

Initiation Workshop



Initiation Workshop

This workshop is designed for a facilitator to present the Learning Communities for Peace concept to a group.

<p>Participants: One workshop facilitator and one assistant 25 adults (maximum), engaged in a school community: teachers, admin staff, parents or community actors</p>	<p>Materials required:</p> <ul style="list-style-type: none"> • LCP Workshop slides • LCP intro video • LCP map video • LCP Strategy Canvas printed in A1 size x 6 copies • LCP Action Plan printed in A1 size x 6 copies • LCP Post-Card printed in A6 size x 30 copies • Flipchart paper x 30 sheets • 30 colored A4 sheets • Blue tac / pins / tape • Flipchart board • 30 markers
<p>Duration: 5 hours including breaks</p>	
<p>Venue specifications:</p> <ul style="list-style-type: none"> • Accessible venue (school or community space) Large room with 30 chairs and 6 tables in a flexible workshop set up • Projector, screen and sound system to project presentation and videos. • One empty wall with possibility to hang/stick papers/canvases during workshop • Coffee-break corner with refreshments and snacks 	

Preparation For The Workshop - A Facilitator's Guide

Before the facilitator agrees to deliver the Learning Communities for Peace (LCP) workshop, there's a number of important questions to consider, which may require modification of the materials developed for the workshop manual.

1. The Purpose of the Workshop

Is the workshop to communicate or share the concept of LCP to a group or are the delegates considering starting an LCP project?

2. The Delegates

Will the delegates attend from one school, a number of schools or from other (non educational) institutions? What do they hope to gain by attending the workshop? How can the facilitator discover the delegate's objectives before the workshop begins?

3. Marketing

How will the workshop be marketed to attract delegates, what is the key message(s) that you wish to communicate, what specific benefits will they gain if they attend?

4. Evaluation

The final section of the manual proposes a workshop evaluation exercise. If the facilitator uses the evaluation exercise, how will the results benefit future workshops, the facilitator or the LCP projects that stem from the workshop?

We would also recommend that facilitators thoroughly familiarise themselves with the following documents:

1. The LCP Tool Kit
2. The Action Research Report (including the Action Research Cycle)
3. The Impact Evaluation Report
4. The LCP Strategy Canvas and Action Plan

1.1. What is LCP (25 min)

This part of the workshop focuses on information **about** LCP and learning to understand the different parts through examples and short interactions

Time	Activity	Facilitator	Materials
10min Introduction	<p>Where does the idea of coming together and building a Learning Communities for Peace project come from?</p> <p><i>Startingpoint:</i> current context in Europe</p> <p><i>Content:</i> The LCP project partners identified – the influx of refugees, migration, immigration, inclusion and exclusion, threats associated with radicalisation, structural inequality, dysfunctional integration policies, divisions in post-war societies.</p> <p>Furthermore schools in Europe do face different challenges</p> <p><i>Assumption:</i> Traditional approaches to peace education and conflict transformation seem to fall short of proposing adequate strategies for rising tensions , violence, and fear of difference in schools and their surrounding communities</p> <p>The Erasmus Plus LCP Project's Vision: <i>Developing solid communities that are able to deal with the challenges and changes in societies. Changing social structures and patterns. When community actors learn to address the conflicts that occur peacefully.</i></p>	<p>Aim: to understand what motivated the start of the project.</p>	<p>Intro video Reference: <i>Action Research Report</i> (www.lcpeace.eu)</p>

10 min	<p>The project's central principles:</p> <ul style="list-style-type: none"> • Every LCP develops their own unique peacebuilding strategy • Egalitarian and sustainable dialogues between all the stakeholders • Co-design the process to create and share ownership • The process is KEY! • Action research: studying your own practice 		<p>LCP Map Video You can use examples from the <i>Action Research Report</i> (www.lcpeace.eu)</p>
5 min	<p>Who were the Erasmus Plus LCP partners? Different levels of partners:</p> <ol style="list-style-type: none"> 1. Consortium partners 2. Consortium partner and the school(s) they worked with 3. LCP-community/school partners in their local community. 4. LCP-schools in Europe in a learning community 	<p>Storytelling to show the diversity of partners that can be involved (inspiration based on the story of our LCP project)</p> <p>Inform about the consortium partners in the project. Participants learn about the different countries and organisations.</p> <p>Stimulate thoughts about which actors in and around the school could be involved</p> <p>Understand that there are more LCP schools and create possibilities for communication</p>	<p>LCP Workshop Presentation with an overview of all the partners, their organization and their role in the project.</p>

1.2. LCP Case Study (20 min)

Time	Activity	Facilitator	Materials
10min	Facilitator presents the example of Sweden and the activities developed during the LCP project, in a storytelling mode. <i>Script available at the end of this table.</i>	Aim: Present a practical example of LCP strategy implementation in the Swedish context. You can use the Action Research Report provided in the LCP Toolbox to mention additional examples from other countries that you may consider relevant	Reference: <i>Action Research Report</i> (www.lcpeace.eu)
10min	Facilitator refers participants to the Action Research Reports provided in the LCP Toolbox where they can study in more depth the experiences of the 4 partners engaged in the LCP project.		
15 min	Break		

Case Study - Nalbyskolan, Alingås, Sweden 2017-2019

1. The School

Located close to Gothenburg in the west of Sweden, Nalbyskolan is a primary school with 340 students aged between 6 - 12 years, with a staff of 34 teachers and other professionals.

The school was selected in 2017 for inclusion in the LCP project, from a network of schools in the region, that form part of the University of Gothenburg teacher training outreach programme. The values that shape the school are 'consideration, responsibility and community'.

Case Study - Nolbyskolan, Alingas, Sweden 2017-2019

2. Reflection

After deciding to become a pilot school in the LCP project, a team of four delegates (including the then vice -principal) was formed to explore the issues around conflict in the school. They began by gathering data from a wide variety of sources, culminating in a two day staff conference. The team clarified their desired outcome for their LCP project in the following words:

It is hard to know what we want to achieve exactly. But we do like staff to be more united in their rules and fundamental values. And we like the breaks to function better with more staff outdoors, less conflicts between the children/groups of children and when conflicts that do occur need to be handled constructively.

To achieve their desired outcome, the team initially identified eight significant challenges within the school, that were narrowed down to a more manageable two:

1. A coherent understanding of the fundamental values and unity in applying rules.
2. Less conflicts between the students during the breaks/ and more constructive ways of handling them.

3. Planning & Action

After six months of reflection and dialogue between staff, a smaller group of delegates and with the project partner, the school was ready to implement a series of actions (January 2018), that included:

- i) changing the break time schedule and increasing break time staff,
- ii) buying materials for activities at the schoolyard,
- iii) organising indoor break-time activities for years 11 and 12,
- iv) organizing staff meetings explicitly focused on the discussion of fundamental values and rules.

Implementing these actions was not an easy task in a busy school:

All other “musts” and duties for the staff influenced the time available to work with the project for the core team and staff at the school. It could be hard to find a time to meet. Also, it takes time for all actors to speak up, something that is strongly emphasized in this project.

As the project progressed the perspectives of people began to change:

The Learning Community we want to build first is focused on people inside the school and not reaching out to actors outside the school. There was a strong need to connect in the school. Interesting enough that after 1,5 year we feel ready to go out to meet other actors in the surrounding community.

Case Study - Nalbyskolan, Alingås, Sweden 2017-2019

4. Observation

Prior to the school implementing their planned actions (September 2017), and following their completion (September 2018), an impact analysis was conducted to measure how things had changed. The impact analysis involved questionnaires for staff and students, and an exercise that involved collecting and commenting on digital photographs taken in and around the school (visual voices).

5. The Outcome

After 12 months nobody really knew if these actions were successful and had improved the school climate towards a Learning Community for Peace. New data needed to be collected concerning the well-being of students and staff to find out if the school climate had actually improved. A final report from the core team in 2019 proudly reported:

...both students and staff mentioned that they were more listened to and heard, and the number of conflicts during the breaks were not as many and severe anymore. Key values as Consideration, Responsibility and Community were well anchored in the school.

Reflection

If the reader undertakes a project to reduce conflict in their school:

1. What would be your desired outcome?
2. Who would you involve, both within and outside the school?
3. What resources would you have?
4. What data would be useful to collect?
5. How would you reflect, plan, act and observe?



1.3 What opportunities does LCP offer us. (60 min)

After the presentation and inspiration to what LCP is it is time to engage the participants and to create a climate of co-creation and open exchange of thoughts and ideas. In this part of the workshop we would like to find each participant's inner driving force and motivation. This is also a starting point for the participants to get to know each other and open an informal climate of co-creation and exchanging thoughts and ideas. Also this session gives opportunity for facilitators to get to know the participants and what driving forces and motivation there is within the participants. This can be built on in further sessions and the continuation of the work.

Time	Activity	Note to facilitator	Materials
<p>20 minutes (total)</p> <p>Instructions 2 min</p> <p>Speed-dating 5 min</p> <p>Forming groups 2 min</p> <p>Instruction 1 min</p>	<p>Presentation of participants</p> <p>Before participants start moving around, ask them to prepare themselves very briefly:</p> <ul style="list-style-type: none"> • <i>Find in your smartphone 1-2 emojis that describe what mood you are in today. If someone does not have a phone one can draw an emoji instead.</i> • <i>Think about what motivates you to be here in the LCP workshop today.</i> <p>Start with a speed-dating activity involving all participants to create energy within the whole group. Ask participants to go around greeting each other answering the following questions, showing their emojiings in quick exchanges:</p> <ul style="list-style-type: none"> • <i>What is your name?</i> • <i>Which is your school/community?</i> • <i>Which emoji represents your mood today?</i> <p>End the greeting exercise and while still standing ask the participants to form groups of 3-4 people, preferably with someone they don't know or usually work with.</p> <p>In each group, every participant present themselves and answer one extra question:</p>	<p>Aim:</p> <p>In an informal way, start to get to know each other better and build the ground for co-creation and an open climate of exchanging thoughts and ideas.</p> <p>Allow 20 sec for every exchange. Use a bell to notify participants to move on to next exchange every 20 secs.</p>	<p>Slide with 2 questions</p>

<p>Presentation rounds 10 min</p>	<ul style="list-style-type: none"> • <i>What motivates you to be here today?</i> <p>If time allows, free reflection and questions to each other.</p>	<p>Mention that it is important that everybody speaks. If you have many participants and few facilitators it can be helpful to project questions on a visible wall / screen that everyone can refer to.</p> <p>Every person can talk max 3 minutes. During the exercise the facilitator is the time-keeper, ringing a bell every 3min.</p>	
<p>25 minutes (total)</p> <p>Instruction 1 min</p> <p>Individual work 4 minutes</p> <p>Round 9-12 minutes</p> <p>Free conversation 8-10 min</p>	<p>My dream</p> <p>We are all changemakers. We often feel stuck in the reality of solving daily emergencies and logistics but now is the time to open up to be visionary and free our mind. Motivation starts with imagining the future. (There will be time for planning and strategy later) Martin Luther King once said “I have a dream....” and that dream was powerful enough to spark a movement that changed history.</p> <p>Now it is your turn to dream and no dream is to big or small so ask yourself:</p> <ul style="list-style-type: none"> • <i>What dreams do you have for your society and/or school community?</i> <p>Participants start to reflect individually in order to write and/ or draw their ideas on a personal A4 paper to be shown to the others afterwards.</p> <p>Presentation round where everyone listens to the visions and dreams of the others.</p> <p>Invite the group for a free conversation</p> <ul style="list-style-type: none"> • <i>What similarities and differences can we identify in our dreams and wishes for our society and or school community?</i> • <i>How can we motivate ourselves and others for change?</i> 	<p>Aim: For participants to see themselves as changemakers and find motivation.</p> <p>Ensure every table has enough A4 papers and colored pens.</p> <p>Time keeper helps to stick to maximum 3 min each. Make sure participants use maximum 3 min each to present their dream. Participants do not question each other at this moment. All dreams are valid and useful for the process (even if others do not agree or believe the dream can be but in practice)</p>	<p>slide</p> <p>Colored pens and A4 papers</p>

<p>10 minutes (total)</p> <p>Instructions 1 min</p> <p>Writing and posting 4 min</p> <p>5 min</p>	<p>Wall of dreams and motivation</p> <p>Give everyone 2 post its - preferably in two different colors. Ask them to write one answer on each post it:</p> <p>Color 1:</p> <ul style="list-style-type: none"> • <i>If I were part of LCP project – what would I hope to learn or achieve ?</i> <p>Color 2:</p> <ul style="list-style-type: none"> • <i>If I were part of LCP project – what would I hope to contribute with in terms of knowledge and skills?</i> <p>Participants put their A4 paper (dream) with their 2 post its and post them on a common wall.</p> <p>Viewing of the wall</p> <p>Facilitator asks participants to pair up with someone from another group. As a pair they view the wall together and talk about similarities and differences in the work of the whole group.</p>	<p>Aim: Motivate participants by finding the opportunities within LCP</p> <p>If you have a time shortage it is possible to end this session with posting only the dreams on a common wall and then have a break (ask them to read during the break) and share their thoughts afterwards.</p>	<p>Two colors of post it Colored pens</p> <p>Bluetac or tape to attach to the wall</p>
15 min	Coffee break		
10min	<p>Allow for some reflection and comments on the wall observations to be shared in the plenary.</p> <ul style="list-style-type: none"> • <i>Is there something that caught your attention?</i> • <i>Do you see a pattern emerging?</i> 	<p>Depending on the group composition, you may motivate participants to stick to the same working group to work on a real case or to rotate between sessions, in order to maximise interaction and brainstorming on more fictionary cases.</p>	

2.1. Deciding on the scope and focus of the action (90 minutes)

After discussing the main issues related to having good relations among educational stakeholders and motivation to participate in this process, in order to continue with the planning of their unique process, the participants need to:

- Define **key terms** (Learning Communities / Peace / Conflict)
- Define **key challenges** related to building Learning Communities for Peace, as well as strengths and already existing **knowledge, experience and opportunities** in schools
- **Narrow the focus** to a few key desired objectives
- **Reflect** on the process and think about the **big picture**

Time	Activity		Materials
35 min (total) Instructions 5 min 10 min	Defining key terms, Developing our vision Organise participants into new groups of 4-5 (max. 5 groups) to discuss the following questions. They will also be given a flip chart paper to write on it and markers. Before they start tell them: <ul style="list-style-type: none"> • <i>You will have 20 minutes for the exercise and I will check to see if you are ready to finish.</i> • <i>You will be asked to feedback a few key points at the end.</i> Questions <ul style="list-style-type: none"> • <i>What is a learning community?</i> • <i>Who are its stakeholders?</i> • <i>What is peace in a learning community context?</i> • <i>What is a conflict in a learning community context?</i> 	Aim: to come to a joint definition of key terms based on the specific characteristics of the local setting / language / realities. Participants might be confused with a term “learning community”, because they are probably used to the term “school community”. Explain the etymology (meaning) of the phrase and concept. When they discuss Peace and Conflict, they are discussing them in the context of a learning community. Also, there is no need to reach a common definition among all participants, because you are only giving them a taste of the process they would lead in their school.	

<p>10 min</p>	<p>Facilitator tells the participants that, after they have discussed the questions each group should complete the following sentence on the LCP Canvas:</p> <p><i>For us, building a Learning Community for Peace means...</i></p> <p>Facilitator mentions that this statement can be used as the foundation to develop a vision statement for their LCP, and asks participants to agree on the following questions, filling the respective boxes of the canvas:</p> <ul style="list-style-type: none"> • <i>What is a future that inspires us?</i> • <i>What are the values that shape our vision?</i> <p>The participants work in small groups on the above 3 questions and facilitator helps if there are points of clarification needed. They need to choose one representative per group to present to other participants.</p>	<p>Stress that if you are leading this process in your school/organisation, it would be important that the process of coming to the joint definition is as participatory as possible. You can't do it on your own.</p> <p>Aim: To develop a shared vision and agree on the key values that underpin the optimal desired future for their LCP.</p>	<p>LCP Strategy Canvas,</p> <p>markers</p>
<p>10 min</p>	<p>Participants present their key points, 2 minutes per group.</p>	<p>There is no need for an open discussion at this point. Take questions that ask about clarification of certain points. Explain why you want to move on to cover the rest of the agenda.</p>	
<p>20 min (total)</p>	<p>Defining challenges and existing opportunities</p> <p>Participants go back to their group's definition of a learning community for peace and think about challenges and opportunities within their school communities, answering the following questions:</p>	<p>Aim: to define challenges and existing opportunities of schools related to building a Learning Community for Peace.</p> <p>There is a possibility that you will have a heterogeneous group of participants, in the sense that they will be coming from different schools and not only teachers, but other stakeholders of a learning community. Hence, they will have different challenges and different opportunities.</p>	<p>Canvas</p> <p>White board, projector, projector screen</p>

10 min	<ul style="list-style-type: none"> • What are the school's key strengths and what opportunities are open to our school community? What resources do we currently have to complete the project? • What are the key challenges and limitations faced by our School Community? What are the factors that can threaten our project? 	<p>For this particular exercise, it is not important to reach consensus, but rather to think about and discuss different challenges as well as opportunities that are important to have in mind when planning the process.</p> <p>Secondly, the participants will discuss main challenges and opportunities having in mind and always reflecting on their small group's definition of the Learning Community for Peace.</p>	Canvas White board/ Projector, projector screen
10 min	<p>The participants work in small groups discussing challenges and opportunities faced in their different contexts, identifying common points. They need to write the key points on the respective canvas sections, and choose one representative per group.</p> <p>Group representatives present in 2min each their key points regarding challenges and opportunities to the plenary.</p> <p><i>If you are leading this process within one learning community, remember the core principles of LCP: participation, collaboration, reflection, flexibility and power balance. You will need to ensure that you collect the challenges/opportunities from as many stakeholders of LCP as you can. You can do this through well-structured questionnaires for students, teachers, parents and other LCP stakeholders, targeted interviews, focus groups, facilitated discussions etc. Facilitated discussion, after having results from questionnaires, has proven to be especially useful, because a lot of issues that different stakeholders find problematic are actually a result of misunderstandings. We should emphasize that the process needs to be participatory starting from defining key terms, challenges and opportunities. The process will take time but it is essential to be inclusive in order to be genuine.</i></p>	<p>Encourage participants by mentioning a few examples, or asking questions, to start them thinking. Refer once again that they should discuss and write key points down with a view of their definition of LCP (mentioned stakeholders, principles, actions etc.). Allow for points of clarification if needed.</p> <p>Facilitator brings the group back together for a debrief. They choose their own seating arrangement – it is only important that they can see and hear each other. There is no need for an open discussion at this point. Take questions that ask about clarification of certain points.</p>	

35 minutes	Narrowing the focus: Deciding on key objectives <p>The facilitator explains in brief the aim of the exercise. There is a need to be realistic – teachers are already overburdened with a variety of different responsibilities, and thus it is necessary to prioritise and be realistic about what can be done. The structural change that participants want to achieve takes time and there is a need to allow time for change to happen and regularly reflect on it to ensure that the process is imbedded in the core LCP principles and that you are achieving your aims.</p>	Aim: to select 2-3 key objectives that the group wants to achieve, given its and identified opportunities.	
Instructions 3 min	The facilitator asks participants to prioritise 2-3 desired objectives that they would like to address in the next exercise.		
7 min	The participants decide on 2-3 objectives, bearing in mind the main conclusions from the previous exercises, and write them down on the LCP canvas.		
15 min	Based on those objectives, participants are invited to think about ethical issues that may rise and critical reflection processes that may need to be established: <ul style="list-style-type: none"> • Which ethical issues do we need to take into consideration? • How will we critically reflect on our process? Who can provide critical feedback during the process? 		
5 min	Participants work in small groups. <p>Facilitator observes the process and asks for 2-3 volunteers to report to the plenary about their group's conclusions.</p>		

	<p>When implementing this exercise with the whole learning community, the leading team will need to prioritise the challenges and objectives, setting careful criteria for choosing the “right ones”. Namely, the opportunity to set things on the agenda is an important aspect of power balance and equality in terms of equal participation and building a sense of ownership of the process. The team will need to be composed of empathetic listeners and people who are willing to see “the other side of the same coin”. You might also want to consider for this particular team to be composed of different stakeholders (teachers, students, other school staff, parents, community members). Or it could be an advisory council to the main, action research leading team. Furthermore, it is also very important for the leading team to feedback to everybody who participated in this exercise why they have chosen these challenges and not all the others that came up during the process.</p>		
5 minutes	<p>Reflection</p> <p>Facilitator stresses the importance of reflection in every step of any action research, and encourages participants to share feedback about the LCP Strategy session:</p> <ul style="list-style-type: none"> • <i>Are you more aware of what the concept of LCP means, what its principles are and how it relates to school’s wellbeing?</i> • <i>How useful was the exercise with defining key challenges and opportunities?</i> • <i>Do you think that this process could be led at a learning community level? In which way?</i> <p>After a short open discussion, the facilitator thanks participants for cooperation and announces next session and a break.</p>	<p>Aims:</p> <p>to reflect on the key tasks in this session, as well as the process, and to provide ideas on how these exercises could be implemented in their learning communities for peace.</p> <p>In this last part of the session, you will want to check with the participants whether this process was useful for them in the sense that they have a better understanding of what a learning community for peace is and what its main principles are. Also, you will want to elicit their opinions about how useful the exercise about defining challenges and opportunities and finally, prioritising 2-3 main challenges, was and would it enable them to successfully go into more concrete action planning</p>	

	<p><i>At a learning community for peace level, the leading team will have a reflection session to check if the basic principles of the LCP have been imbedded in each step of setting the ground for action planning and to ensure that the participatory and inclusive process will also be followed in the planning of concrete actions.</i></p>	<p>At his point, there is no need for extensive evaluation, since that will be done at the end of the workshop.</p> <p>Finally, you can offer ideas on how this process could be done at a learning community level, referring, amongst other, to LCP case studies.</p> <p>If there is no co-facilitator, the facilitator will ask one participant to write down important findings from the reflection session in order to build on them and adjust parts of the process, if necessary, in the next session.</p> <p>The facilitator will try to cover all the above-mentioned and equally important questions, however, allowing more time for issues that participants found problematic or interesting.</p>	
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2.2. Planning Your Project (90 minutes)

From the previous session, delegates will have developed an understanding of the LCP concept. They will also be aware of a common definition of key terms and will have an agreed aim for their project. This session encourages delegates to begin thinking about all the things that a community will need to put into place to support an LCP. The session is divided into two activities:

- a) actions required to achieve the objective (what do we need to do?)
- b) making a plan to support the actions chosen, to achieve the objective.

Time	Activity	Note to facilitator	Materials
5 minutes (total) Instructions 5 min	2.3.2.1 Introduction Welcome the delegates to the planning session, placing this in context within the other sessions in the workshop. During the introduction, state that the session will last 90 minutes and delegates will be working in groups to design concrete actions. It is an opportunity for delegates to ask questions and work collaboratively to decide on the next steps of their LCP project. Participants should remain in their groups of 4-5 with an elected spokesperson, so that the LCP Action Plan can build on the previously completed LCP Strategy Canvas.	Aim: To explore the actions/activities required to implement an LCP project. The composition of the group will determine how the session is managed. If all delegates are from a single community, the session can focus on a single project. If delegates are from a number of communities, common groups should be formed to complete the exercises. Alternatively, rotation of groups can be productive if the workshop is based on a fictional case study and each canvas is filled in the context of a simulation exercise.	LCP Action Plan, markers, white board/ Projector, projector screen

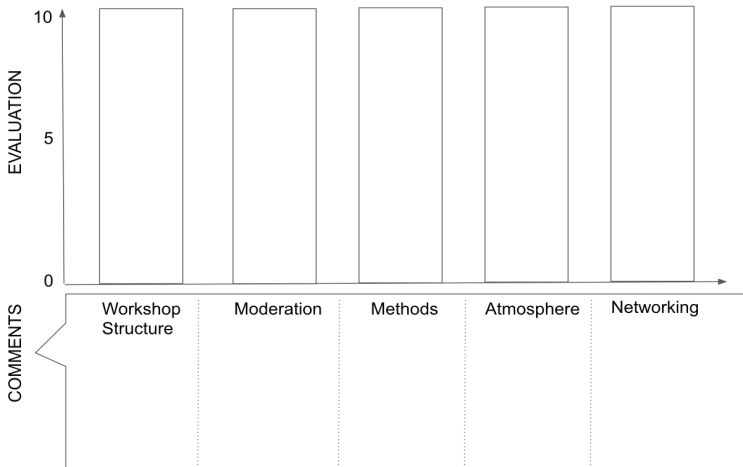
<p>35 minutes (total)</p> <p>Instructions 3 min</p> <p>Group Discussion 10 min</p> <p>Feedback 15 min</p>	<h2>Deciding on Actions</h2> <p>Facilitator hands our one LCP Action Plan to each working group. The participants work in small groups and the facilitator helps if there are points of clarification needed.</p> <p>Firstly, participants go back to the challenges identified in the LCP Canvas, and select the main challenge they wish to tackle, discussing what type of actions are required:</p> <p>Specific Objective</p> <ul style="list-style-type: none"> Which concrete challenge do we choose to tackle? <p>Action</p> <ul style="list-style-type: none"> What action(s) are we going to undertake? <p>Participants present their key points to the plenary, 3 minutes per group. There is no need for an open discussion at this point. Take questions that ask about clarification of certain points.</p>	<p>Aim: To define what actions will be required to deliver the chosen objective.</p> <p>Encourage participants by mentioning a few examples, or asking questions, to start them thinking. Groups should choose their actions/activity with reference to their LCP challenge. Allow for points of clarification if needed.</p>	<p>LCP Canvas, markers</p>
<p>45 mins (total)</p> <p>Instructions 5 min</p>	<h2>Planning Resources, Time and Managing the Project</h2> <p>Facilitator asks the participants to go back to their small groups and complete the remaining sections of the LCP Action Plan, taking up to 30 min.</p>	<p>Aim: To plan how the project actions/activities, that are needed to deliver the objective, will be supported.</p>	

<p>Group work 30min</p>	<p>Facilitator stresses that the order of completing the LCP Action Plan sections is not necessarily linear. On the contrary, participants may prefer to move back and forth between different sections, until a comprehensive action plan is developed.</p> <p>Team</p> <ul style="list-style-type: none"> • <i>Who will be in our core team?</i> • <i>Who will lead our team and take responsibility for our project?</i> <p>Community</p> <ul style="list-style-type: none"> • <i>Who in our community can help?</i> • <i>How are we going to approach them?</i> <p>Resources</p> <ul style="list-style-type: none"> • <i>What resources will we need?</i> • <i>Who do we need to ask?</i> <p>Location</p> <ul style="list-style-type: none"> • <i>Where will our action take place?</i> • <i>Will we need one location or several?</i> <p>Timing</p> <ul style="list-style-type: none"> • <i>When will our action take place?</i> • <i>How does timing affect participation?</i> <p>Communication</p> <ul style="list-style-type: none"> • <i>Who needs to be informed about our action?</i> • <i>How will we approach and engage them?</i> <p>Planning & Review</p> <ul style="list-style-type: none"> • <i>How will we keep track of tasks and record our actions?</i> <p>Contingencies</p> <ul style="list-style-type: none"> • <i>How can we overcome or reduce the threats to our project?</i> <p>Evaluation</p> <ul style="list-style-type: none"> • <i>What are the indicators of success?</i> • <i>How will we collect the necessary data?</i> 	<p>For the purpose of continuing action planning in the next part of the workshop, the participants need to decide on the things they'll have to put into place, to support their action/activity. If participants have a large number of actions, it may be better to choose one for this exercise.</p>	<p>LCP Action Plan, markers</p>
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presentations 15min	The facilitator will ask the group to present one or two of their lists, with each group presenting a different heading. The facilitator should assess the length of each group's lists to balance the presentation. Open discussion of each heading should be encouraged.		
Conclusion 5 mins	The facilitator concludes the session by summarising the discussions of delegates and their agreed outcomes. The delegates will be thanked for their participation and the next session will be introduced.		

3. Reflection on LCP Workshop experience and next steps

<p>10min</p>	<p>Organise participants into new groups of 4-5 to discuss the following questions. They will also be given a flip chart paper to write on it and markers.</p> <ul style="list-style-type: none"> • What are the most inspiring and useful aspects of this workshop? • What aspects of the LCP Workshop could be improved in the future? <p>Once the reflection discussion in groups is completed, ask for some thoughts to be shared in the plenary.</p>	<p>Aims: To reflect about positive insights emerged during the LCP Workshop and suggest improvements. To provide quantitative evaluation about different aspects of the LCP Workshop.</p> <p>In this last part of the session, you want to get feedback about the participants' experience of the LCP Workshop and get useful comments about how to improve it in the future.</p>	<p>One flipchart paper in each table</p>
<p>5min</p>	<p>Hand out one LCP post-card to each participant and ask them to fill their address and complete the "note to self":</p> <ul style="list-style-type: none"> • My aim is to..... • The next step I take is to.... 	<p>The idea is that one week after the workshop, the workshop organisers send the LCP post-cards to participants via mail, so that they receive a reminder about the commitment they made towards starting a Learning Community for Peace.</p>	<p>LCP post-cards</p>
<p>5min</p>	<p>Ask participants to stand up in a circle and select one word that describes their feeling at the end of the LCP Workshop. You pass around the microphone, and each participant shares one word which can be documented on a visible flipchart in form of a creative word cloud.</p>		<p>Flipchart board</p>
<p>5min</p>	<p>At the end of this circle, you pass a row of 5 small round stickers to each participant, and ask them to take part to a quick and fun evaluation exercise.</p>		

5min	<p>As participants exit the room, they add one sticker on each column, on the height that corresponds to their level of satisfaction for each aspect of the workshop. At the end of this exercise, the Evaluation Board provides a clear visualisation of overall satisfaction of participants.</p>	<p>Two A0 size papers, which can be hung by the exit of the LCP workshop space, are used to form an Evaluation Board. The board features two axes: Axe X features a scale from 0 to 10, which measures participants' satisfaction. Axe Y includes 5 columns corresponding to five aspects of the workshop:</p> <p>Structure, Moderation, Methods, Atmosphere, Networking.</p> <p>Beneath axe Y and its five slots, there is enough space for participants to add comments about the different aspects of the workshop. The Evaluation Board can be hand-drawn and enhanced with colours, following this structure:</p> 	<p>Round stickers cut in rows of 5</p> <p>Handmade Evaluation Board</p>
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