sell fish to neighbouring towns and villages, providing a steady source of income.*

*Then, one day, a foreign country offered each village a big, motorized fishing vessel to increase their catches in exchange for the rights to extract natural resources from the ground around the lake. And this is when the trouble started. Over the years, the number of fish in the lake began to dwindle as the people were overfishing and did not leave enough fish in the water to ensure their continuous reproduction. People started to lose their source of income, and, over time, there were not even enough fish left to ensure each family in the four villages had enough to eat. The land around the lake did not provide many crops either, as the lake was situated in a very arid region.*

During the game, each village needs to choose which fishing vessel to use to go fishing (sailboat or motorboat). Depending on the types and numbers of vessels, different scores will be achieved (the scorecard will be displayed on a wall/pinboard). 6–10 rounds will be played. Each round will provide different additional challenges called out by the facilitator.

A discussion will follow the exercise, and extensive debrief. (ca. 70 minutes, including debrief)

Participants will conduct a negotiation simulation in small groups in the second stage. The simulation will be introduced by the facilitator alongside the PIN Triangle tool, which will help participants distinguish their own and the other parties' positions, interests and needs, as negotiations will only lead to successful and sustainable outcomes if we manage to understand all parties' interest and needs and can find solutions that fulfil the needs of all parties as far as possible. The PIN Triangle handout and Wonderfruit simulation role sheet will be distributed, and participants will be split into groups of six (two participants each playing one of three roles as a team).

(ca. 15–20 minutes) The groups will be tasked with:

- a) Each team of two read their role description,
- b) Each team of two preparing a PIN Triangle for themselves.

Each group will then conduct the negotiation simulation – ideally in separate rooms. After the negotiation, results will be presented and discussed in plenary, followed by an extensive debrief. (ca. 45 minutes, including debrief)

## Debriefing

For both the Fishing Exercise and the simulation:

- Do you remember the four guidelines of Principled Negotiation as you went about the negotiation?
- If yes, were they helpful, and why/how?
- If not, did you find it challenging to find a solution?
- What could you have done differently/How could you have improved the negotiation process?
- Did you use some of the communication skills we practised earlier? If yes, which ones? Did you find them helpful? How did they help you?
- What happens if we enter into competition during negotiations?
- What happens if we truly cooperate with the other parties?

Drawing out the learning on a flipchart: *Dos & Don'ts* of negotiation

## Variation

There are several other roleplays that can be drawn on to conduct negotiation simulations – AI can be drawn on.

## Possible follow up

Negotiation will be referred back to during the mediation session.

## Recommendations, definition, helping tools and materials

[https://www.salto-youth.net/downloads/toolbox\\_tool\\_download-file-2576/Module%206.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-2576/Module%206.pdf)

**The Power of Principled Negotiation Theory: Better Relationships, Better Results | Aligned**



# The Gifts We Bring



Minimum 4–6  
participants



Regional approaches  
to dealing with conflicts



2h45



3

## Summary

Reflection on the unique angles, points of view, or approaches the participants bring from their own context: Regional approaches to dealing with conflicts.

## Goals, Objectives, and Results

- Reflect on their countries' or regions' indigenous, local approaches to conflict.
- Identify which approaches or aspects can be taught to others simply and quickly.
- Learn new approaches to dealing with conflicts.
- Gain new perspectives.
- Develop initial ideas for a new multicultural approach that can be applied in the practical application phase in week 3 and their own contexts.

## Materials

Flipcharts, markers, wallpaper, pins, meta cards, crayons, pens, scissors, glue sticks.

## Flow of Exercise

The facilitator gives a brief introduction to the process: Participants will be split into their city teams and tasked with the following:

- a) Reflect on the »gifts« you bring to the group as a whole: which unique angles, points of view, or approaches you can bring from your own context (city, country, or other parts of the world) and prepare a short presentation using creative means (training session, discussion, collage, poster, short scenes/sketches, etc.).
- b) Think about how you can present or »teach« one of these approaches to other participants and prepare a small presentation/facilitated session/quiz/etc. (max. 25 minutes long).

(60 minutes)

Each city team will then present their gift in plenary, answer open questions, and receive feedback on the process (25 minutes per team). This will be followed by a guided discussion, drawing out the learning and debriefing.

**Debriefing**

- What can we learn from each other?
- How can we unite these approaches into a new multicultural approach?
- Who in your own communities can you learn more from?
- What approaches do you not want to adopt from your own context, and why not?

**Variation**

This exercise could also follow the session on facilitation and group-building skills, as participants will then have another opportunity to apply and practice their newly gained skills.

**Possible Follow-Up**

The methods used for presentation and »teaching« can be referred to in the facilitation and group-building sessions.

**Recommendations, Definition, Helping Tools, and Materials**

*»The gifts you can give us are an order of magnitude taller if you are in your power doing what you love.«* – Brené Brown

# Mediation

 10 people +

 Introduction to Mediation

 2h45

 5

## Summary

Introduction to mediation as an approach to conflict transformation

## Goals and objectives

- Introduction to mediation models and skills
- Practise mediation skills
- Apply a simple mediation model
- Reflect on the qualities, skills and attitudes of a good mediator

## Material

Handouts:

**Mediation and Steps of a Mediation Process**

**Case study: Watch Maker**

**Case study: Oil flow station**

Flipchart and markers, pinboard and meta cards



## Flow of exercise

This session will be divided into three blocs:

1. Introduction: The facilitator will provide input on mediation in general, different models and modes of mediation as well as a simple 9-step mediation model.

Participants will receive the mediation handout (ca. 30 minutes).

2. Application in small groups: Participants will be split into four groups, and each group will simulate a mediation process following the 9-step model. Two members of each group will play one of three roles of the »Watch Maker« role play (two conflict parties and a team of mediators). They will be tasked with the following: a. Reading their respective roles b. Preparing for the mediation (conflict analysis, developing strategies, etc.) c. Conducting the mediation process (ca. 30-40 minutes in total), the results of the simulation will be presented in the plenary, and a debrief will be held to draw out the learning (ca. 20-30 minutes)

3. Application in plenary (fishbowl): A second mediation simulation will be held in plenary: »Oil Flow Station.« The group will be split into three groups. Each group will prepare the role of either one of two conflict parties or the mediation team (prep time ca. 20 minutes). The simulation process: Two members of each group will start the mediation process in plenary. The other team members can replace one of the active members at any time during the process (allowing everyone to participate). The process

will end when a result is found, or time is up (ca. 60 minutes). Results of the simulation will be presented in plenary, and a debrief will be held to draw out the learning (ca. 20–30 minutes)

## Debriefing

- Did you use any of your new communication skills and tools? If yes, which ones? How far did they help you?
- Did you use any of the conflict analysis tools? Which ones? Were they helpful?
- Did you ensure the agreement followed the guidelines you learnt during the mediation session?
- Drawing out the learning on a flipchart: Dos & Don'ts of mediation
  - Strategy
  - Communication
  - Behaviour

## Variation

One or two mediation simulations can be conducted depending on the time. They can both be held in plenary (fishbowl) or small groups. Alternatively, one more complex simulation (instead of two) can be conducted, requiring more preparation time.

## Possible follow up

If conflicts exist within the learning group, see if one or two participants would be willing to mediate the dispute.

## Recommendations, definition, helping tools and materials

Mediation: Mediation refers to a process where a neutral third party helps disputing parties to reach a mutually acceptable agreement. The mediator facilitates communication, promotes understanding, and assists the parties in identifying their needs and interests to find a resolution. The key aspects of mediation include voluntary participation: All parties must agree to participate in the process. Confidentiality: Discussions during mediation are private and cannot be used as evidence in court. Neutrality: The mediator does not take sides or make decisions for the parties. Self-Determination: The parties retain control over the outcome and make their own decisions. For more information, e. g., <https://www.mediation-help.com/en/about-mediation/>



# Facilitation: Group Dynamics



Any

Facilitation of groups:  
Group Dynamics

1h45



3

## Summary

Building and leading groups & facilitation: Learning to deal with group dynamics in facilitation.

## Goals and Objectives

- Understand that all groups/teams move through different stages in their development.
- Identify which stage a group/team is at.
- Reflect on the group dynamics and stages within their small working groups as well as the group as a whole.
- Understand which leadership type and actions are needed in the different group/team development stages.

## Materials

Handout: **Group-building, Teamwork & Facilitation**

Flipchart, markers, pinboard, meta cards, crayons



## Flow of Exercise

Each of the stages of group dynamics will be introduced and explained to participants by the facilitator using a flipchart or pinboard: **Forming – Storming – Norming – Performing – Adjourning** (approximately 15–20 minutes).

Participants will then apply the tool in small groups and plenary.

1. Small Groups: In the same working groups as during conflict analysis in week 1, participants will discuss and identify which stages of group dynamics their working group has progressed through and which one they were in during the last analysis exercise (20 minutes).

Results will be presented and discussed in plenary (approximately 10-15 minutes).

2. In Plenary: Participants will jointly identify which stage of group dynamics the group has progressed through and which one they are currently in (10-15 minutes).

Afterwards, the facilitator and participants will discuss what skills and methods a facilitator needs in each stage (approximately 30 minutes).

## Debriefing

- What do we need as participants in each of these stages?
- What do we need as facilitators in each of these stages?
- What key learning do you take away from this session?

## Variation

To better understand the different stages, participants can be given a quiz with example descriptions of certain events taking place in groups and asked to identify which stage that group is in.

## Possible Follow-Up

Group dynamics can be referred back to occasionally throughout the following training days to assess whether the group is moving into another stage.

## Recommendations, definition, helping tools and materials

**T-Kit 6: Training Essentials - Youth Partnership** – a tool kit for »Training essentials«

**T-Kit 12: Youth transforming conflict – Youth Partnership** Tool kit for »Youth transforming conflict«



# Facilitation Skills – Dealing with Challenging Situations



## Summary

Learning facilitation skills for group dynamics and dealing with challenging people and situations.

## Goals and Objectives

- Reflect on facilitation skills.
- Practice facilitation skills.
- Learn how to deal with disruptions and other challenging behaviours among participants

## Material

Handout: [Facilitation Skills](#)



## Flow of Exercise

The facilitator and participants will jointly work on collecting skills and methods for facilitation on a flipchart. The facilitator will provide additional input (approximately 20–25 minutes). An extensive handout will be provided as a reference point.

In plenary, participants will practice facilitation skills in challenging situations:

Six participants will be chosen to play the roles of facilitators in teams of two and will be sent out of the room. The rest of the participants will be given various roles as »disruptive« elements (such as talking nonstop, not saying anything at all, playing with their phone, talking to their neighbour, being very angry, starting to cry, etc.). Three mock dialogue sessions (10-12 minutes each) will be held and facilitated by one of the facilitation teams. In each round, facilitators will encounter various challenging situations and participants. After each round, feedback will be provided, and the learning will be drawn out (approximately 60 minutes).

**Debriefing**

- What strategies did the facilitators apply?
- What strategies work in which challenging situations?
- What does not work when we facilitate?
- Where are my personal limits, and which situations do I find very hard to deal with?

**Variation**

This exercise can also be combined with the following exercises on facilitation skills.

**Possible Follow-Up**

Continue drawing out the learning on facilitation skills throughout the next sessions.

**Recommendations, Definitions, Helping Tools, and Materials**

See »Facilitation: Group Dynamics«



# Facilitation: Exchange between People in Disagreement



min.  
6 Persons



Facilitation:  
exchange in disagreement



2h15



4

## Summary

Facilitating exchanges between people when there are disagreements: Dialogue & Round Table

## Goals and Objectives

- Get to know different methodologies for facilitating dialogue and group sessions.
- Practice facilitation skills in different settings.

## Material

Handout: **Facilitation Skills**  
**Exercise Dialogue**



## Flow of Exercise

The facilitator will provide further input on facilitation skills and simple dialogue formats such as round-table discussions and dialogue sessions (approximately 25 minutes).

An open dialogue followed by a round-table discussion will be facilitated in the plenary (30 minutes each). A team of three facilitators will be chosen for each round, and topics will be suggested. The remaining participants will be split into smaller groups, with each group preparing arguments for or against the topic, researching facts, and gathering more information about the topic in general (prep time: approximately 10–15 minutes). Each round will be followed by a debrief to draw out the learning (approximately 10–15 minutes).



### Debriefing

- Which of the following formats would you use and when?
- What other formats are you familiar with?
- What strategies did the facilitators apply?
- What strategies work in which challenging situations?
- What does not work when we facilitate?
- Where are my personal limits, and which situations do I find very hard to deal with?

### Variation

Instead of or in addition to round-table discussions and open dialogues, other formats can be practised, e.g., debates etc.

### Possible Follow-Up

The facilitation skills gained can be used when the city and inter-city teams plan during the last two days of the course. One or two facilitators can be chosen for each planning round to guide the discussions during the planning sessions.

### Recommendations, Definitions, Helping Tools, and Materials

See »Facilitation: Group Dynamics«



# Self-care – Stress, Self-care and Resilience



Any

Self-care and  
stress reduction

2h15



3-4

## Summary

Exploration and reflection on: 1. Stress and its effects on the body, mind, and soul: Stress, nervous system, burnout, self-care, and resilience. 2 Self-reflection: Red flags and triggers – How do I know I am stressed? What are my personal alarm signals? What stresses me? And 3. Resources to reduce stress and how to build resilience.

## Goals and Objectives

- Understand what stress is and how it affects the body, mind, and soul.
- Reflect on and identify personal triggers, red flags (when do I get angry, frustrated, etc.), and current internal and external stressors.
- Reflect on typical personal coping mechanisms.
- Identify areas in need of improvement to lead a balanced life.
- Reflect on personal strengths and resources and how to build on them.
- Practice different methods to reduce stress.
- Practice different methods to release anger and threat responses in the body, calming the nervous system.

## Material

Handouts:

**Stress, Burnout, and Resilience**

**My Personal Red Flags**

**Three-Minute Breathing Space**

**RAIN**

**Mountain Meditation**

**Healthy Mind Platter**

**Resource Tree**

Paper and pens, colours, flipchart, and markers

Speakers, laptop, projector



## Flow of Exercise

This session is divided into three stages: 1. Input on stress and its effects on the body, mind, and soul. 2. Self-reflection on red flags and triggers. 3. Reflecting on existing and gaining new resources to reduce stress.

1. A presentation on stress will be held by the facilitator (PowerPoint), and questions will be clarified (25-30 minutes). Participants will receive an extensive handout on the topic.
2. The facilitator will introduce the »Red Flag« tool, distribute the handout, and ask participants to fill in the exercise on the handout, individually reflecting on, assessing, and identifying their own triggers external and internal stressors (15–20 minutes).  
Participants will be able to discuss their fresh insights with the whole group. (10 minutes).
3. Resources to reduce stress:
  - a) Gentle Movement and Meditation Exercises: Participants are invited to find a comfortable place in the room. A gentle movement practice will be followed by two or three guided meditations (3-Minute Breathing Space, Mountain Meditation, RAIN Exercise). After completing all exercises (30-45 minutes), participants will be invited to share their experiences in plenary.
  - b) Healthy Mind Platter Exercise: Participants will be introduced to the Healthy Mind Platter exercise in the plenary and receive the corresponding handout. They will reflect individually on which aspects of a healthy mind and life are already fulfilled and which aspects need more attention or time in their daily lives (20–25 minutes).
  - c) Resource Tree Tool: The facilitator will introduce the »Resource Tree« tool to help participants assess their existing resources, strengths, and support systems. Participants will be invited to draw or craft their own resource tree and receive the Resource Tree handout (45 minutes). The finalized trees will be hung on the wall for a silent exhibition. Participants will be invited to walk around the room and view the trees without comments or discussion while gentle music plays in the background (approximately 15 minutes).

## Debriefing:

- Which tools did you find helpful?
- What was the most helpful insight for your life in general as well as your current day-to-day life?
- Is there one practice you will integrate into your life or one change you will implement from now on?

## Variation:

There are myriad other self-care exercises and free resources available on the web. If time allows, participants can be asked to share a favourite self-care practice to be done together in plenary, as an additional early-morning or evening session, or as an energizer throughout the last training days.

## Possible Follow-Up:

These resources can be referred back to in the last training days as energizers or whenever stress levels rise during the day.

## Recommendations, definition, helping tools and materials

Apps e.g.: »Calm: Sleep and Meditation«; DailyBean: simplest Journal«; »Plantie: stay focused«; Pziss-Sleep, Nap Focus«; »Health Fitness (Nood tracker, CBT; Self-Care).«

**How to manage and reduce stress | Mental Health Foundation**



# Trauma and Trauma Sensitivity



Any

Dealing with Trauma and  
Introduction to Trauma Sensitivity

2h15



5

## Summary

This session is split into three parts. First, we'll break down what trauma is, where it comes from, and how our nervous system reacts. The second block will focus on exercises to re-negotiate trauma and release stress through body-based approaches such as Somatic Experiencing. In the third block, participants will explore the topic of trauma sensitivity.

## Goals and Objectives

- Understand trauma and how our nervous system responds to threats and stress.
- Practice different exercises to regulate the nervous system, reduce stress, and re-negotiate trauma.
- Discuss how different cultures approach the topic of trauma and self-healing.
- Gain a basic understanding of how to work in a trauma-sensitive way.
- Learn more about different approaches and resources available in their countries.

## Material Handouts:

**Trauma & Somatic Experiencing**  
**Trauma-Informed Project Planning Booklet**



## Flow of Exercise

This session has three blocks: 1. Input on trauma and the nervous system. 2. Somatic Experiencing exercises to release stress and re-negotiate trauma. 3. Trauma sensitivity.

1. The facilitator will provide input on trauma and the nervous system based on a presentation (PowerPoint or pinboard), and questions will be clarified (25–30 minutes). Participants will receive an extensive handout on the topic.
2. The facilitator will guide a series of body awareness, tracking of sensations, and gentle movement exercises. After the exercises, participants will be invited to share their experiences, and the facilitator will provide further input on how these exercises impact the nervous system and trauma (approximately 30–45 minutes in total).



3. Finally, the facilitator will provide a brief input on how to work trauma-sensitively. Guiding questions will be asked, and together, minimum standards will be developed by the participants and facilitator on a flipchart to guide participants in applying their learning from this course in the week following the training course as well as upon their return to their home countries. This will be followed by a reflection on cultural differences in self-care and psychosocial practices and existing resources in the participants' home countries (60–75 minutes in total).

### Debriefing

- How does your community deal with trauma—do people address it head-on or avoid the conversation?
- How did you feel during the exercises?
- What additional support do you need to work in a trauma-sensitive or trauma-informed way?

### Variation

The exercises will be more or less intense depending on how group relationships have progressed by this point in the course. It is also possible to split the group into male and female participants for these exercises to enable a greater sense of safety, especially for the female participants.

### Possible Follow-Up

Check-in with participants on this topic during the development of action plans in the following sessions and see how they are planning on ensuring trauma sensitivity in the activities/small projects they are planning



# Planning of Workshops



Any

How to plan activities  
or small projects1.5–3 hours  
per action plan

1

## Summary

Planning individually, in-city teams, and cross-city teams for activities to be implemented by the participants in the week following the training in Berlin and upon their return to their countries.

## Goals and Objectives

- Getting to know a simple planning format and a planning template for (joint) activities.
- Development of three action plans:
  - a) Individual action plans for how each participant will implement their learning as individuals in their daily life upon returning to their home countries.
  - b) City team action plans for activities to be implemented by the city teams in their home countries, drawing on new approaches from the training course, the indigenous local approaches they learned from each other, as well as potential new approaches.
  - c) Cross-city team action plans for activities to be implemented by cross-city teams in the third week in Germany following the two-week course, drawing on new approaches from the training course, the indigenous local approaches they learned from each other, and potential new approaches.
- Feedback on action plans to redesign action plans as and if necessary.

## Material

Handout: **Action Planning**

Pens, paper, flipcharts, metacards, pinboard.



## Flow of Exercise

The facilitator will provide input on action planning as a tool and an activity and introduce a simple planning format/template to the participants (on a flipchart or pinboard). (ca. 15–20 minutes)

Before starting the concrete planning, the group will reflect together in plenary on the following guiding questions: What is our unique angle as this mixed group? What do we bring that others don't? And how can we pass this on to others/use it to work towards change in our societies? Results will be collected on a flipchart. (ca. 30 minutes)

Next, participants will start to work on three action plans:

1. Individual planning: Develop an action plan for how you will implement the learning from this course upon returning to your home country (1-1.5 hours).
2. Planning in city teams: Develop an action plan in your country team for activities you will implement with participants from your local context upon your return to your home country (2 hours).
3. Planning in cross-city teams: Develop an action plan for the activities in the week following the training course in Berlin as well as activities upon return to your city (2.5 hours).

The city-team and cross-city team action plans will be presented in plenary at the end of each respective round of planning. Feedback will be provided by the other participants as well as the facilitator (ca. 60 minutes).

Participants will then be given time to adapt/redesign their action plans if necessary (ca. 30 minutes).

### Debriefing

- Was this tool helpful?
- What can we learn from this exercise?
- Who can support us in planning?

### Variation

Presentations of the action plans can either be done after each planning round or at the end of the planning sessions in a final round.

### Possible Follow-Up

After having implemented a workshop, the participants can evaluate the method and implementation and find out what could be done differently next time. In addition, the projects would like to offer »Intervision group meetings« to reflect on the workshops done: online group meetings in groups of the three cities = »intervision groups« who support each other in the implementation and evaluation.

### Recommendations, definition, helping tools and materials

Planning youth activities: **T-Kit 3: Project Management – Youth Partnership**  
 Organisational and Strategic planning. **T-Kit 1: Organisational Management – Youth Partnership**



# C

# Appendix

## Project coordinator:

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Stralauer Allee 20e  
10245 Berlin, Germany  
[www.icja.de](http://www.icja.de)  
[icja@icja.de](mailto:icja@icja.de)



## Partner organisations:

### Israeli Volunteer Association (IVA)

Tel Aviv (Israel)  
<https://sherut-leumi.co.il>  
[office@iva-il.org](mailto:office@iva-il.org)




### Active Youth Stella

Kyiv (Ukraine)  
<https://ngo-stella.org>  
[info@ngo-stella.org](mailto:info@ngo-stella.org)



With kind support of

Landesstelle für Entwicklungszusammenarbeit	Senatsverwaltung für Wirtschaft, Energie und Betriebe	<b>BERLIN</b>	
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