



THE TIES THAT BIND

Building Social Cohesion in Divided Communities





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Preface: “How to Use this Guide”

The questions I most often hear regarding manuals are: “What’s the purpose of the guide? Where did it come from? Who should use it, and when?” This guide was born from a need to share CRS’s social cohesion learning from Central African Republic (CAR) from 2013–2015. During this turbulent period, CAR experienced unprecedented violence and brutality between the *Seleka* (Alliance)¹ and the *Anti-Balaka* (Anti-Machete)² militias. At the invitation of the Muslim and Christian religious leaders, with support from the “Minister of Communication, Civics, Dialogue, and National Reconciliation,” CRS trained more than 1,000 government, civil society, and private sector leaders in social cohesion principles and techniques, and equipped them with tools they could use in their workplaces and communities.³ CRS also trained a select group of participants in Training of Trainers (TOT) so they could scale up the program and reach many more of their fellow Central Africans.

This guide innovatively combines the 4Ds of Appreciative Inquiry (*Discover, Dream, Design and Deliver*) with CRS’s 3Bs peacebuilding methodology (*Binding, Bonding and Bridging*). The result is a powerful approach for use within a people-to-people peacebuilding framework that can help groups, organizations and communities—that are either in crisis or facing lesser challenges—to introspectively consider disagreements and disputes, find common ground, collaborate for mutual benefit, and envision a harmonious future. In CAR, virtually everyone was touched by war and destruction. The enthusiastic response of hundreds of participants in many workshops has confirmed the merits of this approach.

Donors, host countries, and implementing partners who want to strengthen vertical and horizontal social cohesion,⁴ especially in fragile states, will profit from this guide. The exercises can be used by anyone in nations or communities that are experiencing latent or active violence, or that are emerging from conflict. Field practitioners will find it useful to design and implement social cohesion training programs. Each module offers detailed guidance on objectives, timing, steps, tools and notes for the trainer. In the hands of a skilled trainer, it provides a comprehensive instrument with detailed instructions on conducting social cohesion strengthening workshops and training trainers to do the same. It has also been used within CRS Country Programs to build trust and productive working relationships, both internally and between CRS and its local partners. The guide can be

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

2 *Anti-Balaka* was a self-defense militia established in 2009 to fight highway banditry. In 2013, the *Anti-Balaka* took up arms against the *Seleka* and committed many acts of violence, resulting in widespread insecurity in CAR.

3 The workshops were conducted within the Secured, Empowered, Connected Communities (SECC) project funded by USAID.

4 The concept of vertical and horizontal social cohesion is further explained in section 3 of the introduction.

used in tandem with CRS's other peacebuilding tools, such as the *Basic Guide for Busy Practitioners*, the *Peacebuilding Integration Training Course*, and the *Social Cohesion Integration Diagnostics Tool (SCIDAT)*.

With some imagination, you can adapt the many practical ideas, suggestions, exercises, tools and activities contained in the guide to your reality. We trust that the guide will help you restore trust, tolerance, empathy and acceptance between citizens and governments, and among diverse peoples and groups in deeply divided societies.

—Michelle Broemmelsiek, CRS Vice-President of Overseas Operations

Acknowledgements

This guide was a journey of faith; it came to be because of the many people who encouraged and supported me along the way. My sincere hope is that the fruits of my efforts will meet their expectations.

First of all, I wish to express my gratitude to the members of CRS' Country Program (CP) in CAR, especially the members of the Social Cohesion Program, who gave me the opportunity to be part of their mission and to lead social cohesion workshops in Bangui and the northwest part of the country. Secondly, I wish to thank my fellow members of CRS' Africa Justice and Peace Working Group (AJPWG), whose thoughtfulness helped shape the organization and content of the guide. Along with others, they reviewed drafts and offered many useful suggestions for improvements. Thirdly, I would like to recognize USAID for its support for social cohesion strengthening in the Central African Republic.

At the risk of leaving out many people deserving special mention, I would particularly like to extend my thanks to the leaders of the Inter-Religious Platform for Peace in the Central African Republic; to Bishop Dieudonné Nzapalainga, Archbishop of Bangui and president of the Bishops' Conference; to Imam Oumar Kobine Layama, president of the *Alliance Islamique de la Centrafrique*; and to Rev. Nicolas Guerekoyame-Gbangou, President of the *Alliance des Evangéliques de la Centrafrique*, who inspired me and gave hope to Central Africans in troubled times. All these people believed in me and have championed peace and social cohesion at all levels in CAR. On behalf of CRS, I act in solidarity with them.

Finally, I would like to thank the members of the faith-based, professional, ethnic, political and military groups who participated in the workshops. They taught me more about compassion and empathy than I could ever have otherwise learned. I am pleased to dedicate this guide to them and their fellow Central Africans, with the hope that it will restore harmony among all of CAR's sons and daughters, who—by their example—will become agents of justice and peace in Africa and the world.

—Jean-Baptiste Talla

Acronyms

A3B	Applying the 3Bs to Land Conflict in Mindanao
AI	Appreciative Inquiry
AJPWG	Africa Justice and Peacebuilding Working Group
CAR	Central African Republic
CIPP	Central Africa Inter-Religious Partnership for Peace
CMM	Office of Conflict Management and Mitigation
CP	Country Program
CRS	Catholic Relief Services
3Bs	Binding, Bonding and Bridging
4Ds	Discover, Dream, Design and Deliver
GDA	Global Development Alliance
IRP	Inter-Religious Platform
P2P	People-to-People Approaches
USAID	United States Agency for International Development

Introduction

AUTHOR'S NOTE

While conducting social cohesion workshops in CAR, I noticed that, in the face of daily violence and conflict, it was virtually impossible for people to see beyond their present circumstances. Most people had lost a direct family member, a relative or a friend in the conflict. Their grief, rancor and mistrust simply overwhelmed any desire to envision a society characterized by right relations between victims and perpetrators. The horrors of rape, looting, destruction and death were too present in their minds and hearts.

To overcome this obstacle, I felt compelled to accentuate the positive, creating an atmosphere where people could imagine their community rising like a phoenix from the ashes. I found that Appreciative Inquiry (AI) offered participants a way to view human relationships differently, finding the best in others—even in their adversaries. People needed to name the unspeakable, learn to forgive and begin recreating their lost dreams for a brighter, more prosperous future.¹ We realized that, in combination, the 3Bs (*Binding, Bonding and Bridging*) and the 4Ds (*Discover, Dream, Design and Deliver*) offered Central Africans a means to renew interpersonal and intergroup relationships, even with violence still fresh in their minds.

In this guide, I've endeavored to take this hybrid methodology and embed it within the broad framework of the P2P Approach. Consistent with P2P, and depending on the need and context, facilitators can use the guide with single- or mixed-identity groups ranging from 20–30 persons, aged 18 years old and up. Facilitators can draw upon their creativity and use their imaginations to develop inspired and engaging sessions that are relevant to the local reality.

To make this task easier, we have made available 63 tools in the Appendix. Each has its own appeal, and each has made my sessions richer and more productive. I highly recommend taking the time to review the Tool Kit as you get acquainted with the guide.

I intended this guide to build on our common humanity. If it helps us find our potential, harness healing energy, and become more proficient agents of peace, it will achieve its purpose. I join hands in solidarity with you to transform hate, mistrust and injustice into harmonious, productive, and lasting relationships for socially cohesive societies.

¹ Taken from *Pensée positive dans le développement organisationnel et le changement*, from 12Manage, The Executive Fast Track, www.12manage.com/methods_cooperrider_appreciative_inquiry_fr.html.

1.0 OVERVIEW OF THE GUIDE AND SUGGESTED TIMELINES

The guide is organized into four chapters and 16 interactive modules. Here is the full guide outline:

- **Chapter 1:** The first B—*Binding*. This chapter addresses change at the level of the individual. What goodness is within me? What can I do, and what changes can I make, to transform my neighborhood, workplace, province or nation into a more harmonious and functional environment?
- **Chapter 2:** The second B—*Bonding*. This chapter leads participants belonging to the same identity group to identify characteristics of their group that can be instrumental in avoiding crisis or leading the country out of crisis. “What is the dream for our group? What can we do together to make us a positive force for change?”
- **Chapter 3:** The third B—*Bridging*. This chapter introduces bridging as a means to bring two or more peer groups together to lay the foundations for intergroup collaboration. It asks: “What positive characteristics do we and other groups have in common? Do we share a common dream? What can we do together to improve the lives and livelihoods of our respective communities?” This chapter guides mixed-identity groups to jointly identify, design and implement connector projects.
- **Chapter 4** covers alliance-building and exerting influence through power-holders, systems, and structures. It shows participants how to enlist decision-makers—traditional authorities, elected officeholders, public officials, faith-based leaders, and businesspeople—to use their influence to bring about change.

Consistent with CRS’s capacity-building model, each module contains a rationale, teaching aids, anticipated results, steps, estimated duration and notes for the facilitator. Attached to the guide is a CD-ROM containing 63 tools for use in the sessions. Although no two groups are the same, based on our experience in CAR with 35-40 participants we offer below approximate durations for each module.

Chapter 1: Changing the Way I Look at People and Things <i>(Binding)</i>	Module 1: Discovering the Best That Lies in Each of Us	1 hr
	Module 2: Viewing My Relationship to the World in a Different Way	3 hrs
	Module 3: Understanding Conflict Dynamics	2 hrs, 30 min
	Module 4: Getting Myself Involved in Conflict Transformation	3 hrs, 15 min
Chapter 2: Changing the Attitude of My Membership Group <i>(Bonding)</i>	Module 5: Building a Shared Vision of Social Cohesion	2 hrs, 30 min
	Module 6: Producing a Barometer of Social Cohesion	2 hrs, 30 min
	Module 7: Making a Joint Analysis of Social Cohesion Factors	2 hrs, 25 min
	Module 8: Contributing to Social Cohesion as an Identity Group	3 hrs, 15 min
Chapter 3: Rebuilding Intergroup Cohesion <i>(Bridging)</i>	Module 9: Opening Up to Other People	2 hrs, 45 min
	Module 10: Dreaming Together	3 hrs, 45 min
	Module 11: Analyzing Together	2 hrs, 30 min
	Module 12: Rebuilding Together	3 hrs, 45 min
Chapter 4: Implementing Lessons Learned	Module 13: Training of Trainers	5 days
	Module 14: Implementing Connector Projects	10 hrs, 15 min
	Module 15: Mobilizing the Leaders	9 hrs, 45 min.
	Module 16: Building Alliances	5 hrs

2.0 APPLYING APPRECIATIVE INQUIRY (AI) TO THE 3BS

Users of this guide may wish to have some familiarity with the origins of the 3Bs and the application of Appreciative Inquiry (AI) to the 3Bs in CRS's practice.² What follows are brief descriptions of seminal CRS activities from Mindanao, Philippines, and from the Central African Republic (CAR).

In Central Mindanao, Philippines, communities long at odds over land searched for a way to address land conflicts. Disputes, at times violent, negatively impacted relations between the native Lumad, the Muslim population and the Christian settlers, who were recent newcomers. The settlers were better educated, wealthier, more conversant with land laws, and politically astute at enlisting the backing of local authorities to buy and occupy traditionally native lands.

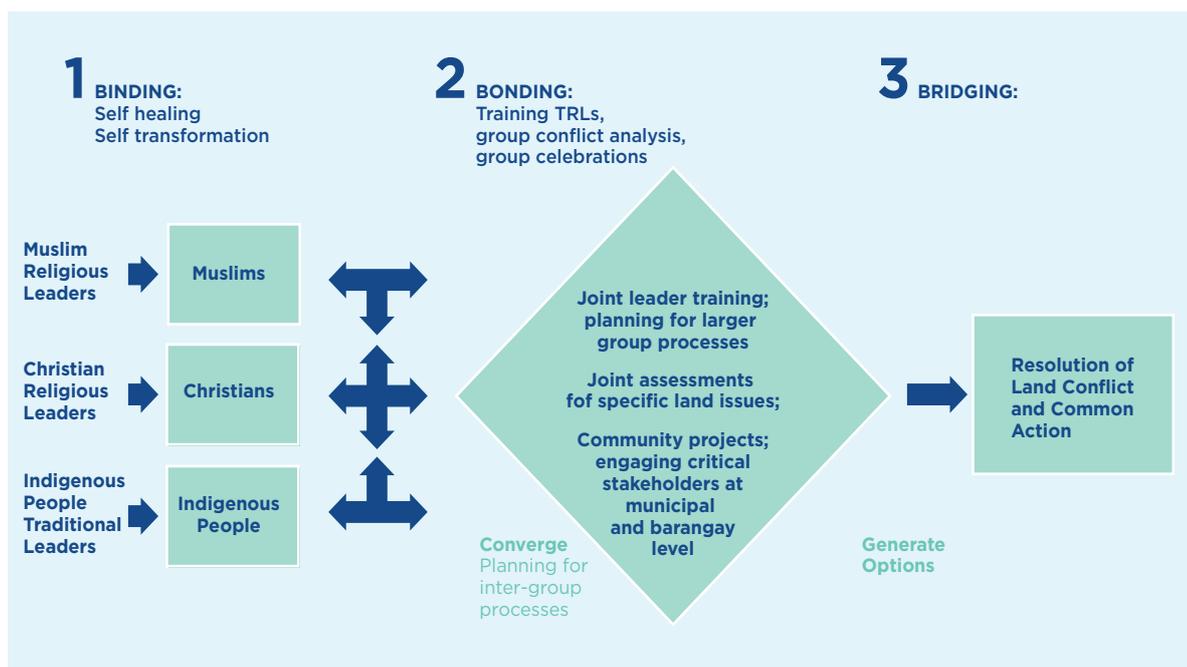
² See for example, CRS' Partnership Toolbox, "A Facilitator's Guide to Partnership Dialogue for the AI," and Nell Bolton and Myla Leguro, "Local Solutions to Land Conflict in Mindanao, Policy Lessons From Catholic Relief Services' Applying the 3Bs (Binding, Bonding, Bridging) to Land Conflict Project," October 2015.

To respond, CRS—with funding from the U.S. Agency for International Development, Office of Conflict Management and Mitigation (USAID/CMM)—developed and implemented “Applying the 3Bs to Land Conflict in Mindanao (A3B).” A3B ran from 2012–2015, and consisted of binding, bonding, and bridging aimed at reconciling protagonists and transforming conflicts over land use, access, and ownership within and among identity groups.

In the A3B model (Figure 1), binding activities created space for individual self-transformation and trauma healing; bonding activities strengthened relationships and mutual understanding within respective identity groups; and bridging activities developed trust between and among identity groups, fostering dialogue in the resolution of land conflicts. To encourage joint action in the face of diversity, conflicting interests, and disparate goals, A3B worked in 20 local government units (barangays) across four municipalities.³

The strength of A3B lay in its capacity to awaken and engage traditional and religious leaders (TRLs) to be community peace facilitators, and to equip them with tools that revitalized and reinforced local conflict-resolution mechanisms, such as the government-mandated *Lupong Tagapamayapa* (LTs, or village pacification committees). Soon after participating in 3Bs workshops, local NGOs trained and supported TRLs and LTs to facilitate community-level dialogue and mediation among conflicting parties. The resolutions and action plans evolving from these encounters were made available to provincial and central agencies, thereby connecting—for the first time—grassroots initiatives and national land policies, and bringing them closer in sync with each other. After more than 40 years of land conflicts that have plagued Central Mindanao, A3B was able to bring to scale, in the space of a few years, an approach that offered multiple levels of healing for diverse groups and adversarial stakeholders, from the grassroots to high policy levels.

Figure 1. *Binding, Bonding and Bridging Framework Applied to Central Mindanao*



³ The municipalities were: Ampatuan, Maguindanao; Magpet, North Cotabato; Polomolok, South Cotabato; and Senator Ninoy Aquino, Sultan Kudarat.

Similarly, in CAR, the 3Bs offered a means to bring single-identity and mixed-identity groups together for introspection, dialogue, and joint action. Years of misrule and neglect had created deep fissures among ethnicities; urban and rural populations; young and old; men and women; and Muslims and Christians. Owing to unmaintained roads, the absence of communication networks, economic disparity, and insecurity, large swaths of northeast and southeast CAR were virtually cut off from the rest of the country. The social contract between citizens and government was almost nonexistent.

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

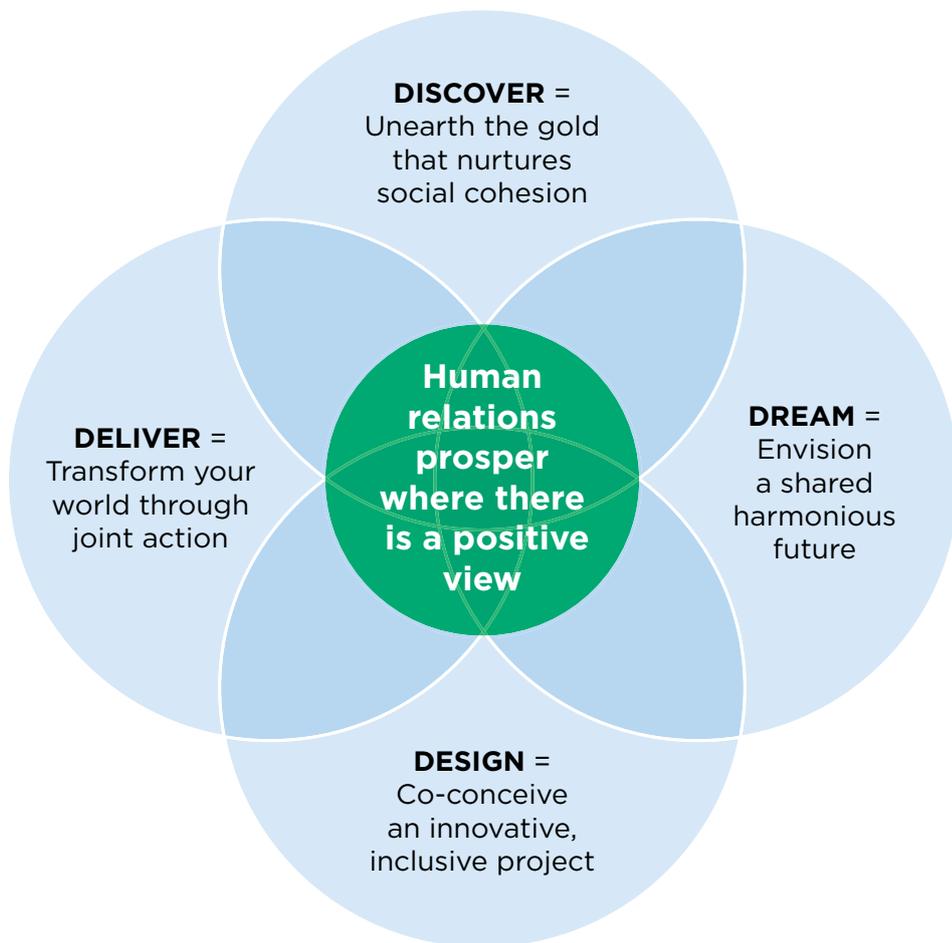
In January 2014, an interim government was formed, and in April the UN deployed some 10,000 military personnel and nearly 2,000 police as part of the United Nations Multidimensional Integrated Stabilization Mission in Central African Republic (MINUSCA). Conscious of the urgent need to restore harmony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

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

CRS felt that it needed a tool to help Central Africans see beyond their current reality. AI, combined with the 3Bs, responded to that need. The four “D”s of AI—*Discover, Dream, Design* and *Deliver*⁴ take individuals and groups through a process where they are invited to come to terms with their own limitations and envision harmony within themselves and with others. The workshop facilitators found that, together, the 3Bs and 4Ds helped people unearth inner qualities, rediscover buried dreams, stir imagination, and improve lives and communities (Figure 2) on the following page.

4 The four “D”s constitute the major aspects of AI. For further information, please refer to *CRS Partnership Guide and Facilitators’ Toolbox*.

Figure 2. The 4Ds: *Discover, Dream, Design and Deliver* Framework



Facilitators realized that merging the two methodologies made it easier for participants to talk openly about fear and mistrust, and to consider a future without war, poverty, and exclusion. The overwhelmingly positive response to this approach planted the seeds for this training guide.

The table below overlays the 3Bs of social cohesion with the 4Ds of AI. Illustrative questions in each box represent the fusion of the two methodologies and help participants advance through binding, bonding and bridging while also progressing through discover, dream, design and deliver.

APPRECIATIVE INQUIRY						
3Bs		Discover through an appreciative view	Dream for an appreciative vision	Design by reflecting on building together		Deliver by engaging in actions
				Unfavorable	Favorable	
	Binding	What do I have that is positive?	What is my dream for a more socially cohesive society?	What can I do to improve myself toward achieving greater social cohesion?	On which personal qualities can I build to achieve social cohesion?	What can I do?
	Bonding	What positive qualities does my group possess?	What is the dream of our group for our country?	What can my group do to improve internal cohesion?	On what intragroup traits can we build social cohesion?	What can my group do?
	Bridging	What positive qualities do others have?	What dream can we all share for peace and harmony in our land?	What should we improve in our intergroup relations?	What intergroup qualities can we build on to construct a better, more harmonious future?	What activities can we engage in together for strengthened social cohesion?
		What positive qualities do we have in common?				

3.0 UNDERSTANDING SOCIAL COHESION

Discussions involving social cohesion generally evoke thoughts about trust, tolerance, harmony, ties and networks. One of the earliest theorists to write about the concept was Émile Durkheim (1858–1917). In *The Division of Labour in Society*, Durkheim describes the diversity of social links, solidarity and collective consciousness that constitutes social cohesion. To the extent that individuals connected with each other, were committed to a larger group, and participated in social activities, a society became more socially cohesive. Durkheim warned, however, that social cohesion could be manipulated to protect structural inequality and injustice.

This guide embraces a notion of social cohesion closely approximating that of the Council of Europe, which defines *social cohesion* as “the capacity of a society to sustainably ensure the wellbeing of all its members, namely equitable access to available resources, respect of dignity in diversity, personal and collective empowerment, and responsible participation.”⁵

On a horizontal plane, we find it useful to think about social cohesion as trust, reciprocity and the multiplicity of links between and among citizens and between and among civil society groups (*horizontal bridging*). Groups may be homogeneous or heterogeneous. Vertically, the concept of social cohesion can be applied to public

⁵ Conseil de l'Europe, *Elaboration concertée des indicateurs de la cohésion sociale, Guide méthodologique*, Edité par les Editions du Conseil de l'Europe, juin 2005, p. 23.

and private spheres of activity. In a civic sense, social cohesion relates to the social contract between citizen and the state (*vertical social capital and vertical linkage*).⁶ In the marketplace, it describes the relationships between and among consumers, producers and other market actors including law- and policymakers.

Whether we aim to strengthen horizontal or vertical social cohesion or both, we should always be mindful of equity, inclusion, solidarity, trust, and participation. How do our interventions affect relationships, and what are the possible unintended consequences? The workshops in CAR encouraged participants to consider these concepts and compare them with their own experiences.⁷

6 CRS' working definition of social cohesion closely approximates that of the World Bank in the sense of emphasizing strong social bonds, trust and norms of reciprocity between and among civil society groups and citizens, and citizens and the state. A socially cohesive society is one where there is an "abundance of associations that bridge social divisions" and where robust civic institutions make democracy more responsive, inclusive, transparent and accountable.

7 See Tool O: Examples of ways to envision social cohesion.

Chapter 1

CHANGING THE WAY I LOOK AT PEOPLE AND THINGS (BINDING)

DESCRIPTION: Centered on change at the personal level, this chapter comprises four modules built on the 4Ds. The modules and exercises elicit the discovery of individuals' various gifts, refresh participants' understanding of local conflict dynamics, stimulate reflection on ways to face conflicts, and raise awareness of the individual's role in rebuilding broken relationships. Through these modules, participants learn to assess their potential resources and gifts, promote social cohesion in their country, and make themselves available as part of the solution.

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

- Identify personal values that promote social cohesion.
- Describe conflict as a danger, but also as an opportunity for social cohesion.
- Assess attitudes that promote social cohesion in crisis situations.
- Define the role they could personally play in rebuilding social cohesion.

MODULE 1: Discovering the Best That Lies in Each of Us

RATIONALE: Facilitators must hold participants' interest from the outset and establish an atmosphere of trust to encourage participation. Start-up activities should lead participants to view themselves in a positive way and discover the positive values in everyone present.

TEACHING AIDS:

- A4 or 8 x 11 paper
- Marker
- Pens
- Flip chart paper
- Benches
- An exercise book
- Tool 1: Examples of comic strips as facilitation aids inspired by Scouts' comic strips
- Tool 2: "The Tale of the Poor Man and the Gold"

ANTICIPATED RESULTS: Based on exercises encouraging mutual discovery, participants should be able to:

- Look positively at themselves based upon a self-describing adjective and the values identified by the group.
- Discover their various gifts and shared desire to promote values.
- Take an active part in the training.

APPROXIMATE DURATION: 1 hour

STEPS:

- Welcome (20 min)
 - Prior to the start of the workshop, set up the room by placing 4-6 chairs around a table, depending of the number of participants and the space.
 - The workshop starts when the first participants arrive. Make sure that participants do not get bored by engaging them in informal conversation and requesting that they wait patiently for the arrival of latecomers.
 - Welcome participants, and direct them to sit at the group tables.
 - Proceed with the official opening of the workshop. Preferably, arrange for an authority who is recognized for his or her commitment to the values of social cohesion to open the workshop. Make sure that all those who take the floor during the opening ceremony are strong proponents of social cohesion.

- Facilitator introduction (10 min)
 - Organize an icebreaker⁸ to warm up the group and encourage dynamic participation. The icebreaker can vary according to the nature of the group.
 - Introduce yourself and describe your role as a facilitator by telling “The Tale of the Poor Man and the Gold.”⁹
 - Use the moral of the tale to set the tone for the workshop by:
 - Giving value to each participant
 - Emphasizing that everybody is a treasure
 - Encouraging an esprit de corps: “By putting our best efforts together, we will mutually build our abilities to contribute to social cohesion in a time of crisis.”
- Participants discover each other (30 min).
 - Option 1:
 - Ask participants to choose an adjective beginning with the first letter of their surname or first name to describe themselves during the workshop.
 - Ask participants to introduce themselves and share their choice and the story behind it with group members.
 - Ask participants to prepare to introduce the members of their group. Specify that each participant should introduce their neighbor to the right in the small groups.
The facilitator launches introductions with the co-facilitator (e.g., “Jean begins with ‘J,’ therefore I pick the adjective joyful.”)
 - Ask each small group to introduce its members, inviting participants to introduce their neighbors to the right.
 - At the end of the introductions of each group, invite all the participants to applaud by using the “get together” method.
 - At the end of the introductions, invite the participants to comment on the exercise.
 - Option 2:
 - Ask participants to write in their exercise books three things that they would like to give to others and three things that they would like to receive.
 - Participants then introduce themselves to the members of their groups by sharing what they wrote in their notebooks.
At the end of the introductions within a group, the facilitator asks each group to agree on the top three things that the members of the group would like to give someone and the top three things that they would like to receive. Have the group write their lists on a sheet of paper.
 - Ask the participants to introduce their neighbors to the right. For each table, end with the three priorities of what to give and receive.
 - End each group introduction with the selected “get together” method.
 - At the end of the introductions, invite the participants to comment on the exercise.

8 See Tool 1: Examples of comic strips for animation inspired by Scouts’ comic strips.

9 See Tool 2: “The Tale of the Poor Man and the Gold.”

Notes to the facilitator:

- Use the chosen adjectives or values to show the importance of positive perception and building good relationships. You may refer to some quotations that are the basis of the AI approach.¹⁰
- Strengthen group dynamics by submitting the agenda and the timetable for the participants' approval.
 - Ask participants to share their expectations with the members of their group.
 - Ask each group to agree on three major expectations from the workshop and to write each of them on a piece of paper and post them on flip-chart paper.
 - Present the agenda as a first draft.
 - Ask each group to discuss the agenda and ask whether it can meet the identified expectations.
 - Discuss amendments in small groups and take note of expectations not mentioned on the agenda. Put these expectations in a parking lot in order to create space in the process, and attempt to respond to them.
 - Achieve a consensus on the highlights of the timetable—namely, the beginning and the end of sequences, and the length of breaks.

¹⁰ See Tool 3: Understanding AI through quotations.

MODULE 2: Viewing My Relationship to the World in a Different Way

RATIONALE: In a crisis environment, people tend to focus on seeking revenge, condemning and scorning those who do not belong to their membership group. The combination of AI with the 3Bs helps participants dream of a new approach to life and recreate interpersonal relationships within and between groups. This new perspective encourages a gradual appreciative questioning about one's membership group and about others. Introducing participants to this method is an important phase of the training process, allowing individuals to break away from low self-esteem and to interact differently with others. Upon completing this module, participants will have learned how embracing the AI and 3Bs approach can transform their understanding of human relationships.

TEACHING AIDS:

- Illustration of the importance of AI
- PowerPoint on the workshop methodology
- Tool 6: Application of the 3Bs in land conflict management in Mindanao, Philippines

ANTICIPATED RESULTS: This module helps participants to:

- Master the logic of the 3Bs/4Ds integrated framework in the behavioral change process.
- Renew self-esteem and begin asking positive questions about relationships within and between groups.

APPROXIMATE LENGTH: 3 hours

STEPS:

- Introduction to AI
 - Explain the approach by sharing examples of Appreciative Inquiry or telling a personal story¹¹ (5 min).
 - Hand out excerpts from the story, and ask each table to reflect on them (10 min). Have participants:
 - Select a sentence that speaks most to the group, and illustrate it with a story drawn from their experiences.
 - Think of one or two basic questions that each group wants to discuss with the larger group and write them on a piece of paper.
 - Facilitate exchanges in the larger group by asking each group to present the results of their reflection and answer any questions (15 min).
 - Conclude by showing the slides on AI included in the 3Bs/4Ds approach to social cohesion ¹² (10 min).

¹¹ See Tool 4: Experiences showing cases of Appreciative Inquiry.

¹² See Tool 5: The 3B/4D approach to social cohesion slide.

- Introduction to the 3Bs
 - Project the slides on the 3Bs and explain the workshop methodology (15 min).
 - Introduce participants to a practical 3Bs case study on land conflict management in Mindanao, Philippines¹³ (45 min).
 - Organize groups based on the 3Bs.
 - Ask groups to identify the application of the 3Bs from the Mindanao case and draw comparisons to the situation in their own country.
 - Organize the sharing of ideas with a gallery walk.
 - Each group posts the outcome of its reflection on the wall.
 - The other groups move from one location to another, observing the presentations and asking questions that enable them to properly understand everything.
 - Conclude by contributing necessary clarifications on the 3Bs.
- Presentation of the integrated approach
 - Introduction (5 min)
 - Recall the purpose of AI (to create a positive vision) and the aims of the 3Bs (which require individuals to commit to behavioral change at a personal level) at the level of one's membership group and in collaboration with others.
 - Show the advantages of combining the two approaches.
 - Discovery of the integrated 3Bs/4Ds framework (30 min)
 - Project the slide on the integrated framework.
 - Organize a reflection in groups on merging the 3Bs and the 4Ds.
 - Conclude by answering questions and providing clarifications.
- Owning the methodology
 - Reflection carried out in small groups (15 min)
 - Distribute the presentation on the 3Bs/4Ds approach to social cohesion to participants.
 - Ask them to first consider the methodology individually, and then ask the following questions in their group:
 - What is new about this approach?
 - What challenges do you envision implementing it?
 - Sharing in small groups (25 min)
 - Organize exchanges in groups around the previous two questions.
 - Reflect on the challenges, and attempt to address them together to make the approach effective and efficient.
 - Note any ideas on flip chart paper that may help participants master the approach.

13 See Tool 6: Application of the 3Bs in land conflict management in Mindanao, Philippines.

Note to the facilitator:

- Be prepared to explain the methodology so that participants feel comfortable with it.
- Maintain interest with stories and examples for smooth transition between the two sessions.
- Invite participants to show their appreciation of each group's contributions through applause or another agreed-upon method.

MODULE 3: Understanding Conflict Dynamics

RATIONALE: In a crisis, the way conflict is perceived shapes our outlook and willingness to take action. When conflict degenerates into violence, it negatively impacts perceptions and erects barriers to reconciliation. However, conflict can present an opportunity to rebuild human relationships on a positive basis if it encourages people to seek collaborative solutions. This module aims to explore this possibility, encouraging participants to objectively address crisis situations in their countries.

TEACHING AIDS:

- Tool 7: Image of non-cooperation
- Tool 8: Understanding the conflict dynamic from the metaphor of fire
 - the Global Peace Index
- Tool 9: Quiz to gauge participants' understanding of conflict dynamics

ANTICIPATED RESULTS: At the end of this module, participants will:

- Understand conflict as danger, or as an opportunity for social cohesion.
- Describe conflict dynamics in their country in a positive light, giving rise to hope and commitment to action.

APPROXIMATE LENGTH: 2 hours and 30 minutes

STEPS:

- Define conflict.
 - Explore ways to perceive conflict through brainstorming (5 min).
 - Ask participants to spontaneously say what they think of when they hear people talk about conflict.
 - Write answers on a flip chart—typically, answers reflect only the negative dimension of conflict.
 - Exercise using the image of non-cooperation¹⁴ (15 min).
 - Hand out the picture to all participants.
 - Ask the members of each table to describe and comment on what they see in the picture.
 - Ask tables to choose the picture that portrays conflict.
 - At the end of the small group discussions, invite participants to share their interpretations of the picture in plenary.
- Illustrate of the dual perception of conflict.
 - Map peace in the world (20 min).
 - Present an updated map of countries at risk, the peace barometer or the human development index by referring to the Global Peace Index¹⁵.

¹⁴ See Tool 7: Image of non-cooperation.

¹⁵ Refer to the Global Peace Index produced by the Institute for Economics and Peace, which is updated each year.

- Ask participants to identify countries that have recently experienced violent conflicts and discuss the reasons for them.
- Reflect on Africa (or a continent of choice) (15 min).
 - Ask participants to describe conflicts affecting their continent, mentioning specific countries.
 - Have participants talk about the situation in Africa or another continent, and relate it to the picture being used in the exercise.
- The situation of one's country regarding conflict dynamics
 - Explore the metaphor of fire to describe the steps of the conflict (20 min).
 - Present slides on conflict dynamics.¹⁶
 - Ask participants to comment on the presentation, referring to the previous exchanges on the picture and conflict mapping.
 - Conduct the metaphor of fire exercise to develop a deeper understanding of conflict in a country in crisis (30 min).
 - Distribute slides on the steps of conflict dynamics.
 - Ask groups to place their country within the framework of one step of the conflict and to justify their choices.
 - For presentations in plenary, go step by step so each group can state its reasons for or against the positioning of the country in a given stage.
- Evaluate the perception of conflict dynamics through a quiz¹⁷ (45 min).
 - Group work
 - Distribute the quiz, and ask each person to answer with “true” or “false.”
 - Ask the members of each table to agree on an answer that seems fair to them.
 - Present the results in the larger group.
 - Provide each table with a means of indicating its answers (one color or one object that means “true,” another that means “false,” and a third that means the members of the group disagree).
 - Read aloud each question in the quiz, asking all tables to indicate their answers by holding up the designated object or color.
 - After each answer, ask participants to justify their choices.
 - Help participants unanimously adopt the correct answer to each question.

¹⁶ See Tool 8: Understanding the conflict dynamic from the metaphor of fire, developed from an excerpt of Caritas International's *Peacebuilding: A Caritas Training Manual*, 2002, pp. 56–57.

¹⁷ See Tool 9: Quiz to gauge participants' understanding of conflict dynamics.

Notes to the facilitator:

- Regarding the picture, insist on the enduring strength of the rope, which symbolizes the indestructible link between citizens. Also take note of the clumps of grass that recall conflicting interests that give rise at first to a latent conflict, but which become apparent and devastating when everyone strongly pulls on the rope from their sides. Make sure that participants understand that the opposition between parties worsens the crisis, whereas cooperation provides an opportunity to build good relationships and develop a unified nation.
- During the mapping, ensure that participants identify countries where polarization, recourse to violence, and bad governance continue to put the life of citizens at risk. However, encourage hope by pointing out countries such as South Africa that have, through peaceful methods, overcome violent conflicts.
- As for the metaphor of fire, help participants find agreement on the stage of conflict affecting their country, while remaining sensitive to the other stages. Lastly, emphasize the role of history, prejudices and inequity in conflict dynamics.

MODULE 4: Getting Myself Involved in Conflict Transformation

RATIONALE: Changes in personal vision transform attitudes about facing national crises. This module makes participants more aware of the importance of their personal commitment to social cohesion. Since they are still undergoing training, participants will not yet take action. However, it is important for them to understand that they play a crucial role in mending the social fabric.

TEACHING AIDS:

- Tool 11: PowerPoint slides on shaping one's attitude in the face of conflicts
- Tool 12: Quiz on personal responsibility

ANTICIPATED RESULTS: At the end of this module, participants will:

- Strengthen their personal commitment to social cohesion.
- Understand the importance of personal commitment in strengthening social cohesion.
- Make a list of personal responsibilities regarding strengthening social cohesion.

APPROXIMATE LENGTH: 3 hours, 15 minutes

STEPS:

- Stimulate personal commitment in the search for social cohesion.
 - Become personally motivated (15 min).
 - Ask participants to reflect thoughtfully on their attendance in this workshop and then share their motivations to sacrifice other commitments to attend the training session.
 - Invite each group to make a list of the main motivations of its members.
 - Understand the importance of becoming involved (30 min).
 - Present PowerPoint slides on making personal commitments¹⁸ and then, table by table, ask participants to comment on the slides.
 - At the end of the report-outs, invite each group to review its list of motivations and include lessons learned from the presentation and discussions.
 - Consolidate the lists of motivations in the larger group.
- Identify attitudes favorable to social cohesion (15 min).
 - Tell the story of “the snake’s surprise.”
 - Ask participants how they would react if suddenly, a snake fell into the room.
 - Allow participants to express their emotions.
 - Emphasize the attitude of the snake tamer, and make comparisons with the various thoughts expressed on how to face conflict.

18 See Tool 10: PowerPoint slides on making personal commitments

- Understand attitudes toward facing conflict (45 min).
 - Present slides on shaping one's attitude in the face of conflicts.¹⁹
 - Distribute handout to participants, and invite the group to identify the viewpoint it deems most favorable to social cohesion.
 - Organize discussions in the larger group on each viewpoint in order to:
 - Describe its advantages and limitations.
 - Prioritize one of the viewpoints for the stage of the chosen society's conflict dynamics.
- Reinforce a sense of personal responsibility in the quest for social cohesion (45 min).
 - Introduce the concept of personal responsibility with a quiz.²⁰
 - Explain that participants should choose one of the following positions for each of the scenarios that the facilitator will read.
 - I agree.
 - I can't decide.
 - I disagree.
 - Read each scenario, and give participants time to reflect and select their answers.
 - Ask participants to form groups, and organize a mini-discussion within groups to discuss and clarify positions.
 - Explore the previous discussion to define the role given to each participant as it relates to social cohesion (45 min).
 - Ask individuals to identify their main roles and write them on Post-It notes and stick them on a flip chart or wall where they can be viewed by the other participants.
 - Invite participants to review the Post-it notes, and if needed, to add more Post-It notes.
 - Task volunteers to gather the Post-It notes and group them by category.
 - Submit the results to the plenary group for amending and adopting.

Notes to the facilitator:

- Emphasize the diversity of viewpoints toward—and methods of coping with—conflict. Underscore the importance of personality, personal background, beliefs and perception of reality. Make sure that participants understand the position of the snake charmer, who adopts appropriate methods for dealing with the snake.
- During the quiz, ensure that the last scenario emphasizes the actors' joint responsibility to strengthen social cohesion. The concluding discussion will lead participants to acknowledge that each must play his/her part, and that together they are the solution.

¹⁹ See Tool 11: PowerPoint slides on shaping one's attitude in the face of conflicts

²⁰ See Tool 12: Quiz on personal responsibility.

Chapter 2

CHANGING THE ATTITUDE OF MY MEMBERSHIP GROUP (BONDING)

DESCRIPTION: The previous chapter encouraged discovery of positive inner qualities, closely held values, and the determination to act on those values. This chapter enhances solidarity within a single-identity group by establishing a common vision: the dream. Firstly, in order to arrive at a shared dream of social cohesion, the facilitator must clarify the concept of social cohesion as it relates to participants' life experiences. In doing so, participants will appreciate the goodness the group has to offer and understand the value of horizontal and vertical links.

Secondly, this chapter encourages a positive sense of belonging to a group based on shared history, cultural background, beliefs, professional occupation or other markers. The modules help instill an awareness that together, participants can achieve far more than they can individually. Participants learn that as a group, they can choose to act for the greater good in ways that surpass the boundaries and limits of their individual efforts.

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

- Give a contextualized definition of social cohesion within the framework of a shared vision.
- Describe the factors that influence social cohesion strengthening in their country.
- Share their vision regarding the current status of conflict and crisis in their country.
- Plan long-term actions for their membership group, including opening up to people of other identity groups.

MODULE 5: Building a Shared Vision of Social Cohesion

RATIONALE: As noted in Section 3.0, one's definition of social cohesion can vary depending on historical era, ideological tendencies and personal angle. For our purposes, social cohesion refers to horizontal and vertical relationships characterized by mutual respect and equity in the socio-cultural, economic and political realms. But how can this definition further motivate identity groups to work toward social cohesion?

This module helps participants understand the historical dynamics of social cohesion and to agree on a vision of social cohesion they wish for their country. Participants familiarize themselves with definitions of social cohesion that enable them to build a common dream for a harmonious society. This dream will serve as a guiding light as they search for peaceful transformations to various social crises.

TEACHING AIDS:

- Tool 13: Examples illustrating the importance of the dream
- Tool 14: Social cohesion dream exercise guide
- Tool 15: PowerPoint slides on the notional dynamics of social cohesion

ANTICIPATED RESULTS: At the end of this module, participants will:

- Adopt an intragroup vision of social cohesion for their country.

APPROXIMATE LENGTH: 2 hours and 30 minutes

STEPS:

- Facilitate the dream exercise (30 min).
 - Start by reinforcing participants' confidence with a story or a tale that shows the importance of a dream for a better world based on social change.²¹
 - Lead participants in the dream exercise by asking them to close their eyes and be guided by the facilitator's instructions.²²
 - At the end of the exercise, ask participants to open their eyes when they are comfortable, and to share their dream with the members of their group.
 - Once everyone has spoken, invite each table to agree on the most striking images they have shared.
 - Carry out a round-table discussion, allowing each group to share those images with the entire group.
- Use the dream to define the vision of each small group (30 min).
 - Ask participants to build on the previous exercise by choosing a term that for them expresses the ideal of social cohesion. They will then write this term on a Post-It note.
 - Invite the members of each group to combine their terms and construct a sentence that describes social cohesion as it has been conceived by the group.
 - Each group will write its vision on a piece of paper and listen to presentations by the other groups, focusing on their characterizations of social cohesion.

21 See Tool 13: Examples illustrating the importance of the dream.

22 See Tool 14: Social cohesion dream exercise guide.

- Enhance each group's vision (30 min).
 - Make a brief slide presentation on the notional dynamics of social cohesion.²³
 - Invite participants to engage in a short question-and-answer session after each slide to enhance ownership of proposed definitions.
 - Ask each group to review its definition regarding the presentation and to translate its final vision by a drawing, a poem, a song, or a short play.
- Draft a common intragroup vision (60 min).
 - Lead the report-out.
 - Allow each group to read out its vision.
 - Ask groups to take turns presenting their artful depictions of social cohesion.
 - Acknowledge all the participants after each presentation.
 - Ask each group to delegate a representative to be part of a team that under the facilitator's supervision combines the different visions into a first draft of the intragroup's shared vision. (Make use of break time for this activity.)
 - This team takes a few minutes to produce a draft of the shared vision.
 - In plenary, project the draft of the shared vision. Invite participants to amend it and adopt a version that is unanimously approved and accepted.

Notes to the facilitator:

- During the dream exercise, read the instructions quietly and clearly, and complete the process by conducting round-table discussions in order to contribute clarifications and guidance.
- Close the module with a celebration: a song, an expression of gratitude, or even a greeting to all participants.

²³ See Tool 15: Slides on the notional dynamics of social cohesion

MODULE 6: Producing a Social Cohesion Barometer

RATIONALE: It is worth comparing one's dream to one's reality to appreciate the distance between the two. This module provides participants with an opportunity to gauge the strength of social cohesion in their country based on 18 indicators grouped according to three dimensions: sociocultural, economic and political. The facilitator aggregates and displays the participants' answers in a bar chart illustrating their assessment of the strength of social cohesion in their country. Analyzing the results provides insights into the group's perception of the level of national social cohesion, which they can then compare with their shared vision for social cohesion (results of Module 5).

TEACHING AIDS:

- Tool 16: Quiz to gauge participants' understanding of social cohesion
- Tool 17: Social cohesion assessment grid
- Tool 18: Bar chart displaying the results of the social cohesion assessment

ANTICIPATED RESULTS: At the end of the module, participants will:

- Produce a mini-barometer of the country's social cohesiveness.

APPROXIMATE LENGTH: 2 hours and 30 minutes

STEPS:

- Develop ownership of the group's vision for social cohesion (90 min).
 - Assess the extent to which participants have mastered the concept of social cohesion by administering a quiz.²⁴
 - Use the answers to the quiz to introduce the indicators for each of the three categories used to measure social cohesion.
 - Share the results in a chart²⁵ for discussion in small groups.
 - After small group work, open the larger group discussion on how to improve the results.
- Develop an assessment of social cohesion in the participants' country (60 min).
 - Distribute a survey questionnaire, and ask each person to fill it out individually.
 - Give collected forms to the co-facilitator or a team prepared to analyze the results.
 - Have the team review the answers and enter the results in an Excel spreadsheet²⁶ designed for this purpose. Then translate the results into a bar chart. (If possible, make use of break time for this activity.)
 - Present the results²⁷ and call attention to the general consensus.
 - Invite participants to comment individually or in small groups, and to validate the overall results.

²⁴ See Tool 16: Quiz to gauge participants' understanding of social cohesion.

²⁵ See Tool 17: Social cohesion assessment grid, inspired by *Le Guide méthodologique: Elaboration concertée des indicateurs de la cohésion sociale*, Edité par les Editions du Conseil de l'Europe, Strasbourg, 2005.

²⁶ See tools 34A, 34B and 34C.

²⁷ See Tool 18: Model displaying the results of the social cohesion assessment by bar chart.

Note to facilitator:

- Call attention to the results of the survey versus what the group imagined the degree of social cohesion in the country to be.
- Open a discussion that builds awareness of the urgency for personal and communal action to address critical issues in the country.

MODULE 7: Making a Joint Analysis of Social Cohesion Factors

RATIONALE: This module sharpens participants' analysis of social cohesion and encourages deeper reflection on how to strengthen it. They will identify key factors that impact national social cohesion, and they will explore strategies to re-build peaceful and productive relationships.

TEACHING AIDS:

- Tool 19: Guidance on role playing to introduce responses to conflict
- Tool 20: Slides on the spectrum of responses to conflict
- Tool 21: Drawing of the mediator's portrait

ANTICIPATED RESULTS: At the end of the module, participants will have created:

- A group consensus on the positive and negative factors affecting social cohesion in the country
- A table of the advantages and disadvantages of various responses to conflict
- A group consensus on the types of responses necessary to rebuild social cohesion in the country

APPROXIMATE LENGTH: 2 hours and 25 minutes

STEPS:

- Identify positive and negative factors affecting social cohesion in the country.
 - Organize discussion groups on the following two questions (15 min).
 - In your opinion, what are the most indispensable requirements for social cohesion in your country?
 - In your opinion, what factors most contribute to the fragility of social cohesion in the country today?
 - Have the groups discuss the following points (15 min).
 - Discuss the factors that impact social cohesion in the country. Have participants:
 - Note the three most indispensable prerequisites for social cohesion in the country, and write them on a card.
 - Note the top three factors that contribute to fragility of social cohesion in the country, and write them on a card.
- At the end of the small group discussion, divide participants into two sub-groups (20 min).
 - In the first group, distribute the cards showing indispensable requirements.
 - In the second group, distribute the cards that indicate factors contributing to fragility.

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- When all the cards are handed out, invite participants to assess the results. Participants may modify or re-order the cards as needed to adopt a final ordering to be put into table format (20 min).
- Examine the possible responses to conflict (60 min).
- Introduce a role-playing game made up of the following characters: Political Executive (Head of State), Judge, Arbitrator, Mediator, Negotiator, and Reconciler.²⁸
 - Organize participants into small groups, and assign each group one of the above roles.
 - Give each group a card describing its role.
 - Invite the members of each group to:
 - Assume their roles.
 - Develop arguments to convince the others that their role is the most appropriate one for promoting social cohesion in their country.
 - Choose a member to play the role of the selected character during a discussion on possible responses.
 - Conduct the role-playing game (15 min).
 - Representatives of the different groups introduce themselves by playing their roles and presenting arguments that cast their role in a positive light compared with the others.
 - The role-playing actors discuss and debate among themselves, while other participants jump in with questions to:
 - Achieve a deeper understanding of possible responses to conflict.
 - Show the merits or inadequacies of the various roles regarding the building of social cohesion.
 - Mediate and as needed clarify understandings of the types of responses to conflict.
 - Conclude the discussions with PowerPoint slides on the spectrum of responses to conflict.²⁹
 - Ask the members of each group to agree on the response most suitable to rebuilding social cohesion in their country.
 - Organize the report-out in the larger group by asking each group to present and defend its choice.

Notes to the facilitator:

- If there is no unanimous agreement following the role play, ask the members of each group to agree on a suitable response.
- If there is still disagreement, facilitate discussion between the groups to reach a consensus. NB. multiple responses at different levels are possible given the dynamics of the crisis being considered.
- Conclude the module with the presentation of a drawing of the mediator's portrait to deepen participants' understanding of their roles as agents for social cohesion.³⁰

²⁸ See Tool 19: Guidance on role playing to introduce responses to conflict.

²⁹ See Tool 20: Slides on the spectrum of responses to conflict.

³⁰ See Tool 21: Drawing of the mediator's portrait.

MODULE 8: Contributing to Social Cohesion as an Identity Group

RATIONALE: This module helps participants transition from a conceptual understanding of social cohesion (acquired at the end of Chapter 1), to a practical, heartfelt sense of the term. In doing so, the module strengthens trust among participants and solidifies their commitment to unite as a group to further social cohesion in their society. Participants are encouraged to interact vigorously, and to jointly identify and plan the activities they want to implement.

TEACHING AIDS:

- Tool 22: Guidance on the trust circle
- Tool 23: Instructions on using the Philip 6x6 Method
- Tool 24: Planning framework
- Tool 25: Suggestion of an evaluation grid for a workshop on social cohesion

ANTICIPATED RESULTS: At the end of the module, participants will have solidified:

- A list of options for enhancing national social cohesion
- An action plan developed for implementation by an identity group
- The lessons learned from the training session
- A list of actors or groups to target for collaborative action

APPROXIMATE LENGTH: 3 hours and 15 minutes

STEPS:

- Introduction to the trust circle (60 min)
 - Ask participants to sit in circle. Explain how the trust circle works by explaining its principles.³¹
 - Introduce group sharing by following the principles. Ask for a volunteer to begin the sharing in the circle.
- Define joint priority actions for the group to contribute to social cohesion in the country.
 - Introduction (10 min)
 - Explain how the Philip 6x6 Method works.³²
 - Invite participants to choose partners, preferably an individual they have not interacted with during the session.
 - Ask participants to discuss the following topics (10 min).
 - Discuss the conduct of the workshop.
 - Agree on three priority actions that participants can conduct together to achieve social cohesion in their country.

³¹ See Tool 22: Guidance on the trust circle, inspired by the Pastoral Circle, an approach used in justice and peacebuilding work that starts with the reality of suffering in the world and, in light of our faith and values, challenges us to carry out peacebuilding efforts.

³² See Tool 23: Instructions on using the Philip 6x6 Method.

- Identify three other membership groups or key actors with potential to further social cohesion in the country, and define the possible contributions they could make.
- Express a hope that the workshop organizers will take note of in the final recommendations.
- Have the partners join other sets of partners, based on the number of participants (10 min).
 - Participants decide as a group on three priority actions, and write them on a card.
 - Participants agree on the selection of three other identity groups or key actors, and determine how they could advance social cohesion. Write answers on a flip chart.
 - Participants list the hopes from the above exercise on a flip chart.
- Conduct the report-out in plenary in two steps (30 min).
 - Step 1: Presentations in plenary on the key actors, membership groups, and requests made to organizers
 - Step 2: Sorting of individual actions
 - Ask a group to choose one of its members to present the first action, and ask all those who wrote down a similar action to give that member their cards following the participants' approval.
 - Then ask another group to present its priority action, and repeat the previous step.
 - Repeat until all groups have used all their cards.
 - Ask participants to sort the cards into piles containing like actions.
 - Ensure that a different person takes each stack of cards.
 - Ask these persons to count their cards, and to sit in order according to the number of cards they have.
 - Discuss this ranking in plenary, and agree on three or four activities to plan and implement.
- Planning priority activities:
 - Discuss in working groups (30 min).
 - Organize working groups according to identified priority activities and propose a planning framework.³³
 - Ask each group to use the framework and to develop a draft of the activity to submit to the larger group. Groups should define the major steps, the timeframe, the follow-up mechanisms and, if possible, the person responsible for the plan.
 - Request that groups type up their drafts on computers.

33 See Tool 24: Planning framework

- Report out to the larger group (30 min).
 - Ask each group to display its draft (using their laptops).
 - Ask for comments and feedback from the other participants. Be sure to affirm each participant's contributions.
- Consolidate results, including:
 - The list of key actors and the actions desired of them
 - The list of participants' requests to the organizers
 - The adopted activity drafts

Notes to the facilitator:

- During the trust circle:
 - Properly manage processes and emotions by respecting the rule that only the person who holds the authority symbol can take the floor and speak. The facilitator will also abide by that rule as soon as the process begins, if s/he feels that testimonies are very long or that it is still necessary to further explain the procedure, he should first ask for the authority symbol.
 - Close the sharing exercise in the circle with a rite that expresses cohesion. This can be a song or the sharing of a symbol of friendship, such as the kola nut,³⁴ which is highly valued in West African societies.
- Provide all the lists and draft plans to the participants at the end of the workshop to enable them to make good on their commitments.
- Request that participants evaluate the sessions and express their views on the experience. Each person should state in writing their personal assessment of the sessions, their commitments, and their recommendations for the organizers. You will find an evaluation framework³⁵ in the Appendix for this purpose.
- Sort out the assessments, compile the results and share them promptly with participants to stimulate them and keep momentum high.

³⁴ The kola nut has symbolic value in West Africa. It is often shared during ceremonies as a symbol of friendship or to seal an agreement or reconciliation between two parties.

³⁵ See Tool 25: Suggestion of an evaluation grid for a workshop on social cohesion.

Chapter 3

REBUILDING INTERGROUP COHESION (BRIDGING)

DESCRIPTION: In the previous chapter, participants made individual commitments and adopted a shared action plan to strengthen social cohesion. They made the leap from an individualistic to a group-centered worldview. At this juncture, participants will want other membership groups to change the way they view people and things—they express a desire to meet different groups and discuss collaboration. This transition is an invitation to address the third “B” in the 3Bs—*Bridging*³⁶—and to introduce the 4Ds element of *design*.

Chapter 3 builds on participants’ experiences with four objectives:

- Discover the shared values likely to serve as a basis for social cohesion.
- Build a shared vision for the participating groups.
- Identify potential joint actions for achieving social cohesion.
- Design an intergroup action plan.

³⁶ During a 2014 workshop in the CAR, CRS noted a profound transformation in the 33 attendees, 11 of whom self-identified as Catholics, 11 of whom self-identified as Protestants, and 11 of whom self-identified as Muslims. The attendees were chosen during prior social cohesion training sessions organized for their respective leaders. Together, these participants discovered intergroup solidarity, developed an inter-religious vision of social cohesion, studied the possibilities of joint action, and adopted an inter-religious action plan to advance social cohesion.

MODULE 9: Opening Up to Other People

RATIONALE: This module facilitates a meeting between representatives of the different membership groups, who are encountering each other for the first time. Facilitators must create an environment that is characterized by trust and dialog. As in Module 1, the exercise begins with the welcoming of participants and their seating in the room, followed with icebreaking activities that help participants open up to each other and take an active part in discussions. This module acquaints the representatives of selected membership groups with each other, and facilitates the rebuilding of broken relationships.

TRAINING AIDS:

- Tool 26: The story of two friends' journey
- Tool 27: Guidance on the game "Protecting the Eggs"
- Eggs (at least 2 for each group)
- A rope (2 meters in length x the number of groups)
- A pack of small inflatable balls
- A pair of scissors (one per group)
- Scotch tape
- Scarves (half as many scarves as participants)

ANTICIPATED RESULTS: At the end of the module, participants will:

- Break the ice between membership groups and begin dialoging with one another.
- Create a convivial and participatory environment within the workshop.

APPROXIMATE LENGTH: 2 hours and 45 minutes

STEPS:

- Make participants feel comfortable (30 min).
 - See Module 1 instructions for conducting the welcome session and encouraging open-mindedness in the workshop.
 - Gauge participants' commitment by asking them to make a special "come-together" clap after each introduction.
 - Revisit the facilitator's role, and introduce the workshop with a short story showing that the workshop will emphasize our positive aspects and what we have in common. For that purpose:
 - Ask participants to re-tell "The Tale of the Poor Man and the Gold" (or recall the story of two friends' journey³⁷)—the moral being that, in any lasting relationship, we must engrave the positive indelibly in our hearts, while writing the negative in the sand to be erased by the wind.

37 See Tool 26: The story of two friends' journey. You may also refer to Tool #2.

- Discover each other (30 min).
 - Ask participants to introduce themselves to the members of their table by starting with the story of the nickname they gave themselves at the bonding workshop. Participants will write down their nicknames and place the names front of them.
 - Invite participants to introduce their neighbors to the right. At the end of each group's introductions, ask all participants to use the special "come-together" clap.
- Identify common lessons drawn from the workshop as well as lessons specific to each membership group (45 min).
 - Ask each participant to take two minutes to share with their membership group what they most appreciated about the workshop on social cohesion.
 - Ask each table to agree on and to list the major lessons learned.
 - At the end of the group work, ask a volunteer group to present its list, and then invite the other groups to complete it.
- Strengthen solidarity across identity groups through the "Protecting the Eggs" game³⁸ (60 min).
 - Prepare for the game.
 - As much as possible, organize the groups by mixing identities.
 - Distribute the material as equitably as possible to all groups.
 - Give instructions on the work to be carried out.
 - Make sure that participants comply with the instructions.
 - Play the game.
 - Choose an appropriate space outside the meeting room.
 - Invite the teams' representatives to let their eggs drop at a distance of two meters.
 - At the end, check whether the eggs were broken.
 - Manage the emotions expressed during the game, remaining focused on a positive atmosphere that brings people closer to each other.
 - Analyze the game.
 - Ask participants to:
 - Comment on the game.
 - Share lessons learned from the game.
 - Conclude with an activity to help return things to normal, such as a joyful song.

Note to the facilitator:

- Conclude the game by saying that peace is like a fragile egg placed in our hands. Together, we can find strategies to protect it, even while traveling on a road full of dangers. We are not always successful, but we need to keep going. If we work in harmony, we can share the joys of success and also acknowledge failures without blaming others.

38 See Tool 27: Guidance on the game "Protecting the Eggs."

MODULE 10: Dreaming Together

RATIONALE: This module encourages participants to develop a vision for their country's social cohesion based on input from members of mixed-identity groups. This vision can be constructed with groups at various levels—community, regional or national. Processes in this module strengthen people's sense of belonging, commitment to common values, and understanding of shared suffering. The awareness raised in this module stimulates participants' willingness to build bridges between different membership groups so that they can think, dialog and act together.

TRAINING AIDS:

- Tool 16: Quiz to gauge participants' understanding of social cohesion
- Visions of social cohesion from the participating identity groups
- Tool 17: Social cohesion assessment grid

ANTICIPATED RESULTS: At the end of this module, participants will possess:

- A vision of social cohesion shared by the participating membership groups.

APPROXIMATE LENGTH: 3 hours and 45 minutes

STEPS:

- Deepen ownership of social cohesion.
 - Gauge the degree of ownership with a survey on social cohesion³⁹ (30 min).
 - Distribute the survey, and ask each person to complete it.
 - Ask the group to seek agreement on the responses.
 - Review the questions, and ask the group to vote on responses.
 - Remind participants of the socio-cultural, economic and political dimensions of social cohesion (90 min).
 - Show the definition and a graphic of social cohesion illustrating the dimensions.⁴⁰
 - Ask participants to break into three groups, depending whether they prioritized sociocultural, economic, or political links in the strengthening of social cohesion.
 - Ask each group to develop arguments to convince the other groups of the primacy of their dimension, and ask the groups to choose a representative to participate in discussions on their behalf.
 - Organize a mini-debate during which:
 - Representatives present their group's arguments and answer questions from the larger group.

³⁹ See Tool 16: Quiz to gauge participants' understanding of social cohesion.

⁴⁰ See Tool 17: Social cohesion assessment grid.

- Develop an intergroup vision of social cohesion for the country.
 - Assess the barometers developed during the previous workshops⁴¹ (60 min).
 - Present the charts that resulted from the intragroup workshops.
 - Distribute them to participants, and ask participants to comment on them in groups, identifying similarities and differences.
 - Conduct the report-out in plenary.
 - Ask a volunteer group to present the similarities it has identified, and have the other groups follow suit.
 - Ask another volunteer group to present the differences, and have the other groups follow suit.
 - Submit the results for general adoption.
 - Conduct an exercise using intragroup visions (45 min).
 - Organize mixed-identity working groups.
 - Present the visions resulting from intragroup workshops, distribute them to the mixed working groups, and ask groups to build on them to redefine a new intergroup vision.⁴²
 - Have each working group send a representative who, with representatives from the other groups, takes the different visions and develops a draft of an intergroup vision. (Make use of break time for this activity).
 - Back in the larger group, have the group representatives present the draft intergroup vision, submitting it to all participants for amendment and adoption.

Note to the facilitator:

Use this process to make necessary clarifications and show the interconnectedness of the various social links that allow for durable social cohesion.

⁴¹ See Tool 18: Bar chart displaying the results of the social cohesion assessment.

⁴² Tool to be developed specific to each membership group. If need be, use existing models. Facilitators can refer to Tool 0: Samples of social cohesion vision from CAR.

MODULE 11: Analyzing Together

RATIONALE: Over the course of this module, participants increase awareness of group interdependency in building social cohesion by agreeing on the positive and negative factors that influence it.

TEACHING AIDS:

- Tool 28: Appreciative dialog guide

ANTICIPATED RESULTS: At the end of the module, participants will create:

- A list of factors that increase and decrease social cohesion in their country
- Messages of peace between participating identity groups

APPROXIMATE LENGTH: 2 hours and 30 minutes

STEPS:

- Appreciative dialog between groups⁴³
 - Prepare the dialog (45 min).
 - Present and explain:
 - Objectives and conduct of the dialog
 - The seven principles of dialog
 - Distribute the guide to participants.
 - Organize working groups according to similarities among the participants.
 - Indicate places – ideally outside the meeting room—where participants can prepare the dialog.
 - Insist that each working group build on the dialog tool to:
 - Prepare for the dialog.
 - On behalf of their community of affiliation, draft a message of peace intended for the other identity groups, to be transmitted to their respective communities.
 - Choose individuals to represent them in the dialog.
 - Conduct the dialog (45 min).
 - Prepare a suitable place for the dialog.
 - Welcome participants, have them form a big circle. In the center of the circle, place chairs for those who will participate in the dialog. As much as possible, arrange participants so that they are sitting next to members of other groups.

43 See Tool 28: Appreciative dialog guide.

- Facilitate dialog by ensuring respect for the rules.
 - Only those delegates who are representatives of their group can take the floor, and participants must demonstrate mutual respect for each other.
 - The other participants listen carefully to the representatives and write down their questions.
 - Messages of peace will be given at the end of the dialog to introduce the closing rite.
- Close the dialog (15 min).
 - Organize the closing ceremony according to local customs that symbolize friendship, consensus, and harmony.
 - At the end, participants hold the hand of one of their neighbors while going back to the meeting room, while they discuss positive and negative factors affecting the rebuilding of social cohesion in the country.
- Identification of key factors that affect social cohesion in the country.
 - Once back in the conference room, participants return to their initial group and share the following ideas with other members (15 min):
 - Their understanding of the dialog process
 - The factors favorable or unfavorable to social cohesion that they discussed with their neighbor while returning to the conference room.
 - Each group agrees on the key factors and writes them down on a card (30 min).
 - Three favorable factors
 - Three unfavorable factors
 - Facilitate the report-out session by sorting out the cards.⁴⁴
 - At the end, invite participants to validate their ranking of the factors that most influence social cohesion in their country.

Note to the facilitator:

- Take advantage of this process to strengthen the concept of interdependence. Emphasize the slogan: “Together, we are the solution.”
- Before the dialog, ensure that groups know to use the appreciative inquiry approach as the basis of their approach. Re-iterate that the messages of peace should all focus on the mutual quest for social cohesion.

⁴⁴ Refer to the card-sorting process described in Module 8.

MODULE 12: Rebuilding Together

RATIONALE: After reinforcing intergroup solidarity through (1) mutual discovery, (2) the development of a shared dream, and (3) consensus on key factors for social cohesion, participants consider actions that produce harmonious relationships between communities in crisis. This module builds on action plans specific to each identity group to identify and plan collaborative actions, while also describing potential roles for other key social actors in the country.

TEACHING AIDS:

- Action plans developed during the workshops of the participating single-identity groups
- Tool 29: Weighted voting guide

ANTICIPATED RESULTS: At the end of the module, participants will produce:

- An action plan committing the representatives of the different identity groups to act together in favor of social cohesion within their communities

APPROXIMATE LENGTH: 3 hours and 45 minutes

STEPS:

- Use action plans⁴⁵ adopted during workshops specific to each identity group (30 min).
 - Consolidate the list of potential social actors on social cohesion.
 - Project slides on the consolidated list of other key social actors produced in previous single-identity workshops.
 - Invite participants to examine, amend and adopt the list in the larger group.
 - Merge the different action plans into one working document (45 min).
 - Present each group's action plan by starting with the roles proposed for other key actors.
 - Distribute a copy of the last presentation to all participants and invite them to:
 - Amend, through small groups, the roles prescribed for other social actors.
 - Identify the similarities in the different action plans.
 - Ask each group to make a report on the results of its discussion on the flip chart and to post their reports on the wall.
- Identify intergroup actions for social cohesion.
 - Work in pairs (15 min).
 - Ask each participant to choose a partner, preferably a member of a different table and group.

⁴⁵ During workshops, develop action plans specific to each identity group. Use existing models where appropriate.

- Invite participants to consider, in pairs, the reports in the previous step. Have pairs discuss the following questions.
 - What do our communities expect from us in order to rebuild or strengthen social cohesion?
 - What should we do together to make our vision of social cohesion a reality in our country?
- After participants have visited the various tables and observed the reports, invite each pair to agree on:
 - Three main expectations from the communities they represent
 - Three main actions to promote social cohesion in the country
- Work in groups of four or six (20 min).
 - Instruct each pair of participants to join another pair, forming a group of four (or, depending on the number of participants, instruct three pairs to form a group of six).
 - In this new group, each pair presents the results of its reflection.
 - The small groups build a new consensus on:
 - Three main expectations from the communities they represent
 - Three main actions to promote social cohesion in the country
 - Invite the small groups to write each of their agreed-upon expectations and actions on a card.
- Share results in the larger group (30 min).
 - Invite participants to sit in their small groups of four or six.
 - Facilitate reporting out by personally organizing the responses in two steps:
 - Collect and group participants' expectations for communities' roles, and hand these to a selected team tasked to consolidate the expectations.
 - Collect, group and prioritize identified activities.
 - From the various responses, distill three or four activities to undertake.
 - Give each participant the option to choose three priorities from the list of possible activities and to rate them on the basis of urgency.
 - Use the weighted voting method⁴⁶ to achieve unanimity around the key activities.
- Plan the key intergroup activities.
- Work in small groups (30 min).
 - Reorganize participants according to the top three or four priority activities.
 - Give each group a planning framework,⁴⁷ and invite groups to use it to propose an action plan regarding the group's priority activity.
 - Ask each group to input its planning framework directly into a laptop.

⁴⁶ See Tool 29: Weighted voting guide.

⁴⁷ See Tool 24: Planning framework.

CHAPTER 3: REBUILDING INTERGROUP COHESION (BRIDGING)

- Report out in the larger group (30 min).
 - Invite each group to present its action plan.
 - Submit each group's results to all the participants for amendment and adoption.
- Ask the team in charge of the report to package the action plans and make them available to the participants before the end of the workshop.

Note to the facilitator:

- Whenever possible, organize a report-out workshop attended by all those who benefited from the intragroup training session. This report-out session provides an opportunity for members of the different groups to appreciate the other delegates' work and promotes harmonious relationships in the quest for social cohesion.

Chapter 4

IMPLEMENTING LESSONS LEARNED

Description: At the end of the training sessions, some participants will begin to implement their activities. This fourth chapter encourages the internalization of learning and urges joint action toward achieving participants' stated goals and dreams for a more cohesive society.⁴⁸

By the end of this chapter, participants who attended all training sessions will be able to:

- Train other people on social cohesion.
- Implement connector projects, and monitor and assess them.
- Mobilize political, administrative and religious leaders in favor of social cohesion.
- Build alliances for social cohesion.

Note to the facilitator: This chapter can be included in the workshops for single-identity or mixed-identity groups. The modules are independent and can be reordered based on the group and priority needs regarding social cohesion.

⁴⁸ In CAR, several hundred workshop participants from all walks of life committed to taking action to improving relations between Christians and Muslims. Participants organized social cohesion awareness-raising days at a Protestant center, at a Catholic center and at the Grand Mosque in Bangui. The female leaders of the Inter-Religious Platform (IRP) organized and led these events. CRS staff observed that, when activities are systematically followed up, social cohesion is sustainably strengthened, because, through action, participants begin to make “the journey from the head to the heart.”

MODULE 13: Training of Trainers (TOT)

RATIONALE: This module constitutes a stand-alone, weeklong TOT program. It equips alumni of previous social cohesion workshops (who were selected by their peers to conduct trainings in their communities, neighborhoods, or workplaces) to lead their own social cohesion workshops.

By the end of the week, participants will be able to lead others on the journey toward understanding, enhancing and expanding social cohesion in communities. Practicums, which are vital for successful applications of theoretical learning, are included in the steps below.

TRAINING AIDS:

- Tool 30: Guidance for playing the trust-walk game
- Tool 31: PowerPoint slides on required attributes for a trainer in adult education
- Tool 32: Quiz on a trainer's required attributes
- Tool 33: Quiz to gauge participants' knowledge of the 3Bs/4Ds approach
- Tool 34: Excel tables for the social cohesion barometer
- Tool 35: Training steps in the form of a puzzle
- Tool 36: Summary of the different training steps
- Tool 37: PowerPoint slides on the training modules in social cohesion
- Tool 38: Draft andragogic methods format

- Tool 39: Model agenda for the training of trainers.
- Tool 40: Proposed verbs to design andragogic objectives.
- Sample training session evaluation form

ANTICIPATED RESULTS: At the end of the module, participants will:

- Join a local social cohesion training network.

APPROXIMATE LENGTH: 5 days

STEPS:

- Introduce the session by enhancing trust among participants.
 - Create an environment conducive to active communication by welcoming participants and arranging the seating so that it encourages robust interaction (30 min).
 - Build on the introductions described in Chapters 1 and 3.

- Ensure that participants are not seated exclusively according to social groups or gender.
- Remind participants of the rationale for TOT, as well as its purpose, objectives and methodology.
- Propose, discuss and adopt an agenda for the training session.
- Strengthen mutual knowledge (45 min).
 - Organize active participant introductions by creatively building on the exercises of mutual discovery in Chapters 1 and 2.
 - Ask participants to reflect individually, and then with colleagues at their tables, on the following questions:
 - Why have you been chosen to participate in this TOT?
 - What do people expect from you?
 - Ask each table to:
 - Agree on three or four reasons, and three or four priority expectations.
 - Write reasons and expectations on flip-chart paper.
 - Proceed to report out in the larger group.
 - Use the exchanges in the larger group to:
 - Revisit the importance of the trainer’s role in social cohesion (e.g., by recalling the main lessons of the “Protecting the Eggs” game).
 - Explain that the TOT develops participants’ knowledge and skills to meet the expectations of the groups that chose them for further training.
 - Insist on the need to collaborate and share knowledge openly and effectively with all participants to design and apply appropriate, sustainable social cohesion strategies.
- Develop a shared vision of the ideal social cohesion trainer.
 - Introduce the session by playing the trust-walk game.⁴⁹
 - Preliminaries (10 min)
 - Ask participants to pair off, preferably with someone from another demographic group.
 - Explain the rules of the game and organize role playing—ideally outdoors (30 min).
 - The person who is blindfolded accepts being guided by another person.
 - During the walk, the one who is blindfolded shares a good experience of a training he attended in the past, highlighting the positive role of the trainer.
 - After a short time, reverse the roles.

⁴⁹ See Tool 30: Guidance for playing the trust-walk game.

- Analyze the game in order to identify the trainer’s main characteristics (30 min).
 - At the end of the game, participants return to the meeting room and join their group to share:
 - Their observations about the game
 - What they thought about the trainers’ qualities that they discussed in pairs
 - Ask each table to share their comments in the larger group and to list the model trainer’s defining characteristics (20 min).
- Develop a portrait of the model social cohesion trainer (45 min).
 - Ask participants to compare their descriptions of the model trainer with the upcoming presentation’s description of the model trainer.
 - Make a brief presentation on the required qualities and skills for a social cohesion trainer.⁵⁰
 - Open the discussion in the larger group so that participants “own” the presentation.
 - Ask each group to revise its list of the trainer’s ideal characteristics and qualities by including the results of the presentation and then “painting a portrait” of the ideal social cohesion trainer. For creative purposes, this exercise can take the form of a short essay or a drawing.
 - Present the portraits in the larger group.
- Reinforce participants’ understanding of model trainer qualities with a quiz on the key attributes of an ideal social cohesion trainer⁵¹ (30 min).
- Strengthen understanding of the 3Bs/4Ds methodology for social cohesion training.
 - Administer a quiz⁵² to assess participants’ understanding of the 3Bs/4Ds methodology (45 min).
 - Individual and group work
 - Distribute the quiz and ask participants to complete it individually.
 - Ask the members of each table to discuss and agree upon the answers.
 - Larger group work
 - Agree on a voting method to express the group’s consensus.
 - Project the quiz on PowerPoint and let the groups offer their answers.
 - Ask groups to defend their answers.
 - Ensure mastery of the 3Bs/4Ds methodology (45 min).
 - Option 1: If the majority of the participants display a solid understanding of the approach, conclude this part of the training and move to the next topic.
 - Option 2: If the majority of the participants still demonstrate limited understanding of the approach, then use your creativity to review Module 2 with the participants.⁵³

50 See Tool 31: PowerPoint slides on required attributes for a trainer in adult education.

51 See Tool 32: Quiz on a trainer’s required attributes.

52 See Tool 33: Quiz to gauge participants’ knowledge of the 3Bs/4Ds approach.

53 See Tool 5: The 3Bs/4Ds approach to social cohesion.

- Strengthen mastery of the concept of social cohesion (45 min).
 - Introduce the session by brainstorming on participants' understanding of social cohesion.
 - Explain the notional dynamics of social cohesion.
 - Utilize the quiz on understanding the concept of social cohesion.⁵⁴
 - Administer the quiz.
 - Comment on the exercise in order to harmonize the various understandings of social cohesion.
 - Remind participants of the presentation on the conceptual dynamics of social cohesion.⁵⁵
 - Discuss participants' questions in the larger group.
- Strengthen the mastery of tools to analyze social cohesion.
 - Ownership of the main dimensions of social cohesion (90 min)
 - A brief introductory presentation including:
 - Slides on social cohesion.⁵⁶
 - Indicators to assess the socio-cultural, economic and political dimensions of social cohesion.⁵⁷
 - Mini-discussion around the three dimensions of social cohesion (socio-cultural, economic and political).
 - Preparation of the mini-discussion
 - Break participants into three groups, and give each group a dimension with indicators on how to assess it.
 - Ask each working group to develop arguments showing how and why their dimension is critical to building social cohesion.
 - Ask each working group to choose a representative for a panel discussion determining which dimension is the most important in strengthening social cohesion.
 - Panel discussion
 - Have the panelists take turns presenting their arguments.
 - At the end of the presentation have participants ask the panelists questions, who may call on members of their group for support.
 - At the end of the exchanges, ask the panelists to rank the dimension by ascending order of priority. Ask participants to help assess and modify the classification.
 - Developing a social cohesion barometer
 - Amend and adopt the social cohesion assessment grid.
 - Introduction (20 min)
 - Brief presentation of social cohesion assessment grid ⁵⁸

54 See Tool 16: Quiz to gauge participants' understanding of social cohesion.

55 See Tool 15: PowerPoint slides on the notional dynamics of social cohesion.

56 Idem.

57 See Tool 17: Social cohesion assessment grid.

58 Idem

- Questions and answers on the presentation in the larger group
- Harmonize the social cohesion assessment grid (45 min).
 - Distribute a draft social cohesion assessment grid
 - Project the draft of the social cohesion assessment grid, and include any amendments proposed by the group after obtaining consensus on any changes.
- Assess the group's perception of social cohesion using the revised social cohesion assessment grid (60 min).
 - Ask participants to complete the questionnaire individually.
 - Ask representatives of the different tables to form a committee, aggregating answers under the trainer's supervision.
 - In the larger group:
 - Present the data displayed in Excel tables using PowerPoint (the data are the basis of the social cohesion barometer).⁵⁹
 - Project the corresponding bar charts that represent the data.
 - Discuss the process in the larger group, ensuring that participants understand the steps involved in developing barometers.
- Describe the steps of the training process in social cohesion (60 min).
 - Play the puzzle game on the main steps of the process.
 - Give each table a packet containing the various steps of a training process (the steps are all mixed up and not in any particular order).⁶⁰
 - Ask each table to rearrange the steps into the most logical order for a training session.
 - Stop the exercise as soon as a team signals that it has put the steps in order.
 - Analyze the game in the larger group.
 - Propose an ideal order for the training steps and explain your logic⁶¹—for example, a logical order could be: Prepare, conduct, and then evaluate a training session.
 - Ask each table to compare the proposed order with their own ordering.
 - Invite discussion around each step to highlight its importance.
- Simulate the facilitation of a module of training in social cohesion.
 - Strengthen mastery of the modules of training in social cohesion (30 min).
 - Present the modules.⁶²
 - Ask participants to discuss at their tables the relevance of the modules, given the context in which they will be applied.
 - In the larger group, discuss the relevance of the modules.

59 See Tool 34: Excel tables for social cohesion barometer.

60 See Tool 35: Training steps in the form of a puzzle.

61 See Tool 36: Summary of the different training steps.

62 See Tool 37: PowerPoint slides on the training modules in social cohesion.

- Refresh participants' memory on creating a learning guide (30 min).
 - Introduce and present a draft template of a learning guide.⁶³
 - Distribute it to participants and ask them to amend it within their groups.
 - Discuss the amendments in the larger group and adopt a final version of the template.
- Assist participants in preparing for the facilitation of a module (180 min).
 - Organize working groups based on the number of modules and/or the time that will be allocated to practice.
 - Assign each group a module as well as that module's related learning tools.
 - Give each group enough time to prepare for the facilitation of its module, using the guidance on the learning guide template.
- Organize facilitation fieldwork (12 hours for Modules 1-12—at a rate of one hour per module).
 - Have each group present its module to the other trainees as though the other trainees were participants in a social cohesion workshop.
 - At the end of each presentation:
 - Participants offer assessments of the delivery, form and substance of the presentations.
 - The trainer offers feedback, noting strengths and weaknesses, and adds any other advice regarding facilitation of the modules.
- Design an implementation and follow-up plan for the TOT (45 min).
 - Ask participants to pair off.
 - Ask each pair to propose follow-up training activities.
 - When the facilitator gives a signal, each pair joins with another pair, and the foursome agrees on three priority actions and writes each of them on a card.
 - Sort the cards in the larger group and agree on:
 - The main actions to carry out
 - A draft action plan
 - A proposed follow-up plan
- Assess the TOT (15 min).
 - Distribute the evaluation form⁶⁴ and ask each person to complete it.
 - Collect the forms.
 - Go through the results and include them on the final report of the TOT.

63 See Tool 38: Draft andragogic methods format.

64 See Tool 25: Suggestion of an evaluation grid for a workshop on social cohesion.

Notes to the trainer:

- A model agenda for a TOT program⁶⁵ applied in CAR is included in the tool kit as a source of inspiration.
- During this training session, endeavor to model adult education approaches, methods and techniques, and to set the example for participatory dynamics.
- During the discussions, play the role of an active trainee who contributes by bringing in explanations and clarifications essential for a solid mastery of the key principles of adult learning.
- Conduct discussions aimed toward reaching a consensus on key ideas and, where appropriate, translate them into simple proposals for participants to assimilate.
- Insist on the importance of each step of the training and on the learning objectives by providing examples of useful verbs.⁶⁶

⁶⁵ See Tool 39: Model agenda for the training of trainers (TOT).

⁶⁶ See Tool 40: Proposed verbs to design andragogic objectives.

MODULE 14: Implementing Connector Projects

RATIONALE: This module shows participants how to bridge conflict-affected communities through development activities of mutual benefit. Participants will apply lessons from the trainings and learn how to engage people and communities that are in conflict by helping them to jointly conceive, design, and implement projects that connect communities, and that link citizens and governments.⁶⁷

TRAINING AIDS:

- Tool 41: Examples of connector projects
- Tool 13: Examples illustrating the importance of the dream
- Tool 42: PowerPoint slides on “Why analyze conflict?”
- Tool 43: PowerPoint slides on the 3Ps
- Tool 44: PowerPoint slides on strengths, weaknesses, opportunities and threats (SWOT analysis)
- Tool 45: What is a connector?
- Tool 46: Key elements and contents of a concept note
- Tool 47: Project life cycle

ANTICIPATED RESULTS: By the end of the module, participants will:

- Be knowledgeable about key issues associated with the design, implementation and monitoring of connector projects. Participants will learn when they need to engage actors with suitable expertise to meet the requirements of a particular project.
- Be familiar with the social cohesion dynamics surrounding connector projects.

APPROXIMATE LENGTH: 10 hours and 15 minutes (about two days)

STEPS:

- Understand connector projects (90 min).
 - Introduce the session with a case study of a connector project.⁶⁸
 - Break participants into groups of four to six members.
 - Distribute the case study, along with a questionnaire to elicit discussion on:
 - The purpose and design of the connector project
 - The development and implementation process
 - The participants
 - The contribution to building social cohesion
 - Organize group discussion, followed by a report-out in the larger group.

⁶⁷ At the conclusion of the social cohesion workshops in CAR, participants raised a common question: “Okay, now what? What can I do personally to bind wounds and bridge religious and other social divides?” Connector projects respond to this need.

⁶⁸ See Tool 41: Examples of connector projects.

- Analyze the case study to determine:
 - Whether the connector project successfully achieved its intended purpose
 - How the various elements of the project contributed to or detracted from its intended purpose.
- Learn how to develop a connector project to rebuild social cohesion (90 min).
 - Develop a vision to guide the connector project
 - Recall the importance of a dream translated into a vision while developing a project.
 - Brainstorm on the importance of the vision.
 - Distribute the examples illustrating the importance of the dream.⁶⁹
 - Ask participants to comment the examples in their group members and illustrate them from their experiences.
 - Strengthen a harmonized vision of social cohesion.
 - Ask participants to exchange ideas with the members of their groups on:
 - The process of building a vision of social cohesion during their initial training session
 - The vision of social cohesion resulting from their previous training session
 - Conduct a vision harmonization process by building on Module 9 in Chapter 3.
- Deepen understanding of the conflict dynamics that affect social cohesion (120 min).
 - Emphasize the importance of obtaining a solid understanding of conflict dynamics.
 - Brainstorm about participants' awareness of conflict analysis.
 - Briefly present on the reasons for analyzing conflict⁷⁰ within the framework of social cohesion programming.
 - Open the discussion in the larger group to reinforce participants' commitment to sound conflict analysis.
 - Build participants' knowledge and skills in analyzing conflict dynamics.
 - Briefly introduce the various methods of conflict analysis and the need to be selective.
 - Introduce participants to the 3Ps conflict analysis tool.
 - Understand the 3Ps.⁷¹
 - Present the 3Ps and the main concepts that will be used (see form in the conflict analysis tool).
 - Distribute a handout on the 3Ps.
 - Ask participants to discuss its relevance in their groups.

69 See Tool 13: Examples illustrating the importance of the dream.

70 See Tool 42: PowerPoint slides on "Why analyze conflict?"

71 See Tool 43: PowerPoint slides on the 3Ps.

- Open discussion on a proper understanding of the 3Ps.
- Experience the 3Ps.
 - Break participants into three groups, based on the importance they gave to one P or another. Participants self-select to join one of the three groups.
 - Ask each group to:
- Discuss the dynamics of their present (or a recent) conflict.
 - Answer questions regarding their P (see questionnaire in the conflict analysis tool).
 - Translate their answers into a diagram or drawing to share with the other participants.
 - Report out in the larger group (suggestion: a gallery walk).
 - Each group posts its results on the wall.
 - Participants move about the room, observing the results, discussing them and, if possible, adding to them.
- Identifying strengths, weaknesses, opportunities and threats (SWOT) regarding social cohesion actions (45 min).
 - Introduce participants to the SWOT table.⁷²
 - Present the table and define the concepts.
 - Discuss the table in the larger group.
 - Conduct the community SWOT analysis regarding social cohesion.
 - Place participants into four groups.
 - Give each group a dimension of the analysis.
 - Ask each group to list all the elements that fit into the dimension assigned to them.
 - When the facilitator gives a signal, each group moves around the room to observe the work done by other groups and add new ideas.
 - When all the groups have gone through the four elements of the analysis, the participants validate the results in the larger group.
- Develop a connector project.
 - Understanding what a connector is
 - Share the tool describing a connector⁷³ with the participant
 - Ask participants to identify what could be a connector in their community
 - Consolidate and categorize identified connectors in plenary.
 - Discover participants' familiarity with connector projects (30 min).
 - Ask participants to share in their groups an example of their experience with a connector project.

⁷² See Tool 44: PowerPoint slides on strengths, weaknesses, opportunities and threats (SWOT analysis).

⁷³ See Tool 45: What is a connector?

- Ask each table to select an example to share in the larger group.
- Allow one or more groups to present their examples.
- Identify ideas for connector projects (90 min).
 - Brainstorm ideas for potential connector projects.
 - Remind the participants of their vision for social cohesion in their country.
 - Ask each participant to write on a Post-It note a connector project that seems ideally suited to rebuilding social cohesion in their community or country.
 - Place all the Post-It notes on a table, and ask a team to group them according to their similarities.
 - Select ideas for possible projects.
 - After the grouping, agree on the leading ideas.
 - Conduct a weighted vote to identify the three or four top ideas.
 - Develop a concept note.
 - Present, in table form, the main elements of a concept note.⁷⁴
 - Break participants into groups based on the leading ideas retained by the participants.
 - Distribute the table chart to all participants and ask each group to complete it based on the vision, the elements of analysis of conflict dynamics, and SWOT.
 - Organize the report-out in the larger group. Hold a brief discussion after each presentation.
- Envision the development, implementation and follow-up of a connector project.
 - Introduce the project life cycle with a reflection in the larger group.⁷⁵
 - Project the diagram of a project life cycle.
 - Lead discussion on the life cycle until participants fully understand it.
 - Strengthen collaboration for the design, implementation and follow-up of connector projects for social cohesion (60 min).
 - Option 1: Form pairs.
 - Ask participants to pair off by choosing a friend from a different identity group.
 - Ask each pair to:
 - Think individually about:
 - Personal commitments
 - A connector project they wish to develop and implement

⁷⁴ See Tool 46: Key elements and contents of a concept note.

⁷⁵ See Tool 47: Project life cycle.

- Share with their partner:
 - Their project idea
 - The other actors they would like to involve
 - A possible start date for the process
- Agree to call their partner with a periodic update on progress and challenges.
- Create a friendship chart to keep track of their exchanges.
- Option 2: Build a collaboration framework to track ideas on the desired connector project.
 - Group participants based on their interest in participating in one of the proposed connector projects.
 - Ask each group to:
 - Plan their project development process.
 - Define a role for each person in the group.
 - Identify the other actors they would like to involve.
 - Agree on a calendar for follow-up.
 - Track their results in a table or tracker.
 - Report out in the larger group (30 min):
 - For Option 1:
 - Each pair reads its “friendship charter.”
 - For Option 2:
 - Submit the table or tracker for approval by the others.
 - Include comments and suggestions from the larger group.

Notes to the trainer:

- If a group has trouble coming to a consensus, let them know that even these disagreements can be instructive in understanding conflict, and they can simply reflect their differences of opinion in their diagrams or reports.
- Ensure participants know how to identify the *who*, *what* and *how* of a given conflict in order to strategically rebuild social cohesion.
- Regarding connector project ideas, advise participants to refer back to their vision for social cohesion and also to their earlier conflict analyses and community SWOT to consider projects that are most responsive to these results.
- Avoid raising expectations about the availability of resources for implementing connector projects. Insist on inclusive planning and broad mobilization of resources. Implementation will require creativity as well as the identification of influential people and local capacities for social cohesion.

MODULE 15: Mobilizing the Leaders

RATIONALE: Margaret Mead pointed out that social change depends greatly on the actions of a small number of individuals who have the training, commitment and influence to advance their ideas. Faith leaders can be of great assistance in this respect. Unless they are part of the conflict, communities typically consider them to be impartial, reasoned, and value-driven. In Mindanao and in CAR, CRS found that involving religious and traditional leaders was indispensable to achieving social cohesion.

This module builds participants' strategic capacities so they can enlist the support of leaders to leverage access and influence structures and systems to strengthen social cohesion. The module utilizes advocacy principles and strategies, and draws on experience gained in CAR during report-outs from training sessions and days of reflection attended by senior civil servants, community leaders and authorities.

TRAINING AIDS:

- Tool 48: Quiz on advocacy
- Tool 49: What does CRS understand by advocacy for social justice and solidarity?
- Tool 50: A case study drawn from the Central African Republic
- Tool 51: Example of an informative video
- Tool 52: Example of using media based on experience from the Central African Republic
- Tool 53: Sample of a restitution
- Tool 55: Links to success stories on social cohesion in CAR
- Tool 56: A testimony from "A Day of Reflection on Social Cohesion"
- Tool 57: Guidance on the facilitation of "A Day of Reflection on Social Cohesion"

APPROXIMATE LENGTH: 9 hours and 45 minutes

ANTICIPATED RESULT: At the end of the module, participants will:

- Form a team of people trained and committed to rebuilding the vertical axis of social cohesion.

STEPS:

- Build a shared vision of advocacy.
 - Identify the characteristics of effective advocacy (60 min).
 - Organize participants into small working groups.

- Ask the members of each group to:
 - Share a successful experience (personal or vicarious) in the mobilization of social leaders.
 - Note the elements that contributed to the success of these experiences.
 - List those elements on a sheet of paper, and post the list on the wall.
- Strengthen the descriptive elements of advocacy.
 - Ask participants to visit the other groups' tables, focusing on similarities.
 - Discuss the similarities. When the group agrees on an element, write it down.
- Increase ownership of the concept of advocacy through a quiz⁷⁶ (45 min).
 - Distribute the quiz.
 - Ask participants to complete the quiz individually, then compare and agree on answers with their table.
 - Project the questions on PowerPoint slides.
 - After each question, open discussion regarding the groups' answers.
 - Clarify and summarize during the exchanges. Build on CRS' definition of advocacy for social justice.⁷⁷
- Describe the main elements of advocacy (90 min).
 - Case study on advocacy regarding social cohesion⁷⁸
 - Distribute the case studies.
 - Create groups based on the number of available cases and questions.
 - Ask each group to study the case in order to:
 - Identify the main steps of mobilization.
 - Build on the previous work and propose steps that are lacking.
 - Organize the report-out in the larger group.
 - Ask each group to present its results according to the following framework:
 - Summarize the case studied.
 - Identify the key elements of advocacy.
 - Suggest how the case might have been improved.
 - Conclude the report-out in the larger group with a summary of the main elements of advocacy.⁷⁹
 - Make the presentation of the summary by including, if possible, the new descriptive elements that were unanimously accepted in the larger group.

76 See Tool 48: Quiz on advocacy.

77 See Tool 49: What does CRS understand by advocacy for social justice and solidarity?

78 See Tool 50: A case study drawn from the Central African Republic. Note that, based on the participants' experience and context, the trainer can resort to other case studies specific to the environment.

79 See Tool 51: Key elements of advocacy.

- Report out training session on social cohesion as a means of exercising influence (90 min).
 - Presentation of a video,⁸⁰ a report, or an article on one report-out of a training session on social cohesion⁸¹
 - A practical exercise in identifying influential factors
 - Distribute reports to participants, and break participants into two or four groups, based on numbers.
 - Request that at least two groups review the same document and ask the following questions.
 - Who has been influenced?
 - What are the four main positive lessons that you took away from your case regarding mobilizing leaders?
 - What could be improved on?
 - What would you have done differently to exercise greater influence on the leaders?
 - Distill the answers.
 - Ask the groups that reviewed the same document to get together to compare their answers and prepare a unified report to present in the larger group.
 - Organize the report-out in the form of a mini-conference with speakers representing their group in plenary.
 - Close the session with a brief presentation on the findings of the report-out,⁸² followed with a concluding exchange in plenary.
- Facilitate a day of reflection on social cohesion as a means of exercising influence (120 min).
 - Use photographs to understand a day of reflection⁸³ on social cohesion.
 - Introduction
 - Project approximately ten numbered photographs drawn from days of reflection on social cohesion (from CAR).
 - Show the photographs, and ask each participant to choose the number of a photograph that represents, for them, successful influential action. Participants write that number on their booklets.
 - Participants with the same numbers form small groups.
 - Identify how the day of reflection on social cohesion impacted and influenced the leaders.
 - Each person shares their feeling with the other members of their group.
 - Starting from each individual's personal feeling:
 - Attempt to convince others that their photograph demonstrates successful influence.

80 See Tool 52: Example of an informative video.

81 See Tool 53: Example of using media based on experience from the Central African Republic.

82 See Tool 54: Sample of restitution.

83 See Tool 55: Guidance on how to create a photograph album for the workshop.

- Imagine the scenario behind the observed result.
- Elicit arguments for the day of reflection as a means of exercising influence.
 - Organize the report-out in the larger group, in the form of a mini-conference.
 - Close the conference with:
 - A story based on a day of reflection on social cohesion, putting emphasis on personal conversion or transformation observed in the group.⁸⁴
 - Capitalize on the above process to agree on successful factors and key challenges.
 - Have two of the tables post in the meeting room:
 - Factors for a successful day of reflection on social cohesion
 - Challenges to overcome in order to have a successful day of reflection on social cohesion
 - Ask each participant to build on all the discussions of the day of reflection by writing down as many items as possible, with each item on a separate Post-It note.
 - Ask each person to place their Post-It notes on the corresponding tables.
 - Assign tables to classify the resulting ideas.
 - Submit the recommendations for amendment and adoption in the larger group.
- Show a video that builds participants' ability to facilitate a day of reflection on social cohesion⁸⁵ with leaders (60 min).
 - Introduction
 - Summarize the story of the day of reflection captured by the video.
 - Show the video once or twice.
 - Analyze the video.
 - Organize participants in pairs.
 - Provide each pair with the list of previously identified challenges.
 - Ask each pair to share the lessons drawn from the video by identifying:
 - Influential factors
 - Impacts from the day of reflection
 - Suggestions on how to meet the challenges
 - Ask each pair to join one or two other pairs in order to:
 - Agree on the key factors from the above discussion.

84 See Tool 56: Links to success stories on social cohesion in CAR.

85 See Tool 57: A testimony from "A Day of Reflection on Social Cohesion."

- Write down the following:
 - Answers on factors and impacts (on a flip chart for report-outs).
 - Ways to meet challenges (writing each challenge on a separate Post-It note).
- Organize the report-out in the larger group by asking each group to:
 - Present the factors and impacts.
 - Post their ways to meet challenges, underneath the corresponding challenge.
- Ask for comments in the larger group on the proposals for overcoming challenges.
- Develop a shared vision of a day of reflection on social cohesion (90 min).
 - Briefly present on the main elements of a day of reflection, building on the facilitation guide for conducting a day of reflection:⁸⁶
 - Preparing for a day of reflection
 - Conducting a day of reflection
 - Follow-up from a day of reflection
 - Assess the guide for the facilitation of a day of reflection.
 - Distribute the draft guide for a day of reflection on social cohesion.
 - Divide up the participants based on the number of objectives agreed on in the guide.
 - Ask each group to study the objective assigned to it, identifying:
 - Its capacity to mobilize leaders for social cohesion
 - The possible ways to strengthen that capacity
 - Share the results of the reflection in the larger group. Include the changes and adopt a guide that all can agree on.
- Plan influence-generating activities (60 min).
 - Identify target groups.
 - Present a list of the leaders in various categories, and ask participants to:
 - Augment the list by adding other leaders.
 - Assess the degree of influence that these additional leaders might have.
 - Present answers to the larger group and agree on:
 - A shared vision of the degree of influence exercised by various leaders
 - A list of key influence criteria
 - Three groups of leaders whose commitment could advance the social cohesion process

86 See Tool 58: Guidance on the facilitation of “A Day of Reflection on Social Cohesion.”

- Experimental activities
 - Form small groups based on the categories of key leaders.
 - Ask each group to:
 - Define an appropriate strategic action to mobilize that group's category of leaders.
 - Describe the necessary steps for implementing this strategy.
 - Propose an implementation calendar that includes a monitoring plan.
 - Organize the report-out in the larger group in the form of a gallery walk.
 - Ask participants to take turns visiting the different displays to observe the work of the other participants.
 - Each group takes its turn to propose changes.
 - Adopt changes in the larger group.

Notes to the facilitator:

- Give participants ownership over the following key steps: building a credible, legitimate advocacy approach, designing the advocacy strategy, and implementing and monitoring the agreed-upon activities.
- During the entire module, play the role of the moderator, ensuring that participants understand it is critical to prepare for advocacy in a participatory fashion. Impress on participants the importance of active, inclusive discussions and effective monitoring of different approaches.

MODULE 16: Building Alliances

RATIONALE: A West African proverb asserts that you cannot sweep a house with a single straw.⁸⁷ Similarly, a single organization on its own cannot rebuild social cohesion. A network of people connected to local and international organizations must commit to working together to achieve a common purpose. In violent contexts, there often are many social actors working for peace in some way. By seeking out and allying with people and organizations that share similar principles, values and goals, individuals can advance social cohesion. This module examines how to establish such alliances.

TRAINING AIDS:

- Tool 59: PowerPoint slides on the foundations of a strategic alliance
- Tool 61: Executive summary of the Central African Interfaith Peacebuilding Partnership (CIPP) project illustrating the building of strategic alliances to advance social cohesion
- Tool 62: Partnership life circle

APPROXIMATE LENGTH: 5 hours

ANTICIPATED RESULT: At the end of the module, participants will have:

- Identified a robust network of people and organizations working together toward social cohesion

STEPS:

- Build a shared vision of the characteristics of a strategic alliance (90 min).
 - Share participants' experiences on what makes a strategic alliance.
 - Invite participants to share their experiences in establishing strategic alliances.
 - Ask participants in each group to describe the main features of a strategic alliance.
 - Enrich participants' experience with:
 - A brief presentation on the foundations of a strategic alliance.⁸⁸
 - A series of questions and answers to explore the presentation more deeply.
 - Agree on the characteristics of a strategic alliance to advance social cohesion.
 - Ask each table to re-examine experiences and ideas in the light of the presentation.
 - In the larger group, share the similarities and differences resulting from the comparisons.
 - Arrive at a consensus on the key elements of a strategic alliance to build social cohesion.

87 Avec un grain de ballet on ne peut balayer une maison.

88 See Tool 59: Foundations of a strategic alliance, or Tool 60: Partnership according to CRS.

- Learn how to build strategic alliances for social cohesion.
 - Case study (60 min)
 - Introduce two case studies.⁸⁹
 - The Inter-Religious Platform of the Central African Republic
 - The Consortium for the USAID Global Development Alliance (GDA) project (CIPP) in the Central African Republic
 - Divide participants into four groups, and assign one case study to two groups and another case study to the remaining two groups.
 - Ask each group to analyze its case using a set of questions about the case (the trainer devises a questionnaire focused on the process of establishing an alliance).
 - Distill the case study to develop knowledge and skills around establishing alliances (60 min).
 - Ask groups that worked on the same case study to meet and agree on:
 - The main lessons they learned from their case study
 - The processes and the prerequisites for establishing an effective and efficient alliance
 - The main challenges likely to hinder the establishment of strategic alliances
 - Organize a larger group session.
 - Invite each case-study group to present the results of its discussion.
 - Facilitate the summary of the identified challenges.
 - Invite participants to suggest ways they would build and strengthen strategic alliances.
 - Plan activities that establish strategic alliances for social cohesion (90 min).
 - Adopt a framework for the building of strategic alliances for social cohesion.
 - Build on the partnership life circle⁹⁰ and previous exercises to develop a framework for building alliances.
 - Ask participants to amend their drafts—first in the small groups, then in the larger group.
 - Facilitate an adoption process of the framework by all participants.
 - Use the framework to design a strategy to build an alliance.
 - Mix the groups based on social or professional affinities.
 - Ask each group to develop a plan for establishing a strategic alliance to advance social cohesion through the adopted framework.

⁸⁹ See Tool 61: Executive summary of the CIPP project illustrating the building of strategic alliances to advance social cohesion.

⁹⁰ See Tool 62: Partnership life circle.

CHAPTER 4: IMPLEMENTING LESSONS LEARNED

- Proceed to report out in the larger group.
 - Ask each group to explain its plan in the larger group.
 - Request feedback from the other groups.
 - Ask participants to commit themselves to implementing one of the plans.
- Develop a plan to monitor the implementation of an alliance-building strategy.

Notes to the facilitator:

- Keep the group dynamics lively.
- Adapt the case studies to the training environment.

Afterword

This guide is an instrument to instruct and inspire practitioners to mend broken relationships, overcome mistrust, repel hatred, and banish violence. It requires from each of us creativity and adaptation to our environment. As such, it remains open to for future users and workshop participants to enrich as they share their ideas, experiences, and imaginations in ways we have not anticipated.

By the end of 2015, more than 3,000 people in the Central African Republic had participated in CRS' social cohesion workshops. Of those participants, 35 were selected and trained as trainers. During an assessment, we were struck by these individuals' resourcefulness and ingenuity. For example, trainers had translated the guide's accompanying tools into Sango⁹¹ and adapted the exercises to their local environments. In one instance, the trainer had asked villagers to gather sticks and branches to build a fire so that the community could clearly grasp the different stages and dynamics of a conflict – gathering fuel, initiating a spark, conflagration, coals, and dying out.

Over the course of two and a half years, I was inspired to observe that the great majority of the people we trained were committed to actively rebuilding social cohesion in the Central African Republic. Such is the case of a former Anti-Balaka chief, who, in the 7th Arrondissement of Bangui, mobilized his militia to protect Muslims. In collaboration with the local imam, he initiated a connector project to rebuild the neighborhood mosque that his fighters had damaged, defaced and looted during the crisis.

During critical moments in 2013–15, Catholic, Protestant and Muslim women, relying on the learning they had derived from social cohesion training sessions, jointly organized awareness-raising sessions to instill calm and order in their segregated communities. They did so at considerable risk to their lives. Several social cohesion committees and subcommittees became active in northwestern CAR solely because a few courageous participants put their training to use for the good of their country.

Reading this guide permits us to understand its contents, but it is only through application in conflict-ridden environments that it stirs emotions and moves the heart. Appreciative Inquiry encourages us to look at people and things differently, through a lens conducive to peace. The 3Bs give rise to deeper introspection about self, group, and society. The combination of the 3Bs and 4Ds lays the foundation for personal and communal healing, trust, harmony, and solidarity. This is the main lesson I have received and that I would like to share with you. I wish you peace as you work for social cohesion and experience its blessings.

— Jean-Baptiste Talla, CRS Peacebuilding Advisor

91 Sango: the national language of the Central African Republic.



Appendix: Tool Kit

A tool kit on CD-ROM is appended to this guide. It comprises the following tools, organized by chapter and module.

GENERAL INTRODUCTION

- Tool 0: Examples of ways to envision social cohesion

CHAPTER 1: Changing the Way I Look at People and Things (Binding)

MODULE 1

- Tool 1: Samples of bans for animation inspired by Scouts' bans
- Tool 2: "The Tale of the Poor Man and the Gold"

MODULE 2

- Tool 3: Understanding AI through quotations
- Tool 4: Experiences showing cases of Appreciative Inquiry
- Tool 5: The 3Bs/4Ds approach to social cohesion
- Tool 6: Application of the 3Bs in land conflict management in Mindanao, Philippines

MODULE 3

- Tool 7: Image of non-cooperation
- Tool 8: Understanding conflict dynamics from the metaphor of fire
- Tool 9: Quiz to gauge participants' understanding of conflict dynamics

MODULE 4

- Tool 10: PowerPoint slides on making personal commitments
- Tool 11: PowerPoint slides on shaping one's attitude in the face of conflicts
- Tool 12: Quiz on personal responsibility

CHAPTER 2: Changing the Way the Group Looks at People and Things (Bonding)

MODULE 5

- Tool 13: Examples illustrating the importance of the dream
- Tool 14: Social cohesion dream exercise guide
- Tool 15: PowerPoint slides on the notional dynamics of social cohesion

MODULE 6

- Tool 16: Quiz to gauge participants' understanding of social cohesion
- Tool 17: Social cohesion assessment grid
- Tool 18: Bar Chart displaying the results of the social cohesion assessment

MODULE 7

- Tool 19: Guidance on role playing to introduce responses to conflict
- Tool 20: Slides on the spectrum of responses to conflict
- Tool 21: Drawing of the mediator's portrait

MODULE 8

- Tool 22: Guidance on the circle of trust
- Tool 23: Instructions on using the Philip 6x6 Method
- Tool 24: Planning framework
- Tool 25: Suggestion of an evaluation grid for a workshop on social cohesion

CHAPTER 3: Rebuilding Intergroup Cohesion (Bridging)

MODULE 9

- Tool 26: The story of two friends' journey
- Tool 27: Guidance on the game "Protecting the Eggs"

MODULE 10

- Reference information for previously used tools

MODULE 11

- Tool 28: Appreciative dialog guide

MODULE 12

- Tool 29: Weighted voting guide

CHAPTER 4: Applying the Lessons Learned from the Training Session

MODULE 13

- Tool 30: Guidance for playing the trust-walk game.
- Tool 31: PowerPoint slides on required attributes for a trainer in adult education

APPENDIX: TOOL KIT

- Tool 32: Quiz on a trainer's required attributes
- Tool 33: Quiz to gauge participants' knowledge of the 3Bs/4Ds approach
- Tool 34: Excel tables for social cohesion barometer
- Tool 35: Training steps in the form of a puzzle
- Tool 36: Summary of the different training steps
- Tool 37: PowerPoint slides on the training modules in social cohesion
- Tool 38: Draft andragogic methods format
- Tool 39: Model agenda for the training of trainers (TOT)
- Tool 40: Proposed verbs to design andragogic objectives

MODULE 14

- Tool 41: Examples of connector projects
- Tool 42: PowerPoint slides on "Why analyze conflict?"
- Tool 43: PowerPoint slides on the 3Ps
- Tool 44: PowerPoint slides on strengths, weaknesses, opportunities and threats (SWOT analysis)
- Tool 45: What is a connector?
- Tool 46: Key elements and contents of a concept note
- Tool 47: Project life cycle

MODULE 15

- Tool 48: Quiz on advocacy
- Tool 49: What does CRS understand by advocacy for social justice and solidarity?
- Tool 50: A case study drawn from the Central African Republic
- Tool 51: Key elements of advocacy
- Tool 52: Example of an informative video
- Tool 53: Example of using media based on experience from the Central African Republic
- Tool 54: Sample of a restitution
- Tool 55: Guidance on how to create a photograph album for the workshop
- Tool 56: Links to success stories on social cohesion in CAR

APPENDIX: TOOL KIT

- Tool 57: A testimony from “A Day of Reflection on Social Cohesion”
- Tool 58: Guidance on the facilitation of “A Day of Reflection on Social Cohesion”

MODULE 16

- Tool 59: PowerPoint slides on the foundations of a strategic alliance
- Tool 60: Partnership according to CRS
- Tool 61: Executive summary of the CIPP project illustrating the building of strategic alliances to advance social cohesion
- Tool 62: Partnership life Cycle



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