

# ONLINE CONFLICT TRANSFORMATION TOOLKIT



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## Theoretical background

*Conflict transformation is a constructive social change, the “building of right relationships and social structures through a radical respect for human rights and non-violence as a way of life”*

*John Paul Lederach*

One of the most appreciated conceptual views of conflict transformation primarily rests upon the work of Johan Galtung. Taking his work into consideration, being a pioneer of the conflict transformation, we are moving further into various approaches and exploring conflicts from all possible angles. This tool kit will be taking into account different "schools of thought" and conflict transformation practitioners and will not be solely based on the analyses of the conflict, but rather on the interventions and responses.

Conflict is a natural part of life. When people have conflict, that means there is change, growth, and engagement in life giving processes of meeting and responding to needs. Certainly, conflict is usually perceived as uncomfortable or even painful. It is also true that conflict often offers opportunity to develop new ways of seeing things. Conflict can be the force that helps us move beyond what “is” and to move toward a more positive “what could be”.

How we respond to conflict also involves a moral choice. No person exists as an island. Every social and business interaction provides opportunity for interests to collide. Thus, every organization or family experiences conflict. Conflict offers each of us an opportunity to respond in ways that are negative, or in ways which are positive.

Youth and educational work is a cross-cutting challenge that should feed into all fields of activity relevant to conflict transformation. Education and youth policy, schools and training, and social work are obvious examples, but others – such as the media, especially online world, play exceptionally important role. This tool kit will focus on the online media and social networks and how can they can be used for conflict transformation with young people, by young people and for young people.



The methods for online intervention that we propose are genuinely inclined towards the conflict transformation, as an umbrella approach for dealing with conflicts. Their main goal is to try to utilize the online tools in order to alter the attitudes of conflict parties. What they try to achieve is to change the way in which parties perceive themselves and their relationship. Additionally, some of the methods are designed with the aim to use advantages of online tools for empowering certain social groups and individuals whose position is structurally weakened and unbalanced.

On the contrary, we believe that conflict transformation aims to achieve a profound change in the way parties understand the conflict and their relationship. The ultimate goal of conflict transformation is, therefore, not to eliminate the conflict, but to facilitate the transformation of an actually or potentially violent conflict into a peaceful and non-violent process of social and political change. Conflict transformation aims at overcoming fear and distrust, as well as to address stereotypes and false perceptions. In this way, conflict transformation assists parties to redefine the way they perceive their opponents.

The methods of intervention that we offer strive to explore the unprecedented possibilities of using online tools for conflict transformation. The greatest asset of virtual space refers to the unlimited opportunities to involve conflict parties in communication, dialogue and joint initiatives in a way which would safeguard their safety.



## DILEMMA BOX

### EDUCATION FOR 'DIVERSITY' AND 'UNITY'

EDUCATION FOR DIVERSITY IS IMPORTANT IN PLURALIST AND MULTICULTURAL CONTEXTS. NEVERTHELESS, THERE IS TENSION BETWEEN RECOGNISING AND EMPHASISING DIVERSITY AND THE ASPIRATIONS FOR (NATIONAL) UNITY IN POST-CONFLICT SOCIETIES AND POLITICAL TRANSFORMATION PROCESSES. HOW CAN A SENSE OF UNITY BE CREATED WITHOUT PROMOTING NEW NATIONALISMS AND EXCLUSION MECHANISMS? IS EDUCATION FOR DIVERSITY COMPATIBLE WITH KEY EXPERIENCES ABOUT COMMON HUMANITY?

## Conflict transformation vs. conflict resolution – bases for discussion

*You can solve a problem without resolving a conflict. And you can resolve a conflict without setting real change in motion, without creating justice that will make the renewal of conflict less likely in the future.*

*John Paul Lederach*

A number of conflict theorists and practitioners, including John Paul Lederach,<sup>1</sup> advocate the pursuit of conflict transformation, as opposed to "conflict resolution". Conflict transformation is different, Lederach asserts, because it reflects a better understanding of the nature of conflict itself. Conflict resolution implies that conflict is bad, and is therefore something that should be ended. It also assumes that conflict is a short-term phenomenon that can be "resolved" permanently through mediation or other intervention processes. Johan Galtung offers reasons why a conflict transformation perspective has more to offer. He explains that underlying the conflict resolution perspective is an assumption that every conflict has a finite life and a clear end and can, therefore, be solved or declared intractable. From this argument, that conflicts are never-ending waxing and waning of social interactions, also flows the idea that the ongoing energy and behavioural contradictions that arise from this will be not be amenable to resolution, but needs to be transformed.<sup>2</sup>

Conflict Resolution seeks to "resolve" conflict, to end the discomfort by any means. That does not mean the sources of the conflict have gone away. Nor does it mean that any real communication has occurred or that either side understands the other any better.

In contrast to this, conflict transformation does not place the highest priority on "getting rid of" the expression of disagreement. Instead, conflict transformation seeks to transform our experience of conflict from the inside out. Viewed this way, conflict is as an opportunity to examine a situation, to listen to the needs of an "other", to understand our own needs more clearly, and then to see if there are avenues for collaboration and cooperation that would enable a better response than the current one.

<sup>1</sup> John Paul Lederach, *Preparing for Peace: Conflict Transformation Across Cultures*. Syracuse University Press, 1995.

<sup>2</sup> Galtung J., *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*, Sage, London, 1997.

By exploring and highlighting our differences, conflict offers opportunity to develop more authentic relationship with the people with whom one is relating. When we choose compassion, we have no guarantee that our negotiating partner will also choose compassion, but we nevertheless open the door to possibility. No matter whether the situation is as personal as a divorce or as as a commercial as a complex legal dispute, parties in authentic dialogue may discover more about themselves, about their own needs, and also about the other person/s and their needs. Additionally, the best solutions to conflict are not those imposed by outsiders, but those designed by the parties themselves.

Seen this way, it becomes apparent that conflict transformation is a different, and more hopeful, way of looking at and dealing with conflict. The old view was that conflict itself was seen as the “problem,” perhaps like an annoying fly, and the key goal was to get rid of the discomfort by shutting up the buzzing, the expression of conflict. The problem with this viewpoint is not only that stifling the expression of conflict doesn’t make the causes go away that were creating the symptoms. The parties remain conflicted at the root, causing deep and lasting damage to their relationships. Even more, this “all or nothing” viewpoint precludes the possibility of finding some other, better way of looking at and solving a problem.

Conflict transformation in seeking to address root causes rather than symptoms. In a transformative type process, the parties are encouraged to explore their interests and needs and work together to find solutions that meet as many of those needs as possible. When viewed this way, the goal of conflict transformation is to provide a mechanism by which both parties may be enabled to work together to tackle their common problem: the problem of identifying the crucial interests of each and then finding a way to meet as many of those needs and interests as possible.



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## Types of conflict

There are numerous numbers of categories in which theorists classify conflicts. The most known and undisputed types of conflicts, sometimes raise dialogue over the characteristics of these conflicts. The categorization and of different conflicts helps practitioners in the field better understand the nature of the conflict they are dealing with and provides guidelines for issues to consider when developing intervention methods. Some of the most common types of conflicts are :

**Intrapersonal Conflicts:** Are conflicts that occur within yourself, and it is a basically a frustration you have with your own self over goals, targets, directions, plans, accomplishments and so on. It can also be seen as a person's disability to make a decision; some see it as the inner fight between the good and the evil, others see it as the gap between reality and ambitions. Intrapersonal Conflicts tend to be more of an issue amongst teenagers and youth, accompanying them in their journey towards finding an identity and role in life and society. The severity of Intrapersonal conflicts can vary from not being able to make your mind whether to eat pizza or sandwich for dinner to whether to join a militant group or a peace organization. Intrapersonal Conflicts are not necessarily negative. Looking at the full half of the cup; it is appropriate to say that Intrapersonal Conflicts are a good sign that a person is undergoing some sort of growth. An individual's inner struggle is also a sign that a process of thinking is taking place.



### MORAL DILEMMA – WHAT WOULD YOU DO?

A MADMAN WHO HAS THREATENED TO EXPLODE SEVERAL BOMBS IN CROWDED AREAS HAS BEEN APPREHENDED. UNFORTUNATELY, HE HAS ALREADY PLANTED THE BOMBS AND THEY ARE SCHEDULED TO GO OFF IN A SHORT TIME. IT IS POSSIBLE THAT HUNDREDS OF PEOPLE MAY DIE. THE AUTHORITIES CANNOT MAKE HIM DIVULGE THE LOCATION OF THE BOMBS BY CONVENTIONAL METHODS. HE REFUSES TO SAY ANYTHING AND REQUESTS A LAWYER TO PROTECT HIS FIFTH AMENDMENT RIGHT AGAINST SELF-INCRIMINATION. IN EXASPERATION, SOME HIGH LEVEL OFFICIAL SUGGESTS TORTURE. THIS WOULD BE ILLEGAL, OF COURSE, BUT THE OFFICIAL THINKS THAT IT IS NEVERTHELESS THE RIGHT THING TO DO IN THIS DESPERATE SITUATION. DO YOU AGREE? IF YOU DO, WOULD IT ALSO BE MORALLY JUSTIFIABLE TO TORTURE THE MAD BOMBER'S INNOCENT WIFE IF THAT IS THE ONLY WAY TO MAKE HIM TALK? WHY?

**Interpersonal Conflicts:** “Is a situation in which one or both persons in a relationship are experiencing difficulty in working or living with each other. This usually occurs due to different or incompatible needs, goals or styles”.<sup>3</sup> Conflicts of this kind are usually associated with personal feelings such as hate, feeling betrayed, distrust, anger, and other negative feelings. Power symmetries play an important role for the two parties in considering different approaches when dealing with conflicts of this type.

<sup>3</sup> Kloke, K. and Goldsmith, J. Resolving Conflicts at Work. San Francisco, CA: Jossey-Bass, 2000.



## MORAL DILEMMA – WHAT WOULD YOU DO?

THERE IS A TROLLEY COMING DOWN THE TRACKS AND AHEAD, THERE ARE FIVE PEOPLE TIED TO THE TRACKS AND ARE UNABLE TO MOVE. THE TROLLEY WILL CONTINUE COMING AND WILL KILL THE FIVE PEOPLE. THERE IS NOTHING YOU CAN DO TO RESCUE THE FIVE PEOPLE EXCEPT THAT THERE IS A LEVER. IF YOU PULL THE LEVER, THE TRAIN WILL BE DIRECTED TO ANOTHER TRACK, WHICH HAS ONE PERSON TIED TO IT. YOU HAVE TWO CHOICES:

(A) DO NOTHING AND THE FIVE PEOPLE WILL DIE

(B) OR PULL THE LEVER AND SAVE THE FIVE PEOPLE, BUT THAT ONE PERSON WILL DIE.

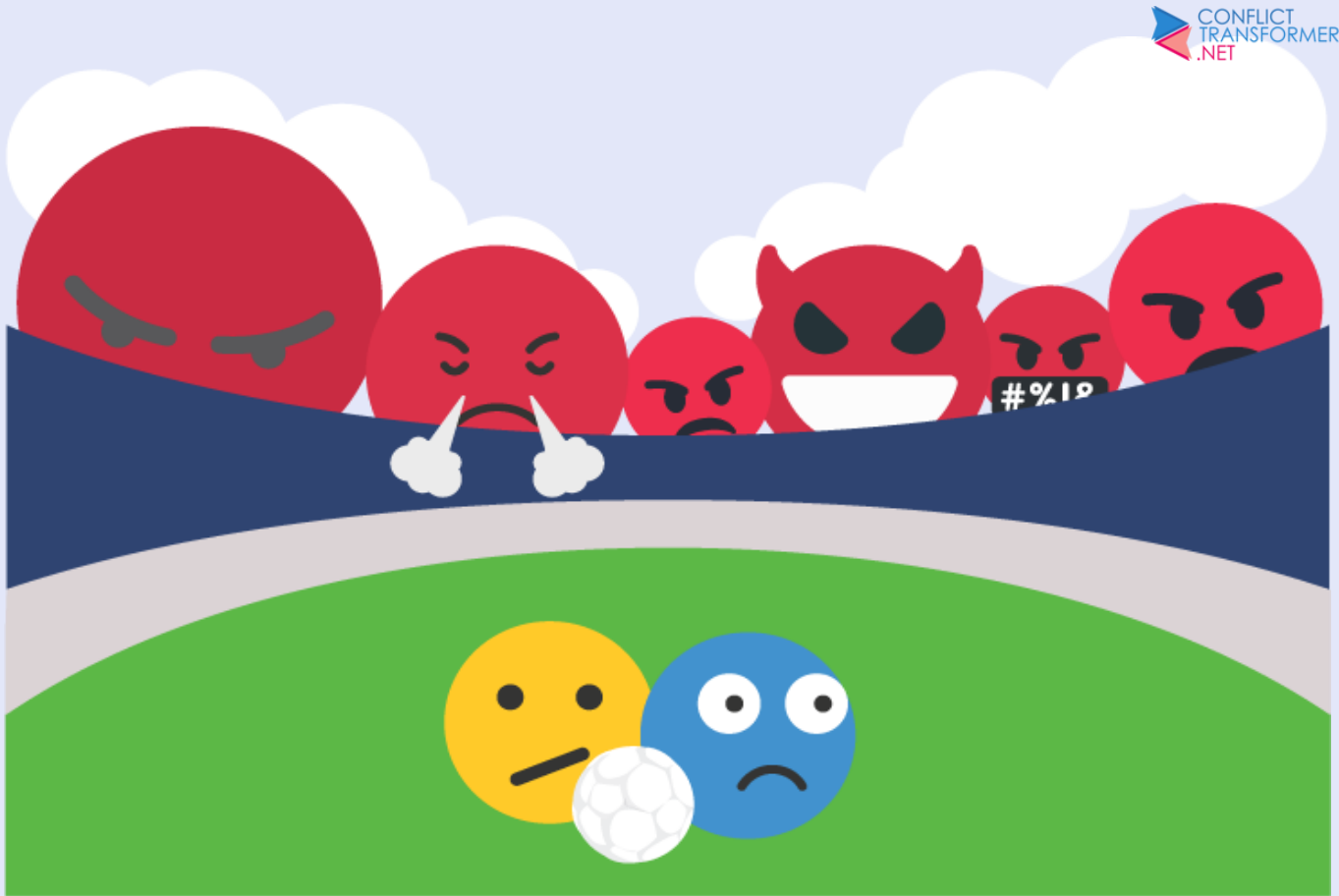
DID YOU MAKE YOUR CHOICE?

**Intergroup Conflicts (Social Conflicts):** Incompatibilities, behaviors, and sentiments are the three major factors of intergroup conflicts. “A broad definition of destructive conflict sees it as a social situation in which there are perceived incompatibilities in goals or values between two (or more) parties, attempts by the parties to control one another, and antagonistic feeling toward each other.”<sup>4</sup> This type of conflict is very much associated power symmetries and competitive approaches. When members of a certain group perceive members of another group as a threat to their power sources (values, resources, power...) and start seeing any gain to the other as a loss to them, which tends to escalate conflicts of this type. Violence between groups of students from different ethnic or political groups, youth gang fights, discrimination and/or violence against gays and lesbians are some of the examples of intergroup conflicts. Intergroup conflicts are a major source for building group identities. Members of the same group tend to search for common dominators and build a set of values norms and institutions to preserve their identities.

**International Conflicts** are defined as conflicts between different nation-states and conflicts between people and organizations in different nation-states. Increasingly, however, it also applies to inter-group conflicts within one country when one group is fighting for independence or increased social, political, or economic power. Most definitions of international conflicts noted the distinguish between armed and international conflicts, since international conflicts can be monetary/economic, political, but not necessarily armed. The most “famous” and well heard off international conflicts are those known as Intractable Conflicts.

<sup>4</sup> Morton Deutsch, Peter Coleman. Handbook of Conflict Resolution: Theory and Practice San Francisco, CA: Jossey-Bass Publishers, 2000. 166-184.





**Intractable Conflicts:** long-standing conflicts that take place between individuals, groups, or nations often resist any attempt of management, and go on and on toward higher levels of hostility, intensity and escalation. There are many intractable conflicts in the world we live today. Some of these conflicts take place within states (and often spill over to the external environment), some take place between states. Intractable Conflicts revolve around core and centric issues; which are perceived by the groups to be essential for their existence, such as identity, resources, power, values and security. However as the conflict intensifies, these issues become less relevant and the parties attention shifts towards issues emerging from recent violent outcomes of the conflict. Intractable Conflicts are generational; In most cases they are inherited, take place over a long course of time and tend to have cycles of occurrence and appearance. Intractable Conflicts are usually violent; the parties intend to harm each other and fear is a mutual feeling between the two parties. Intractable Conflicts parties' usually resist reconciliation and conflict management efforts and have a history of failed peacemaking attempts and involve states or other actors with a long sense of historical grievance, and a strong desire to redress or avenge these.

## Responses to conflicts

To be able to work with a conflict the first step must be to understand the different ingredients and to understand the dynamics. Conflict analysis is an effective way to learn more about a particular conflict, but also to generally comprehend how conflicts are perceived and defined.

Analysis is one of the underpinning aspects of understanding conflicts and it is useful in many ways, we can learn both from successful examples just as well as from failed ones. If you are a party to the conflict an analysis may aid you in attaining an overview of the situation in order to be able to build a constructive multi-level response to the conflict. Conflict analysis should be regarded as a step which should necessarily precede the intervention. The primary purpose of the conflict analysis is to help us decide what kind of intervention would be the most appropriate for dealing with a given conflict. In that respect, the task of the conflict analysis would be to provide us with a deeper understanding of the nature and dynamics of a conflict, as well as to help us identify its root causes and main actors.<sup>5</sup> If you are a possible third party to the conflict, an analysis can help you decide if you want to become involved in the conflict (if you can help or aid in a constructive response). In situations where you are an active third party to the conflict, the analysis can help activities that best meet the situation of the conflict.

We each have our own way of dealing with conflict. The techniques we use are based on many variables such as our basic underlying temperament, our personality, our environment and where we are in our professional career. However, by and large there are five major styles of conflict handling that are recognized, called various names by different “schools of thought”. In order to address conflict we draw from a collaborating/problem solving, competing/forcing, avoiding, accommodating/yielding or compromising style of conflict handling. None of these strategies is superior in and of itself. How effective they are depends on the context in which they are used.

### **Accommodating/Yielding:**

Yielding involves giving in completely to the other side's wishes, or at least cooperating with little or no attention to your own interests. This style involves making unilateral concessions, unconditional promises, and offering help with no expectation of reciprocal help.



**I'M FINE...**  
**Just resting**

<sup>5</sup> Galtung J., Peace by Peaceful Means: Peace and Conflict, Development and Civilization, Sage, London, 1997

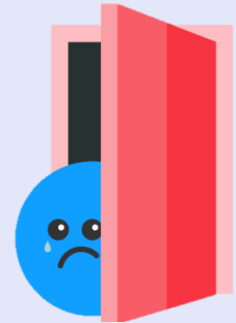


### Compromising:

Compromising involves looking for a position in which your losses are offset by equally valued gains. It involves matching the other party's concessions, making conditional promises or threats, and actively searching for a middle ground between the interests of the two parties.

### Avoiding:

Avoiding tries to smooth over or avoid conflict situations altogether. It represents a low concern for both self and the other party. In other words, avoiders try to suppress thinking about the conflict.

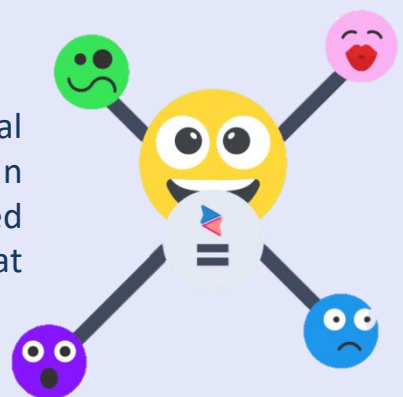


### Competing/Forcing:

Forcing tries to win the conflict at the other's expense. It includes "hard" influence tactics, particularly assertiveness, to get one's own way.

### Collaborating/Problem Solving:

Problem solving tries to find a mutually beneficial solution for both parties. Information sharing is an important feature of this style, because both parties need to identify common ground and potential solutions that satisfy both (or all) of them.



# MINI QUIZ – ME IN A CONFLICT

Each statement below provides a strategy for dealing with a conflict. Rate each statement on a scale of 1 to 4 indicating how likely you are to use this strategy.

**1 = Rarely 2 = Sometimes 3 = Often 4 = Always**

Be sure to answer the questions indicating how you would behave rather than how you think you should behave.

1. I explore issues with others so as to find solutions that meet everyone's needs.
2. I try to negotiate and adopt a give-and-take approach to problem situations.
3. I try to meet the expectations of others.
4. I would argue my case and insist on the merits of my point of view.
5. When there is a disagreement, I gather as much information as I can and keep the lines of communication open.
6. When I find myself in an argument, I usually say very little and try to leave as soon as possible.
7. I try to see conflicts from both sides. What do I need? What does the other person Need? What are the issues involved?
8. I prefer to compromise when solving problems and just move on.
9. I find conflicts challenging and exhilarating; I enjoy the battle of wits that usually follows.
10. Being at odds with other people makes me feel uncomfortable and anxious.
11. I try to accommodate the wishes of my friends and family.
12. I can figure out what needs to be done and I am usually right.
13. To break deadlocks, I would meet people halfway.
14. I may not get what I want but it's a small price to pay for keeping the peace.
15. I avoid hard feelings by keeping my disagreements with others to myself.

As stated, the 15 statements correspond to the five conflict handling styles. To find your most preferred style, total the points in the respective categories. The one with the highest score indicates your most commonly used strategy. The one with the lowest score indicates your least preferred strategy. However, you may find your style to be a blend of styles.

## How to use and not abuse social media

*“War in 140 characters: how social media is reshaping conflict in the 21st century:*

*There was this utopian idea that the internet would set us free.”*

*David Patrikarakos*

The accelerated development of information and communications technologies which we are witnessing each year has made a huge impact on our understanding of conflicts and ways to deal with them. On one hand, virtual space, especially social media, is being increasingly used in order to spark and escalate conflicts. Intentionally or unintentionally, misusing online tools for those purposes can inflict harm on youth. On the other hand, social media provide the unprecedented opportunities for youth workers and activists to give their contribution to conflict transformation and to counter the negative consequences that conflicts have on youth. Social media also cocoons us: It self-organizes us into groups of like-minded believers who share the same views, the same beliefs, the same prejudices. And they post articles. Most people now, especially young people, get their news from social media. So people aren't going directly to the news sources; they're getting cherry-picked answers. This is what makes it such a powerful tool of propaganda and exploitation. In wartime, it yet again reinforces your worldview. And when this happens, when you're on this social media platform and all your friends are sharing largely similar stuff, a compromise with people of opposing views becomes harder. The ability to even understand an opposing view becomes harder. <sup>7</sup>

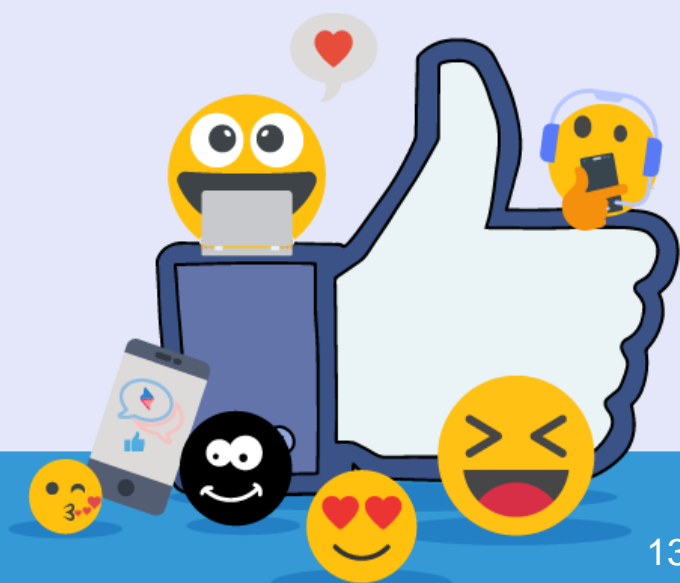
Social media increasingly plays a role in conflict and every day communication between potentially conflicted parties. Politicians, leaders, insurgents, and protestors all have used it as a tool for communication. At the same time, everybody turns to social media as a source of new data on conflict. There are couple of interrelated points that can help us understand the influence of the social media: social media reduces the costs of communication, it increases the speed and dissemination of information, the new data that social media provides are not only an important resource, but also fundamentally change the information available to conflict actors, thereby shaping the conflict itself. All in all, social media's influence on conflict defies simplistic explanations that argue that it privileges incumbents or challengers. <sup>8</sup> They are used by everyone!

<sup>7</sup> David Patrikarakos. War in 140 characters: how social media is reshaping conflict in the 21st century. Basic Books. 2017.

<sup>8</sup> Thomas Zeitzoff. How Social Media Is Changing Conflict. Sage Journals. 2017.

As the proposed methods will show, youth workers and activists can use online tools to engage in conflict transformation in various ways, depending on the type and stage of a conflict and different responses. First and foremost, it should be acknowledged that virtual space provides unlimited opportunities to keep the communication channels between the parties opened. Internet also provides safe space for youth from different sides of a conflict to communicate with each other, to share their feelings and thoughts, and to engage in debates. Those communication links can also be used for fostering intercultural understanding and dialogue. Using internet to engage youth in communication contributes to development of mutual understanding, as well as to building trust between them. To further advance confidence-building, online platforms can also be used for creation of virtual networks and coalitions and for launching joint peace campaigns and projects.

Youth activists should fully take into consideration the enormous opportunities that digital media offer for alternative provision of information and presenting a variety of opinions and different perspectives on conflict. Moreover, youth activists should recognize the overall potential of online sources of information to alter the attitudes of the conflict parties and to change the way they perceive their interest, their opponents and conflict in general. In this respect, youth activists can use the internet and social media to conduct the awareness-raising and advocacy campaigns. They can also use online channels of communication to promote non-violence and peaceful resistance, as well as certain fundamental values and ideas such as tolerance, respect for diversity, equality, justice, human rights, etc. The goal of those interventions should be to develop culture of peace among youth and to prevent young people from resorting to violence.





## How to use digital arts for conflict transformation

Social media, like traditional media, is ultimately just a medium which can be exploited like any other – and conflict is not just about images of violence. It is about history, culture, politics and relationships, none of which can be expressed by an Instagram photo of a battlefield. Ultimately, images of an unfolding conflict are not a pure form because they lack context. And the danger with sharing them is that eventually someone with an agenda might just come along and apply a context of their own.

When it comes to young people, most of the conflicts are not happening on school grounds anymore, but instead through the screens and buttons of mobile devices, especially when it comes to the post-conflict societies, where the Internet and social media are basically the only forum where these youngsters can meet and interact. It's worth asking whether the accessible nature of social media normalises conflict, particularly in this era of social upheaval, and encourages us to internalise it as background noise. If we can flick between Taylor Swift and the Syrian civil war, what does that say about the level of serious interest we take in the Syrian civil war? From scandalous and inappropriate snapchats to viral memes, youngsters are being teased and bullied (as well as humiliated) through the ever-changing world of social media, and it became somehow the “new normal”.

In his Pulitzer prize-winning book “The Selfish Gene,” Richard Dawkins coined the term “meme” as a concept for discussion of evolutionary principles in explaining the spread of ideas and cultural phenomena. Memes possess many of the attributes we assign to living things. They are born, they procreate, they mutate and at some point, they die.

According to our findings, “memes” are a big deal right now. Many of us may be familiar with memes that have become incredibly popular on the Internet or social media, like “Bad Luck Brian”, “The Most Interesting Man In The World”, or “Overly Attached Girlfriend.” Some of us may even be guilty of creating memes starring our siblings or friends. Though memes are intended to be funny, and are meant to make people laugh, people rarely stop to think about the people featured IN the picture. Memes (along with pretty much anything anyone posts on the internet) have the potential to go viral in minutes. So a hurtful or embarrassing picture that was never intended to be shared online, can instantly become “internet famous.”

Though the majority of the time a meme is not created as an outlet to make fun of someone, it inevitably happens. And the opportunity for making this right is ours. Idea behind using posters and memes is to create positive, affirmative and peaceful messages using posters as a method.

10 seconds video can be more powerful than thousand words, and this power can and should be utilised in teaching and training for human rights and intercultural dialogue. Video by nature is a fantastically accessible medium. The strong connection a video production can have with an audience makes it an incredibly powerful teaching tool. It has a unique ability to convey complicated topics in a way viewers can really engage with and understand thoroughly.

More reasons why videos are such a powerful media outlet:

- ▶ They gratify our preference for visual learning. Effective presentations treat our visual sense as being integral to learning – we understand and remember pictures much better than mere words.
- ▶ They engage the power of social learning. The robust conversation that videos can inspire, both online and off, recognizes a central principle of adult education: We learn best from other people. In the discussions, debates, and occasional arguments about the content of the talks they see, video-watchers are deepening their own knowledge and understanding.
- ▶ They can put young activists and practitioners in the role of teachers. We take in knowledge most readily, not when it's presented in the abstract, but when it's embedded in a rich context of stories and experiences. For example , TED's speakers are effective teachers because most of the time, they don't teach; they do.
- ▶ They enable self-directed, "just-in-time" learning. Because video viewers choose which talks to watch and when to watch them, they're able to tailor their education to their own needs. Knowledge is easiest to absorb at the moment when we're ready to apply it.
- ▶ They encourage viewers to build on what they already know. Young adults are not blank slates: They bring to learning previously acquired information and experience. Effective video instruction builds on top of this knowledge, adding and elaborating without dumbing down.

## Online courses about conflicts

Online tools can also be used to provide alternative learning opportunities and support to those young people who were faced with negative consequences of any type of conflict. Youth activists should consider using internet for organizing virtual trainings and seminars in order to increase the competences of young people to deal with conflicts in their surrounding and equip them with adequate knowledge and skills. Furthermore, youth workers should use digital technologies with the aim to offer psychological and emotional assistance to young people who are at risk of being involved in conflict or who have already experienced difficulties resulting from it.

There are many online courses that deal with the conflict transformation, resolution, management. Many of those courses are free, some require payment, but there is literally a sea of options for those willing to learn more. To list just a few of the places where you can find numerous courses that would help you understand conflicts and conflict transformation:

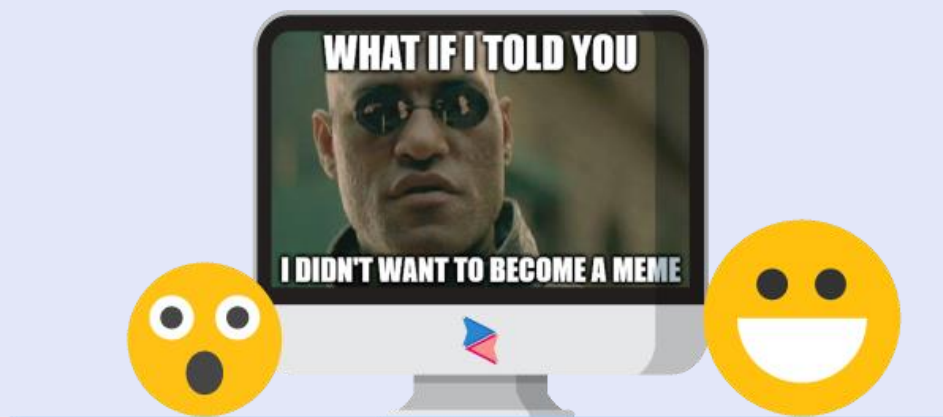


### LINKS:

- <https://www.coursera.org/courses?languages=en&query=conflict>
- [https://www.edx.org/course?search\\_query=conflict](https://www.edx.org/course?search_query=conflict)
- <https://www.lynda.com/search?q=conflict>
- <https://ocw.mit.edu/index.htm>
- <https://www.udemy.com/courses/search/?ref=home&src=ukw&q=conflict>

# Introduction

The methods of intervention we have developed so far should be regarded as only some of many ways in which youth can use online tools for transforming conflicts. We hope that conflict transformation practitioners will find them useful in their daily work.



As the online conflict transformation practitioners we should always keep in mind some specific competences needed for this work and try to answer several questions before embarking fully into this work. Do we understand our own online community? Do we understand who/what is the source of conflict in online community? Can we be prompt in response as it is expected in the online community? Are we able to see conflict reflections and consequences in “the real world” and to distinguish whether the topic is controversial or potentially violent? Do we know how to re-frame problems and provide creative solutions through online tools...

## Methods based on the type of the conflict

Title:	"Transform IT" online...
Time required:	60 minutes
Space and group Requirements:	Workshop is using online tools, but still requires classroom to perform it.
Objectives:	<ol style="list-style-type: none"> <li>1. The participants search for elements of conflict transformation (using online tool)</li> <li>2. Participants recognize different roles people take over while in a conflict (by watching an online video)</li> <li>3. Participants reflect on their own behavior when facing similar conflicts in real life</li> <li>4. Participants make a synthesis of their theoretical knowledge and practical responses</li> </ol>
method description (step-by-step):	<ul style="list-style-type: none"> <li><input type="checkbox"/> Association game by "mentimeter"</li> <li><input type="checkbox"/> We ask participants to take their telephone or a computer and enter the general code we give them.</li> <li><input type="checkbox"/> They write their own associations on the question "What is a conflict transformation?".</li> <li><input type="checkbox"/> We tell them that the results will be shown (used) at the end discussion.</li> </ul> <p>2.a What would you do...?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participants watch a video (of a certain type) of conflict which shows different roles people take on.</li> <li><input type="checkbox"/> They are permitted to say stop during the video to comment or reflect.</li> <li><input type="checkbox"/> At the end of the video we discuss the shown roles and actions shown in the video and participants feelings and thoughts about it.</li> </ul> <p>OR</p> <p>2.b Conflict on "Instagram"</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participants watch a video (of a certain type) of conflict which shows different roles people take on which is posted on Instagram.</li> <li><input type="checkbox"/> They are welcome to comment on the video during the viewing.</li> <li><input type="checkbox"/> If not before, at the end of the video they are encourage to get involved in the discussion of the seen content by few open questions.</li> </ul> <p>3. Discussion</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflection on the seen content and relating it to previous associations.</li> </ul>
Materials and training aids required:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Computer or mobile phone with internet connection</li> <li><input type="checkbox"/> Mentimeter web site: <a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a></li> <li><input type="checkbox"/> Video (chosen by the trainer, accesable for example on web site: <a href="https://www.youtube.com/">https://www.youtube.com/</a>)</li> </ul>

Title:	MY BODY – MY POWER TO EXPRESS
Time required:	1 WEEK (DIFFERENT HOURS ON SPECIFIED DATES)
Space and group Requirements:	No physical space is required for online version of the method. The maximum limit for the activity is 25.
Objectives:	<ol style="list-style-type: none"> <li>1. To be able to express your inner thoughts on general concepts via body shapes.</li> <li>2. To be able to reflect deeper on the roles of our body on reacting to the general concepts about the conflict in real life.</li> </ol>
method description (step-by-step):	<ul style="list-style-type: none"> <li><input type="checkbox"/> A Facebook group is required. The facilitator is responsible from the creation of Facebook group, adding the learners and facilitating the learning procedure. The reason of a close group is to provide an online learning platform where the opinions and knowledge would be secret and not shared with third parties.</li> <li><input type="checkbox"/> The facilitator informs the group members either by a informative post or a video.</li> <li><input type="checkbox"/> The small groups are created in consideration of the participants. The balance between the groups in terms of diversity is necessary.</li> <li><input type="checkbox"/> One concept from five concepts (Power, Weakness, Freedom, Conflict and Resolution) is given to each group and asked them to have a meeting with their group members and send to the general group a frozen photo.</li> <li><input type="checkbox"/> Each group is asked to make a Messenger or Skype meeting on the date and hour that they decide and they exchange their opinions and they send their frozen position to each other and one of the group member combines the photos with a programme and sends it to the general group. The possible programme for mobile phones can be Canva or Pixlr (<a href="https://play.google.com/store/apps/details?id=com.canva.editor">https://play.google.com/store/apps/details?id=com.canva.editor</a>) - (<a href="https://play.google.com/store/apps/details?id=com.pixlr.express">https://play.google.com/store/apps/details?id=com.pixlr.express</a>). For PCs, Windows Image Editor can be used.</li> <li><input type="checkbox"/> The submission of the photos is done on episodic times so that the learners can see comment on each photo. The discussion is done by comments on the below of each photo or live video. Messenger can be used for the live video.</li> <li><input type="checkbox"/> After the discussion, the facilitator can give some relevant documents for the learners to increase their knowledge in conflict topic. The workshop ends here but the Facebook group can stay and used as a place for informing the group members with new developments on the topic or beneficial documents.</li> </ul>
Materials and training aids required:	The Internet connection and a smart device connected to the Internet is required for each learner.
AUTHORS:	Ardit Glllogjani Simona Paskoska Vlade Ilievski Ana Anchy Rina Gashi



Title:	Conflict Resolution Online
Time required:	Long-term project (3-6 months) Weekly competitions
Space and group Requirements:	Web page Organization or volunteers to lead the project
Objectives:	<ol style="list-style-type: none"> <li>1. Recognition of conflict in everyday life</li> <li>2. Exploring interventions and resolutions of conflicts</li> <li>3. Encourage of youth to participate in voting and sharing positive content online</li> <li>4. Encouragement of youth to participate in non formal seminars, trainings or online courses (on topic of Conflict)</li> </ol>
method description (step-by-step):	<p>Introduction</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Before starting the project we promote it on social media (Video trailer with information of steps and final result of the project)</li> </ul> <p>Weekly steps</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> We post a video/photo of a conflict on Monday (it must be personal to participants so they can relate and also controversial).</li> <li><input type="checkbox"/> Participants must comment their idea of best resolution of the conflict (in text, picture or video) and a short explanation. They have time till Friday.</li> <li><input type="checkbox"/> On Friday night, we create a pool with all given answers/solutions, from which the participants vote (Friday and Saturday, half of Sunday) for the favorite one.</li> <li><input type="checkbox"/> The winner is announced on Sunday evening.</li> <li><input type="checkbox"/> His resolution is shared, together with his explanation and a link, to reach all the other given solutions and links to theoretical sites, explaining more the topic of conflict.</li> </ul> <p>Conclusion - final winner</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Out of all chosen winning resolutions, best 3 are rewarded in different possible ways: <ol style="list-style-type: none"> <li>1. Internship with NGO</li> <li>2. Participation at a seminar/training</li> <li>3. Online course</li> </ol> </li> </ul>
Materials and training aids required:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Web page or facebook page</li> <li><input type="checkbox"/> Research for quality sites with theory on conflict resolution and library of links, books, articles,...</li> <li><input type="checkbox"/> (1) Free space for internship in NGO, (2) place at a seminar, (3) information about online course (possibly also money for it)</li> </ul>
Authors:	Renata Eremić Tarik Biševac Marko Glišić Vladimir <a href="#">Ilievski</a> Urška Česnik

Title:	The Hat
Time required:	10 minutes+
Space and group Requirements:	Any room would do. Can be done individually or in group
Objectives:	<ul style="list-style-type: none"> <li>• To explore concepts of discrimination</li> <li>• To understand empathy</li> <li>• To understand the values/interests behind the conflict</li> </ul>
method description (step-by-step):	<p>The Hat – How big is your house/head is a game based on 10+ controversial questions questioning discrimination, social inclusion and human rights. Every questions contains couple of answers. Every answer has a +/- to X-Y lines (they can represent Discrimination and Social Inclusion).</p> <p>The point of the game and the questions asked is to find out how participant sees the world – does he and would he discriminate. Thus the point of the game is to see how big is your head/house (in the end, when all X and Y are summed up, you draw a container with a roof).</p> <p>In the end, with predetermined values – there are explanation to every possible situation – small, normal and really big “World” house.</p> <p>They explain discrimination, social inclusion, human rights and in the end questions the participant – this the world you would like to live in?</p>
Materials and training aids required:	<p>Piece of paper and a pen</p> <p>Online – possible creation of online platform to add questions so they can be localized and used for specific time and space</p>
Author:	Admir Isanovic



TITLE	HOW DO YOU FEEL?
Aim	To dig the deep root cause of the conflicts in order to prevent their possible Occurrence.
Objectives	<ol style="list-style-type: none"> <li>1. To create an accessible space where young people can express And reflect on their feelings.</li> <li>2. To give opportunity to strengthen their consciousness to Address conflicts.</li> </ol>
METHOD DESCRIPTION	<p>In this fast time of changes and adaptations, we face with conflicts quite Often. We can understand the conflict, maintain it, negotiate it or have Third party included in its resolution.</p> <p>But, we think that the best solution is to prevent the conflict from Appearance.</p> <p>In this time of showing things, taking pictures with our smart devices, we Thought that the best way of achieving this is to make an online-campaign. The campaign itself will be promoted by the hashtag (#howdoufeel) on all The social media. The main idea is to post pictures/videos/short or long text Stories (method online story-telling) that tell how the person feels and explain Its possible roots and effects/affects. By actually posting these photos on Daily basis it will result with a bigger picture of how we, people, face with The emotions on everyday plan.</p> <p>On first view, conflicts does not have a real connection to the emotions, But, when we take a deeper-thought we will actually discover that Conflicts appear because of the emotions.</p> <p>The campaign can be started from some online influencers that will use the Hashtag in their posts. It will also encourage the youngsters to continue The campaign by posting for themselves. They do not necessarily have to put Pictures of themselves. They can post picture that will show what made Them feel the emotion they wanna express.</p> <p>Furthermore, it will "equip" young people with a higher level of empathy, Compassion, morals and better ethics.</p> <p>If the campaign goes viral it will open very taboo, afraid-to-talk situations, And help people to express themselves and their feelings.</p> <p>Also, the campaign can have an official web-page/facebook fan page where There'll be shared some facts/informations/stats about emotions and Feelings, everyday frozen situations that may possibly lead to a conflict or "negative feeling" so people can easily open up to speak up. (it is okay not to Be okay)</p>
Additional Comments (potential side Affects)	The campaign can also have an unwanted or least expected and favoured Results. Like for an example, it can grow up into a huge cyber-bullying space Where the situation about the personal feelings together with the Accessible space will be destroyed.
Authors:	STEFAN, NINA, ASMIN, BEJTULLAH, MARKO, ANA AND OANA.

TITLE	Labyrinth game and more
AIM	<p>The general aim for all the ideas is to create educative, interesting, participating games and activities ideas for online platform as the outcome of this training and publish them as a useful tool that could be improved with follow up projects.</p> <ul style="list-style-type: none"> <li>□ To make the youngsters aware of the positions that they can consciously or not, take in their real-life conflicts, especially peer bullying situations.</li> <li>□ Specifically, for the first idea, the aim is to initiate participants to imply the conflict transformation theories into real life scenarios.</li> <li>□ With the fourth idea young people will have a safe space to express themselves and their approach toward their daily conflict resolution strategies and reflect on their instant reactions.</li> </ul>
OBJECTIVES	<ul style="list-style-type: none"> <li>□ To show players of this game to relate the theory and practical life implementation of them by using real stories. To make them to think about alternative ways to be able to transform the conflicts and compare them with real steps taken in the real process.</li> </ul>
METHOD DISCRIPTION	<ol style="list-style-type: none"> <li>3. We also thought of making a game/puzzle styled activity that can be applied in the online world. The idea is to make like a labyrinth game where the player can see his/her movements and position in order to improve themselves. The method of this game is online case-study. The participant will be given an actual conflict case with a resolution, and many steps/questions, choosing their approach they will be led to a solution. During some of the steps, some facts and statements about conflicts will appear in order to educate the player and strengthen his/her attitude. An answer can move the player back and further. At the end of the actual game, the real solution of the conflict will be presented.</li> <li>4. Also, we thought of the peer-violence as a huge issue that youngsters face with nowadays. So, in order to prevent it, or solve it, we can make an online quiz/game taker where the youngsters through subtle questions will learn more for the peer-violence. There are three sides included in the peer violence: the bully, the victim, the observer (who can support the bully/victim or can be neutral). If the result from this technique is that the children rights are violated it will send an appropriate alert to the principles of the school/police/parents.</li> <li>5. Last, but not least. All of the test that we took during this TC can be put in an online form, like the self-assessment test (Conflict handling style scale), so they can be more accessible and user-friendly. The results will be presented after the test is taken with some facts and explanations.</li> </ol> <p>Some other methods that can be made for the online use are also:</p> <ul style="list-style-type: none"> <li>Dress-up dolls game</li> <li>Digital scrapbook</li> </ul>
Authors:	STEFAN, NINA, ASMIN, BEJTULLAH, MARKO, ANA AND OANA.

TITLE	Labyrinth game and more
AIM	<p>The general aim for all the ideas is to create educative, interesting, participating games and activities ideas for online platform as the outcome of this training and publish them as a useful tool that could be improved with follow up projects.</p> <ul style="list-style-type: none"> <li>□ To make the youngsters aware of the positions that they can consciously or not, take in their real-life conflicts, especially peer bullying situations.</li> <li>□ Specifically, for the first idea, the aim is to initiate participants to imply the conflict transformation theories into real life scenarios.</li> <li>□ With the fourth idea young people will have a safe space to express themselves and their approach toward their daily conflict resolution strategies and reflect on their instant reactions.</li> </ul>
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Authors:	STEFAN, NINA, ASMIN, BEJTULLAH, MARKO, ANA AND OANA.

## Methods based on the response to conflict

Title:	Born equal?
Time required:	90 minutes (can be divided in two 45 minutes sessions - first one for covering discrimination, second one for introducing social inclusion)
Space and group Requirements:	Online platform (preferably a webinar platform or a relevant social network) that can merge different internet sources. Group should be online at the same time, by a previously scheduled timeframe. Real life classroom and/or meet up physical space with a projector and a solid internet connection would be an advantage to the workshop.
Objectives:	<ul style="list-style-type: none"> <li>- Raising awareness on social inequalities of people with fewer opportunities amongst high school population.</li> <li>- Making high school population more sensitive about discrimination, (un)equal chances and social inclusion by using different online tools and tasks: videos, quizzes, games, discussions...</li> <li>- Inviting youngsters to get involved in a peer support/awareness campaign to youth groups/individuals at risk of social inclusion.</li> </ul>
method description (step-by-step):	<ul style="list-style-type: none"> <li>- Introductory note of the facilitator with a short description of the theme and session outline with an invitation for participants to leave comments/questions below or through an imbedded chat window;</li> <li>- Playing a short video that shows examples of obstacles and/or social stigma that people of different backgrounds might be facing with;</li> <li>- Inviting participants to explain what did they see by commenting bellow the video and to summarize their understanding of discrimination and/or social inequalities through an online brainstorming tool and summing up the discussion afterwards;</li> <li>- Asking the participants to share (if they want) about any case of discrimination they have witnessed/experienced and how did they feel or react about it. (Additionally, participants can also be asked to share if they know of any good example when it comes to social inclusion);</li> <li>- Uploading some photos that are showing obvious examples of discrimination or social inclusion to a meme generator and giving participants a task to make solution oriented memes out of them;</li> <li>- Choosing the best memes by making a voting pool;</li> <li>- Reflecting on the session(s) by asking questions in a quiz form;</li> <li>- Introducing participants to some next possible dissemination steps and thanking them for joining the session(s).</li> </ul>
Materials and training aids required:	If the session(s) would be done in a physical classroom/meeting place, it/they would require a video projector, speakers and a solid Wi-Fi connection, and also a computer, a tablet, or a smart phone for every participant. If the session(s) is/are done completely online, it would require a flexible structure and adjusting to participants' time.
Additional comments:	Session could be easily divided in two smaller sessions, as already mentioned, or even adjusted to not be conducted simultaneously (with all of the participants involved online at the same time) so everybody can follow and fulfill tasks at their own pace. It can be a part of any bigger educational and/or campaigning cycle that tackles those topics.
Author:	Renata Eremic



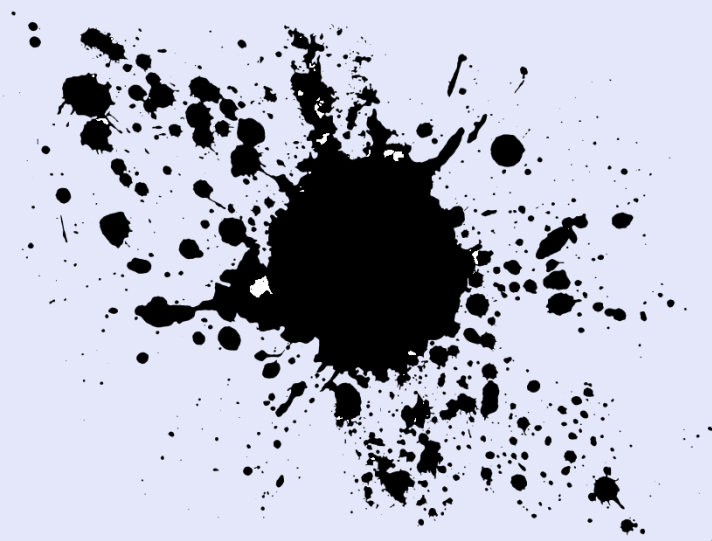
Title:	Living Library online
Time required:	Long-term project (6-8 months) With 1-2 hours weekly session
Space and group Requirements:	Web page with possibilities for group chat
Objectives:	<ol style="list-style-type: none"> <li>1. Transfer of Living Library method online</li> <li>2. Raising awareness about the existence and the need</li> <li>3. to combat prejudices, stigma, and stereotypes and conflicts that they create</li> <li>4. Clarifying existing misconceptions about others</li> <li>5. Developing online communication skills</li> <li>6. Cultivating empathy and respect.</li> <li>7. Self-awareness and self-exploration</li> <li>8. Cultivating the attitude of reacting against human rights violation.</li> </ol>
method description (step-by-step):	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create a FB page for promotion and closed group for sharing "stories".</li> <li><input type="checkbox"/> Shared stories are presented in a short trailer (name, topic, summary of his/hers story) on a page.</li> <li><input type="checkbox"/> People who are interested can request to join the group by answering few questions.</li> <li><input type="checkbox"/> Time for sharing stories is arranged with human books and announced a week before happening (FB page).</li> </ul> <p>2.a Web page</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participants and reader groups connect on chat (Living book, shares his/hers story, participants post additional questions).</li> <li><input type="checkbox"/> Additional questions can be used for future topics.</li> </ul> <p>OR</p> <p>2.b Live session</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participants and reader groups connect on live chat (Living book, shares his/hers story, participants post additional questions – live stream on FB) or group chat (participants ask questions directly - skype)</li> </ul>
Materials and training aids required:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Web chat apps: Whatsapp (best in security manner), also possible Skype, Facebook or Messenger</li> <li><input type="checkbox"/> Web page or/and Facebook page</li> <li><input type="checkbox"/> Adobe connect (not free, but more secure, you are the owner of your shared data)</li> </ul>
Additional comments:	<p>At the beginning of the project (and based on participants age/interests), we considered starting with lighter topics. Those are also more appropriate for live streaming version. Later on, also heavier "stories" with more controversial and private content can be shared, those are best to be talked over in private chats.</p> <p>Problem of this method is possible security and anonymity breach. We would try to control that by asking our participants to fill in a short questionnaire, revealing their true interest to listen the stories. The goal being prevention from accepting participants who just want to mock the stories.</p>
Authors:	Nejc Benčič Urška Česnik Emir Karamujić

TITLE	ONLINE TRANSFORMERS
TIME REQUIRED	Campaign (4 months)
SPACE AND GROUP REQUIREMENTS	Volunteers that will participate in the video making. Volunteers that will create content and maintain the page.
OBJECTIVES	Giving social media users of the Balkan region the insight in the consequences of the conflict, how it reflects on people and their emotions and potential benefits of breaking the cycle of the conflict.
METHOD DESCRIPTION	<p>Intro to the campaign:</p> <ol style="list-style-type: none"> <li>1. Project starts with gathering the team of volunteers for creation of the video that will show the personal side of the conflict and how it creates a vicious cycle of conflicts.</li> <li>2. Main message of the video is to break the cycle of conflict in the video and show the benefits of solved conflict, as well as trigger an emotional response from the users.</li> <li>3. Video would be boosted on the social media for a period of two weeks.</li> </ol> <p>Body of the campaign:</p> <ol style="list-style-type: none"> <li>4. To start the campaign the participants/volunteers share their own personal stories on conflict in which they post a photo, with a description and a unique hashtag that will be used throughout the campaign (based on Humans of NY model).</li> </ol> <p>(*suggestion: the hashtag can be #THECONFLICTIS, #CONFLICTSOFBALKAN)</p> <ol style="list-style-type: none"> <li>5. This is done to create a base of stories for other users that will join the campaign and contribute later on.</li> <li>6. Initial posts made by the participants in the campaign will also be boosted.</li> <li>7. Users and future participants of the campaign will be invited through the initial posts of our volunteers to submit their own stories that would be published.</li> </ol> <ul style="list-style-type: none"> <li><input type="checkbox"/> All the content can be posted and boosted on all the social media. The actual videos can be real videos, with real people and cases included in the content, or they can use the graphic facilitation technique, which is also an online way of teaching about conflict transformation.</li> <li><input type="checkbox"/> As previously in-session discussed, it is important to prevent the root of the conflicts, so, in order to achieve that we thought of creating a YouTube channel with child-friendly content. On the channel there will be posted cartoons that will present conflict situations that the children usually face with, their cycle, solution and all the opportunities that they have to learn from the conflicts, but, most importantly it will prevent the conflicts. We want to teach them not to initiate conflicts, to show mutual understanding and respect, have better ethics and moral.</li> <li><input type="checkbox"/> Using the hashtag, all the users can even address an online conflict (or picture of offline conflict situation/on the street) that they have met with in the cyber space.</li> </ul> <p>Just screenshot it, give your thoughts on it, hashtag it, post it. You will contribute to the potentially better environment.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> If people have privacy issues, they can take non-portrait picture.</li> </ul>
MATERIALS AND TRAINING AIDS REQUIRED	<ul style="list-style-type: none"> <li><input type="checkbox"/> Funds for sponsoring the posts.</li> <li><input type="checkbox"/> Camera.</li> <li><input type="checkbox"/> Internet connection.</li> </ul>
Authors:	Asmin Alev Aktas, Emir Karamujić, Nevzat Ucar, Stefan Naumoski, Oana, Ibrahim Esendemir,

Title:	Paint it pink
Time required:	90 minutes
Space and group Requirements:	Big room Number of participants: 4-40
Objectives:	<ol style="list-style-type: none"> <li>1. Stimulating creativity and innovative approaches in expression</li> <li>2. Raising awareness about the underlying values behind images and metaphors</li> <li>3. Transforming negative/neutral images into positive messages</li> </ol>
METHOD DESCRIPTION (step-by-step):	Participants are split into smaller groups of 4 and each group is asked to find five negative/offensive memes on the internet and transform them into positive memes/posters with affirmative and peaceful meaning, using some of the meme generating applications. Each group will have some 45 minutes for this part of the task. Groups present their work in the plenary, with comments and questions from the whole group. This exercise can open the discussion and the debate on the hate speech and hate images that are wrapped up as humorous content and how dangerous it can be. The group can also vote for 5 or 10 best posters that can be uploaded online.
Materials and training aids required:	PCs/Laptops/smartphones with meme applications Video beam
Additional comments:	Variations to this exercise could be that each group gets a specific task: negative memes on the topic of certain ethnic conflict, or gender, race, etc.



Title:	Paint it black
Time required:	90 minutes
Space and group Requirements:	Big room Number of participants: 4-40
Objectives:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Stimulating creativity and innovative approaches in expression</li> <li><input type="checkbox"/> Raising awareness about the underlying values behind images and metaphors</li> <li><input type="checkbox"/> Transforming negative images into warning messages about the consequences of violent behaviour and hate speech</li> </ul>
METHOD DESCRIPTION (step-by-step):	A full variation from the Paint it pink exercise consists in creating warning messages/memes based on existing offensive and discriminative memes found on the web. Participants are split into smaller groups of 4 people with the task to find 5 offensive posters/memes and create positive, affirmative and humorous warning signs about the consequences of discriminative and hateful speech and behaviour. There are many examples on the funny warning signs on the internet that participants can find and use for this exercise. After all the groups have prepared their posters, presentations are made in the plenary with the possibility for the whole group to comment and discuss. Some of the best posters can be posted online.
Materials and training aids required:	PCs/Laptops/smartphones with meme applications Video beam
Additional comments:	Possible outcome of this exercise could be an extensive funny "To DO or NOT To DO" list of things to say and do on the internet in relation to intercultural dialogue and understanding.



Title:	Say it in 30 seconds!
time required:	90 minutes
Space and group Requirements:	Big room Number of participants: 5-25
Objectives:	<ul style="list-style-type: none"> <li>-To promote using of everyday devices such as mobile phone for making creative and educational videos</li> <li>-To raise the awareness about diversity, equality and understanding</li> <li>-To increase the outreach and visibility of the project idea</li> <li>-To practice short and clear expression of ideas</li> </ul>
METHOD DESCRIPTION (step-by-step):	Participants are split into smaller groups of up to 5 people with the task to make a short video,, using their mobile phones and the video should be no longer than 30 seconds. Theme of the video should be intercultural dialogue and understanding and the instruction is that the video should be clear, short and that everyone should understand it, no matter where they come from, which language they speak or what is their background. Time for this exercise is short on purpose, in order to stimulate participants for faster action and thinking. This exercise can serve as kind of a warm up and visual brainstorming. They will have one hour in total for thinking and preparing the videos, where the last 30 minutes of this session would be for showing the videos and commenting.
Materials and training aids required:	Smartphones, laptops, video beam
Additional comments:	Best videos can be posted on the social media.

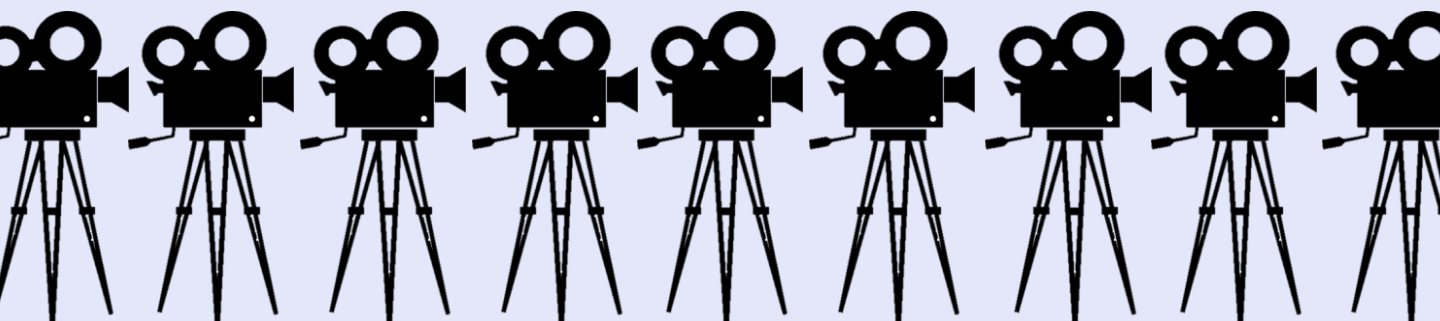


Title:	Browse and pause!
time required:	90 minutes
Space and group Requirements:	Big room Number of participants: 4-40
Objectives:	<ul style="list-style-type: none"> <li>- Developing and enhancing critical thinking with participants</li> <li>- Opening a discussion about culture and intercultural dialogue</li> <li>- Introducing interactive and innovative methods for research and analytics</li> <li>- Working with raw data and facts</li> </ul>
METHOD DESCRIPTION (step-by-step):	Participant are split into smaller groups of up to 4 people with the task to explore the web and find the most interesting, inspirational and motivating videos that promote tolerance, intercultural dialogue and understanding. Each group has a task to find three videos. After an hour, or browsing the net for the videos, whole group gets together for show and tell, where everyone presents their findings and explains why they've chosen certain videos and how do they understand them, and how they can be used.
Materials and training aids required:	Smartphones, laptops, video beam
Additional comments :	





Title:	Video killed a radio star!
time required:	180 minutes
Space and group Requirements:	Big room Number of participants: 4-40
Objectives:	<ul style="list-style-type: none"> <li>-To learn how to make podcasts and use this form of media for promoting the idea of intercultural dialogue</li> <li>-To raise the awareness about diversity, equality and understanding</li> <li>-To increase the outreach and visibility of the project idea</li> </ul>
METHOD DESCRIPTION (step-by-step):	Participants are split into smaller groups of up to 4 people with the task to make short 10 minutes podcasts on the topic of intercultural dialogue and understanding. They would need to develop a script for the podcast, learn the techniques and a real show with the real content. These podcasts can serve as a real and useful educational and outreach tool. Each group will get slightly different task, in order to cover various content, e.g. group one talks about the definitions of culture, group two on the communication, group three on peace building, etc. Groups are encouraged to make creative scripts and find adequate resources and data about the topic that they will be covering.
Materials and training aids required:	Smartphones, laptops, video beam
Additional comments :	



## List of web resources

There are various internet sources where you can find tools for creating your own posters and memes, but also inspirational campaigns and projects about peace and reconciliation and intercultural dialogue and human rights protection. Following are just some of the examples that you can visit and get ideas for your actions.



- <http://memegenerator.net>
- <https://play.google.com/store/apps/details?id=com.zombodroid.MemeGenerator&hl=en>
- <http://imgur.com/memegen>
- <http://makeameme.org>
- <http://www.motheringacrosscontinents.org/MemesForPeace/>
- <http://endgenocide.org/students-mix-art-activism-peace-south-sudan/>
- <http://www.internationalpeaceandconflict.org/>
- <http://ceedsofpeace.org/Resources/peace-conflict-articles-and-related-websites/>
- <http://www.nohatespeechmovement.org>
- <http://www.myliupanda.lt/en/>
- <http://www.peacengo.org/en/>
- <http://www.cartooningforpeace.org/?lang=en>
- <http://www.virtualfeelsreal.org> <https://book.coe.int/eur/en/human-rights-and-democracy/5888-bookmarks-a-manual-for-combating-hate-speech-online-through-human-rights-education.html>
- <http://network.libero.org.rs>

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