PeaceFLIX

Training Manual

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Global Neighborhood For Media Innovation

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PeaceFLIX 101

This training program will employ the power and reach of new and digital media, combined with context and audience-specific education, development, and networking to highlight and grow the influence and impact of peacebuilders in Pakistan. By supporting this uniquely-situated group and building upon their powerful community voice and action, this project will strengthen the ability of women, and their male supporters, to reduce the influence of extremist ideologies and narratives that generate significant insecurity and violence across Pakistan.

This is an effective training program within the existing pandemic-restricted operating environment. By creating and amplifying inspiring and stereotype-defying examples of women and men who are courageously working for community cohesion and reducing extremism narratives, this project will provide alternative examples of powerful women and supportive men who counter violence in communities across Pakistan.

The training will encourage community engagement with published materials and embody a conversational, multi-sided exchange among peacebuilders, supporters, community members, the broader public. By intentionally directing discourse around violent extremism and its related issues, this training program can emphasize essential messages, including female peacebuilders' critical role in Pakistan.

Objectives

1. Training influential women and men at the community level in up to eight Pakistan regions (Karachi, Lahore, Peshawar, Quetta, Islamabad, Gilgit, and Muzaffarabad) and help them recognize themselves as peacebuilders and strengthen and expand their impact and influence.

2. To train and equip a network of community peacebuilders to implement and co-design social action activities that address core causes of community intolerance and conflict.

3. Recognize and uplift community peacebuilders and their work, by providing interactive training of 5 modules, at the local, national, and international levels, to serve as role models and examples of effective ways to increase community cohesion, counteract extremist narratives, and acknowledge women's peacebuilding capacities.

Approach

After the training. learners shall be:

confident, using and sharing information, learning and ideas, and using activities and skills , aiming to solve problems related to peace and conflict. These skills build confidence and support work in other life areas as well as in the proposed PAP.

responsible, through learning and applying skills like leadership skills, designing interventions, team building, self-assessment and other in this training, will prepare them for future peace activists, helping them to become active and responsible members of society.

reflective, through making connections between different aspects of identified problems and training modules and considering the outcomes of conflict transformation, and Peace Action Plan.

innovative, through solving both familiar and unfamiliar problems in different ways, selecting from a range of communication, networking, media, conflict-transformation, and project management techniques.

engaged, by the effectiveness and structure of this training module of Peace Action Plan, its patterns and its many applications to real life situations.

Key Concepts

Key concepts of this training are essential ideas that help participants develop a deep understanding of their PAP and make links between different aspects. Key concepts may open up new ways of thinking about, understanding or interpreting the important things to be learned.

Peace training and module learning will incorporate and reinforce a key concept of PAP for peace in communities to help learners gain:

• a greater depth as well as breadth of applied peace knowledge
• confidence, especially in applying knowledge and skills in new situations
• the vocabulary to discuss their PAP conceptually and show how different aspects link together
• a level of mastery of their area of problem to help them execute their final Social Action Project.

The Format

This training is an online program. These digital sessions will be managed with different timelines while delivering the same content yet in a manner that would ensure maximum engagement, absorption of training content and interactive sessions. These modules are designed to provide maximum training content and online activities to encourage networking, self-reflecting, learning new and often complex principles of setting up and executing Peace Action Plans.

Delivery of Content

To engage the participants and ensure a value-based training program delivered in order to stay true to the program goal and objectives, the delivery format and method of content dissemination/knowledge transfer/capacity building will adapt according to digital training. The program delivery will then consist of:

- Interactive online lectures

- Online energizers and icebreakers

- Asynchronous Sessions

- Open Discussions (virtual)

- Online exercises

- Workbooks and reflective exercises as assignments

- Online quiz

- Peace Journaling

- Non-task interactions

- Group activities

An online video conferencing tool (e.g Zoom) will be made part of the training. An online platform will also be generated for this training, this will serve a dual purpose; a medium to share the reading material, workbooks, announcements etc and it will also serve as a unified platform for learners to network with each other.

This online platform can act as a platform and learners can network there after the training sessions and these Non-task interaction exchanges that are not part of the direct learning, will help create a supportive learning community.

The training content will remain thematic as per the five modules that were approved in the curriculum outline. However, a logical flow has been adopted in topics so that each session complements and builds on the previous ones.

Rationale:

This activity gives participants an opportunity to learn about themselves and about each other. The activity immediately introduces the concepts of self-identity and awareness of one's cultural or ethnic heritage. The activity also builds trust by promoting sharing and by finding similarities in cultural and ethnic ties to naming.

Objectives:

1. To identify similarities in the group.

2. To explore the significance of names and the process of naming in different cultures.

Procedures:

1. Tell students that they are going to introduce themselves by sharing something about their first, middle, or last name. If you have a large group, you may want to have students work in small groups to share the story of their names. Begin the activity by modeling it and sharing something about your own first, middle, or last name.

2. After each student has shared with the group, lead a whole class discussion using some or all of the following questions.

- What themes did you notice about the stories of people's names

- Did anyone find it difficult to come up with something to share? Why was it difficult?

- What, if anything, did you learn about yourself during this activity? What did you learn about others?

- What is the value of sharing the stories of our names?

- How can exploring names foster cross-cultural understanding?

Note: *Some students may not know how they got their name. This exercise encourages them to talk to their families about their names and to learn more about their background.*

Course Content

01 Module

Perspectives to Peace, Conflict Transformation & Peacebuilding

02 Module

Enhancing Leadership for Peace-building

03 Module

Communication for Development and Peacebuilding

04 Module

Digital Production for Peace - Digital Creation and Effective Dissemination

05 Module

Project Management - Focused Social Action Plans

MODULE ONE

Perspectives to Peace, Conflict Transformation & Peacebuilding

Introduction to Peace

Peace is a concept of societal friendship and harmony in the absence of hostility and violence. Peace in a social sense can be defined as a state of being free from conflict (such as war) and free of fear of violence between individuals or groups.

Throughout history, leaders and peace activists have used peace long-term and short-term initiatives, diversified Peace Action Plans, and diplomacy to establish a type of behavioral restraint that has resulted in the establishment of regional peace, economic growth and social wellbeing through various forms of agreements or peace project.

Such behavioral restraint has often resulted in reduced conflict, greater economic interactivity, and consequently substantial social wellbeing and peaceful community. Broadly we can divide peace into three categories i.e. Positive Peace, Negative Peace and Just Peace, we will be discussing in detail about these categories in sub-module three - peacebuilding.

Intergovernmental Peace Organizations

United Nations (UN): United Nations (UN) is an international organization that promotes peace, international cooperation, security, economic development, social advancement, and human rights, and achieving peace. Following are peace agencies by the UN.

- *UN Peacebuilding Commission (PBC):* intergovernmental advisory body that brings together key actors, gathers resources, advises on strategies for post-conflict peacebuilding and highlights issues that might undermine peace.

- *UN Peacebuilding Fund (PBF):* supports peacebuilding activities that directly promote post-conflict stabilization and strengthen state and institutional capacity. PBF funding is either given for a maximum of two years immediately following conflict to jumpstart peacebuilding and recovery needs or given for up to three years to create a more structured peacebuilding process.

- *UN Peacebuilding Support Office (PBSO):* supports the Peacebuilding Commission with strategic advice and policy guidance, administers the Peacebuilding Fund and helps the Secretary-General coordinate UN agencies' peacebuilding efforts.

Police: Police and other general police activities usually serve as the government's responsibility for maintaining domestic peace within its borders. As a constituted body, the police are charged

by a government with enforcing the law, protecting citizens' lives, liberty, and property, and preventing crime and disorder.

National security, or National defense, or state security, is the protection of the people, economy, and institutions of a sovereign state, and is considered a duty of the government.

Community Peace Activists

Collaborative Community Communication Activities are individuals who work for collaborative community communications, these individuals/groups focus on three aspects of peace communication in their community via different projects or initiatives:

1. self-empathy (defined as a deep and compassionate awareness of one's own inner experience in the community or about an issue),

2. empathy (defined as listening to another with deep compassion in order to provide some direction towards solution), and

3. honest self-expression (defined as expressing oneself authentically in a way that is likely to inspire compassion in others to build peace and harmony).

These aspects can be achieved by inculcating these mediums into peace projects or initiatives.

Mindfulness: A state of mind, a method of processing information without judgment, and practices that promote this state of consciousness are all described by the term "mindfulness". The cultivation of mindfulness can take place through various disciplines and practices, such as meditation, yoga, reflective thinking, cognitive reconstruction, and focused exercise for behavior modification.

Conflict and Anger Management: Anger management aims to reduce the physiological arousal that anger causes as well as the emotional feelings that accompany it.

Mediation: It is an impartial, confidential, and voluntary process for resolving conflict in which a third party assists two or more participants in better understanding their issues, interests, and needs and empowers parties to bridge their differences and find solutions that meet everyone's needs.

Additional Areas of Support:

- Police-Youth Dialogue

- Parenting skill-building and family/domestic violence prevention programs

- Forgiveness

- Music/Arts Programs

- Workplace conflict mitigation

☒   Mental Health Services

Peace Momentum

Momentums of peace are opted considering the goal of ending wars or conflicts, minimizing violence between humans in particular places or situations, often in relation to the goal of peacebuilding. Means to achieve these ends usually include:

Pacifism: is an ideology that opposes war and violence, and it can help you avoid a fight or get ahead of someone so that you can move toward peace.

Non-violent resistance: Nonviolence is a philosophy that rejects the use of physical violence. A nonviolent activist may express his or her beliefs through education, persuasion, or conscientious objection.

Conscientious objector: Conscious Objectors (COs) are people who choose not to serve in the military, for many reasons, including their belief in nonviolence or religion, ethical and moral beliefs to not kill or harm one another.

Diplomacy: This is the process of using tact in order to gain strategic advantage or to find efficient solutions to a shared problem. It may include the phrasing of statements in a non-confrontational, or polite manner.

Boycott: It is a form of protest where people don't purchase products, use services, support an ideology or practice, in order to not give benefits to a company, organization, group of people, or even an individual they are protesting for. The boycott is used when a certain product, service, ideology, or practice is become harmful in any mean.

Moral Purchasing: This refers to choosing a product, service, ideology, or practice based on moral reasoning. For example, when a person chooses to use/ follow specific product, service, ideology, or practice instead of those from other countries or groups, for many reasons, including their belief in nonviolence or religion, ethical and moral beliefs.

Demonstration: This can mean an event where people do something to let others know what they think and to try to change their point of view. Examples of demonstrations include marches, where people walk together, and rallies, where people gather in one place. During a demonstration, the people who are part of it, called *demonstrators*, may display placards or other symbols that are easy to see, especially when the protests are being shown on mass media such as news, television, or social networks.

Lobbying: The act of trying to persuade people or governments to make decisions or support something. Lobbying can be done by many sorts of people, alone or in groups.

History & Role of Women in Peace

Women have traditionally played a limited role in peacebuilding processes even though they often bear the responsibility for providing for their families' basic needs in the aftermath of violent conflict. They are especially likely to be unrepresented or underrepresented in negotiations, collaborative decision-making, domestic policymaking and senior peace positions.

Many societies prevent them from recognizing the role women can play in peacebuilding. However, many peacebuilding academics and the United Nations have recognized that women play a vital role in securing the three pillars of sustainable peace:

1. economic recovery and reconciliation,

2. social cohesion and development and political legitimacy,

3. security and governance.

All Pakistan Women's Association

All Pakistan Women's Association is commonly known as **APWA**, is a voluntary, non-profit, and non-political Pakistani organization whose fundamental aim is the promotion of moral, social and economic welfare of the women of Pakistan. APWA was founded in 1949 by Begum Ra'ana Liaquat Ali Khan, a famous activist for women's rights and first First Lady of Pakistan, who had said that the role of women is no less important than that of men.

APWA received the UNESCO Adult Literacy Prize in 1974 and later the *Peace Messenger Certificate* in 1987. APWA was formed with following aims and objectives:

1. The Informed And Intelligent Participation Of The Women Of Pakistan In The Growth And Development Of Their Country.

2. The Advancement Of The Welfare Of Pakistani Women Through The Improvement Of Their Legal, Political, Social And Economic Status.

3. The Promotion Of Educational And Cultural Programs And Policies All Over The Country.

4. The Health And Wellbeing Of The People Of Pakistan In The Home And In The Community.

5. Promotion Of International Goodwill And The Brotherhood Of Mankind.

APWA enjoys consultative status with the Government of Pakistan & ECOSOC i.e. the economic and social council. APWA also keeps close touch with U.N. and its specialized agencies at home and abroad. Furthermore, it is internationally affiliated with many organizations, such as General Federation of Women's Clubs; International Alliance of Women; Pan Pacific & South East Asia Women's Association; International Council of Women, etc.

Peace pledge writing in own regional language

Instructions: **The following Peace Pledge was written by teachers Hillary Squier and Joan Koster for their learners. It is intended for youngsters, but wouldn't it be wonderful if our community peace leaders write and take this pledge too in their regional/community language to bring their community in one-goal?**

I pledge respect to everyone
Not just to those I know.
Family, friends, and neighbors
All need my help to grow.
I will listen when you speak
Although I disagree.
If I have nothing kind to say
I'll keep my words to me.
I will apologize when I cause hurt
Forgive when I hurt others.
Though different skin or hair or eyes
We are all sisters and brothers.
I will be kind to living things,
Take care of the world around me.
Socialize safely, kindly with my family & friends
And make my choices wisely.
I'll be a peacemaker day and night
And act in a caring way.
If each of us believes we can,
Real peace could happen today!

Sharing and Display Guideline: Arrange the writing on a large bulletin board or wall in a social media platform.

Sub Module 1.2 - Conflict Transformation

Identify Conflict Transformation

Conflict transformation places a greater weight on addressing the underlying conditions which give rise to that conflict, preferably well in advance of any hostility, but also to ensure a sustainable peace. In other terms, "it attempts to make explicit and then reshape the social structures and dynamics behind the conflict, often employing analytical tools borrowed from systems thinking".

Although the definition is relatively short, its various components lend it a degree of complexity. To better understand conflict transformation, an explanation of each component is needed. Together, these components attempt to capture the attitudes and orientations we bring to creative conflict transformation, the starting point of such an approach, and the various change processes involved in such an approach.

(a) To Envision and Respond: A transformational approach begins with two proactive foundations:

1) a *positive orientation* toward conflict, and
2) a *willingness to engage* in the conflict in an effort to produce constructive change or growth.

While conflict often produces long-standing cycles of hurt and destruction, the key to transformation is the capacity to _envision_ conflict as having the potential for constructive change. _Response,_ on the other hand, suggests a bias toward direct involvement and an increased understanding that comes from real-life experience. Both "envision" and "respond" represent the ways we orient ourselves toward the presence of conflict in our lives, relationships, and communities.

(b) Ebb and Flow: Conflict is a natural part of relationships. While relationships are sometimes calm and predictable, at other times events and circumstances generate tensions and instability. A transformational view, rather than looking at isolated conflict episodes, seeks to understand how these particular episodes are embedded in the greater pattern between individuals or group relationships.

(c) Life-Giving Opportunities: On the one hand, this phrase suggests that life gives us conflict, and that conflict is a natural part of human experience and relationships. Rather than viewing conflict as a threat, the transformative view sees conflict as a valuable opportunity to grow and increase our understanding of ourselves and others. Conflict helps us stop, assess and take notice

(d) Constructive Change Processes: Conflict transformation begins with a central goal: to build constructive change out of the energy created by conflict. The primary task of conflict transformation is not to find quick solutions to immediate problems, but rather to generate creative platforms that can simultaneously address surface issues and change underlying social structures and relationship patterns.

(e) Reduce Violence and Increase Justice: Transformation must be able to respond to life's on-the-ground challenges, needs, and realities.

☒ How do we address conflict in ways that reduce violence and increase justice in human relationships?

*To **reduce violence**,* we must address both the obvious issues and content of any given dispute and also their underlying patterns and causes. *To **increase justice**,* we must ensure that people have access to political procedures and voice in the decisions that affect their lives.

(f) Direct Interaction and Social Structures: The above concerns about violence and justice suggest that we need to develop capacities to engage in change processes at the interpersonal, inter-group, and social-structural levels. One set of capacities points toward direct, face-to-face interaction between people or groups. The other set underscores the need to see, pursue, and create change in our ways of organizing social structures, from families, to complex bureaucracies, to structures at the global level.

(g) Human Relationships: The key to understanding conflict and developing creative change processes lies in seeing the less visible aspects of *relationship*. While the issues over which people fight are important and require creative response, relationships represent a web of connections that form the broader context of the conflict. It is out of this relationship context that particular issues arise and either become volatile or get quickly resolved.

Conflict and Change

Before discussing practical approaches to conflict transformation, it is important to better understand the link between conflict and change. There are four central modes in which conflict impacts situations and changes things:

1. the personal,

2. the relational,

3. the structural, and

4. the culture.

1) The personal dimension refers to changes effected in and desired for the individual. This includes the cognitive, emotional, perceptual, and spiritual aspects of human experience over the course of conflict. From a descriptive perspective, transformation suggests that individuals are affected by conflict in both negative and positive ways. Prescriptively, (transformation represents deliberate intervention to *minimize* the destructive effects of social conflict and *maximize* its potential for individual growth at physical, emotional, and spiritual levels

2) The relational dimension depicts the changes affected in and desired for the face-to-face relationships. Here issues of emotions, power, and interdependence, and the communicative and interactive aspects of conflict are central. Descriptively, transformation refers to how

the *patterns* of communication and interaction in relationships are affected by conflict. It looks beyond visible issues to the underlying changes produced by conflict in how people perceive, what they pursue, and how they structure their relationships.

3) The structural dimension highlights the underlying causes of conflict, and stresses the ways in which social structures, organizations, and institutions are built, sustained, and changed by conflict. It is about the ways people build and organize social, economic, and institutional relationships to meet basic human needs and provide access to resources and decision-making.

4) The cultural dimension refers to the ways that conflict changes the patterns of group life as well as the ways that culture affects the development of processes to handle and respond to conflict. At a descriptive level, transformation seeks to understand how conflict affects and changes cultural patterns of a group, and how those accumulated and shared patterns affect the way people in a given context understand and respond to conflict.

The Big Picture: Connecting Resolution and Transformation

We have discussed the concepts that make up the various components of conflict transformation. We now want to move from the concept of transformation to the practice of transformation. Our starting point requires the development of an image of our purpose, or what I call the "big picture." Since intractable conflicts are usually quite complex, developing a "big picture" helps us to develop a purpose and direction. Without it, especially in the arena of intractable conflict, we can easily find ourselves responding to a myriad of issues without a clear understanding of what our responses add up to. We can solve lots of problems without necessarily creating any significant constructive social change at a deeper level.

Resolution and Transformation: A Brief Comparison of Perspective

|	**Conflict Resolution Perspective**	**Conflict Transformation Perspective**
The key question	*How do we end something not desired?*	*How to end something destructive and build something desired?*
The focus	*It is content-centered.*	*It is relationship-centered.*
The purpose	*To achieve an agreement and solution to the presenting problem creating the crisis.*	*To promote constructive change processes, inclusive of -- but not limited to -- immediate solutions.*
The development of the process	*It is embedded and built around the immediacy of the relationship where the presenting problems appear.*	*It is concerned with responding to symptoms **and** engaging the systems within which relationships are embedded.*

Time frame	The horizon is short-term.	The horizon is mid- to long-range.
View of conflict	It envisions the need to de-escalate conflict processes.	It envisions conflict as a dynamic of ebb (conflict de-escalation to pursue constructive change) and flow (conflict escalation to pursue constructive change).

Creating a Big Picture (Map) for Conflict Transformation.

The transformational Big Picture (Map) has three components, each of which represent a point of inquiry in the development of a response to conflict:

- ☒ the presenting situation,

- ☒ the horizon of preferred future, and

- ☒ the development of change processes linking the two.

The Big Picture of Conflict Transformation

https://www.beyondintractability.org/essay/transformation
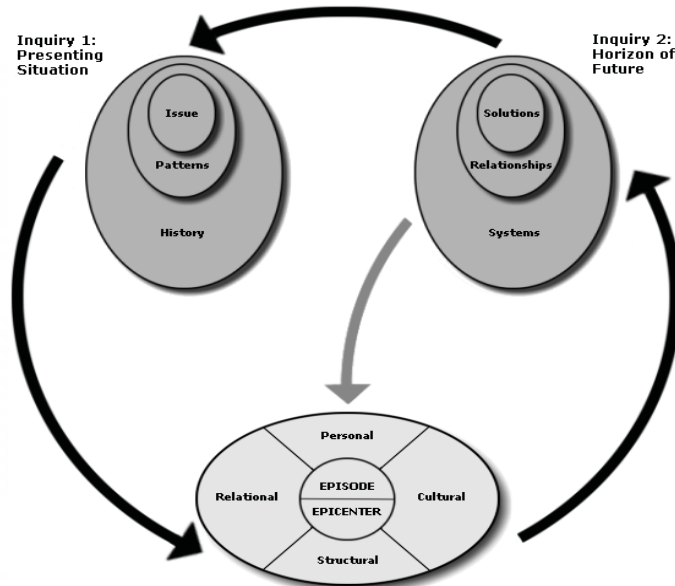
Inquiry 1: The Presenting Situation

The first point of inquiry is the presenting situation, the conflict episode that provides an opportunity to look both at the content of the dispute and the patterns of relationship in the context in which the dispute is expressed. This transformation view raises two questions.

MODULE TWO

Enhancing Leadership for Peacebuilding

Sub Module 2.1 - The Heroic Individual

Leadership Characteristics and Competence

Leadership: The conventional idea about 'leaders' is one of exceptional individuals. They are exceptional in that they manage to mobilize significant numbers of people to achieve or try to achieve exceptional – and positive – things. We believe they can do this because they have exceptional skills.

Their vision and creativity allow them to see with great clarity the destination and how to navigate the path to get there – however long it may take. That allows them to be the 'trail blazers' and our 'guides'. They also have an exceptional ability to communicate and persuade. So we have confidence in the abilities of such individuals, and are therefore prepared to follow where they take us.

Here is a point to ponder: If a hallmark of 'leadership' is the ability of an individual to inspire large numbers of people and take them on a path that will lead them to greater 'freedom', then of course, not only political, but many spiritual, religious, peace activists, educationists and other inspiring individuals will also qualify.

Characteristics and Competence: If 'leaders' are exceptional individuals because they have exceptional talents and skills, then it becomes relevant to try and identify the latter. In the sea of writings on 'leadership' we therefore can find regular lists and descriptions of those. Different authors express this in different ways, but there is quite a lot of convergence on key characteristics of effective leaders, here are some common characteristics found in a leader:

- Authenticity and integrity
- Self-knowledge and emotional intelligence
- Intelligence, intuition and creativity
- Courage
- An understanding of power and influencing
- Strong interpersonal skills
- Strong verbal and non-verbal communication skills
- Self-confidence and optimism
- Adaptive capacity and the ability to perform different roles
- Engagement while also able to remain personally somewhat detached

Some other key competencies that tend to be highlighted are:

☒   Strategic thinking: which refer to the ability to broadly scan the environment in a holistic and forward-looking manner, to have a 'systems sensitivity';

☒   Sense-making: highlighting those aspects in the wider environment that are believed to be relevant and even critical for the institution, and why they are;

☒   Visioning: creating a compelling picture of a desired future.

Leadership Styles

The styles move on a continuum from autocratic decision-making to encouraging followers to make decisions. One classification of possible styles is the following:

☒   Directive: gives clear instructions and demands compliance. This is the classical command-and-control style;

☒   Achievement oriented: sets ambitious goals and high standards and expects followers to meet them. Some would call this 'instrumental leadership', that is very functional and task oriented;

☒   Supportive: expresses concerns for followers and creates a conducive environment;

☒   Participative: involves subordinates in decisions and takes their views and suggestions into account.

Leadership, Small Groups and Large Audiences

It has been pointed out that 'collective decision-making' takes place mostly in small groups. (Wood 2000:1). This can be a small group of advisors and allies, but also a small group of individuals from different institutions and with very different, even opposing, histories and interests. Political peace agreements are an example. If that is the case, then the ability to communicate one-on-one or in small groups is more critical than and can even compensate for weaker public communication skills. Yet individuals have also risen to and maintained positions of power through their skill in appealing to the masses.

Transformational and Transactional Leadership

Some see this as two fundamentally different types of 'leadership', based on three core characteristics:

☒   *'Transformational'* leaders are those that seek to go beyond the status quo and business-as-usual;

☒   *'Transactional'* leaders stay within the confines of the current situation;

☒   *'Transformational leaders'* appeal to the higher motivations of their followers i.e. their ability to see beyond their immediate self-interest and to mobilize for a greater common good;

☒   *'Transactional'* leaders by contrast tend to appeal to more baser motivations such as greed, fear and even hatred;

☒   *'Transformational leaders'* largely use 'soft power' i.e. the art of persuasion;

☒   '*Transactional'* leaders by contrast largely use 'hard power' i.e. the (threat of) rewards and punishment (see e.g. Nye 2008:62).

Leaders and Managers

A distinction tends to be made between 'leaders' and 'managers'. The 'manager' label acquired connotations of 'technocrat', 'administrator', people who implement in accordance with the rule book. But such 'managers' were seen as not providing 'leadership' i.e. the ability to vision something inspiring beyond the current situation, and to inspire others to work together to achieve such a higher goal. They get associated with 'transactional' leadership.

A quote from a report on UN leadership illustrates the point:

"The manager's focus is mainly within the organization. The leadership task relates more to the big picture, the external environment, the future and organizational change. The leader is less the promoter of rules than of values, less of an administrator than an innovator. The role of the manager is to conserve and maintain the status quo; the leader's is to challenge it.

A manager always forms part of an organizational structure and has an explicit supervisory role. A leader often is, but need not be part of an organizational structure. A manager is usually appointed, whereas to be a leader an appointment or an election to a leadership position is not sufficient: A leader has to be recognized as such by others. The manager relies on control and direct supervision to influence others. The leader is influenced by inspiring trust, through vision and through upholding values." (Hochschild 2010: 15)

Leadership in this view tends to be seen as ultimately superior, because it is 'leadership' that brings about change, not 'management'. It is leaders that will recognize that new challenges may require new ways of doing things, and they will push and pull others to learn them.

In recent years, the thinking about the relationship between 'leaders' and 'managers' has changed to an appreciation that both are needed. Although not all 'managers' are also 'leaders', 'leaders' need to be 'managers'. Someone who is strong on visioning but unable to implement anything will ultimately be seen as failing to deliver. The most effective leaders therefore are also good managers of the institutional environment (which can be an organization, but also a political party, or a less well organized 'movement', or even a set of relevant but competing institutions) in which they find themselves, and through which they have to work to achieve the vision. Vision without implementation is ineffective.

Leadership and Power

Power is the ability to affect the behavior of others to get the outcomes that you want. In essence there are three ways of doing so:

1. You can coerce them with threats;

2. You can induce them with the offer of benefits;

3. and You can attract and co-opt them.

Hard power uses threats and inducements or carrots and sticks. Soft power relies on attracting people to you and/or your values and vision and to persuade them to support/follow you. Soft and

hard powers are related, because both are means to try to achieve your purpose by affecting the behavior of others. Sometimes soft and hard power will reinforce each other; sometimes they send contradictory messages and will interfere with each other. Although there is a growing appreciation for 'soft power' in leadership theory and in international politics theory, like hard power it can be used for constructive or for destructive purposes, i.e. soft power can be used to manipulate for private benefit rather than the common good.

Once again we see that one of the most critical skills of effective leaders is the ability to chose the approach (or mix of approaches) that is most appropriate to a particular situation. This has been called 'contextual intelligence'.

This refers to the intuitive diagnostic skill to understand an evolving environment and to capitalize on trends, while also understanding the distribution of different power resources and the positions and strengths, needs and interests, of various stakeholders, and moving with rather than against the flow of events to implement a strategy.

More specifically 'contextual intelligence' implies the ability:

☒ To correctly assess the 'political' culture of the leader's group; this, as well as the formal structures and rules of groups or organizations will determine what power resources are available to leaders in any particular situation, and how that relates to their preferred choice of style;

☒ To understand the changing needs of potential followers: how much do people want change, what types of change do they want, what sort of resistance to change and where is likely to crop up; how can coalitions be created to overcome resistance; will hard power commands be accepted or turn out counterproductive; and

☒ To know which decision to make, and which to leave to others. The latter works best when people have been well prepared and trained in advance.

Activity 2.1 Breaking the Code

Rationale:

Often conflicts exist between "insider" and "outsider" groups. This activity allows students to explore the dynamics of keeping people on the" outside", which often occurs through the use of subtle gestures, and can lead to feelings of isolation and alienation. Insider/outsider dynamics often reflect power differences in societies which can be a source of conflict.

Objectives:

1. To identify what it feels like to be on the inside and on the outside of a group.

2. To explore how insider-outsider dynamics relate to conflict.

Procedure:

1. Divide the class into groups of four or five students. Have one person from each group leave the room. Have the other students in each group think of something physical they will all do while having a discussion in front of the person who is outside the room (touch their nose, rub their ear, etc…).

2. Have the students outside re-enter the room and have them observe their group, who should be doing the agreed upon strategy. When the outsider feels that he or she has "broken the code," they should start to use the code themselves and interact with the rest of the group. If they are correct, the group should accept them. If they are mistaken, the group should continue to ignore them. The outsider then has to continue observing until they get the correct code and are accepted by the group.

3.   Once the code is broken, have another group member be the outsider. The group should make the code more difficult each time they repeat the exercise.

4.   Lead a class discussion using some or all of the following questions.

☒ How did it feel to be an outsider?

☒ How did the group members feel during the exercise?

☒ How is this exercise similar to everyday interaction?

☒ Why do people create closed groups?

☒ What does it feel like to try to be part of a closed group?

☒ What messages do closed groups give outsiders?

☒ How can we learn to be more inclusive?

How does being on the inside or outside relate to our conversations about conflict?

Sub Module 2.2 - The Incomplete Leader

There undoubtedly are some exceptional individuals that are widely recognized as influential 'leaders'. There are undoubtedly also many others who have most of the required characteristics but whom circumstances have not propelled into publicly visible leadership roles. The large majority of us however do not have the full complement of skills and the full mastery of all possible approaches, at least not at all stages in life. So, we need a less idealized perspective on leadership.

Narcissism and Greed

Leaders need a lot of self-confidence.Great leaders sometimes have or develop big egos. They may be very skilled and great achievers, but they risk losing touch with reality because they:

- stubbornly refuse to consider alternative and competing approaches, acknowledging only information that supports his or her vision;

- start to select the information they convey and hence to distort the picture they paint, selecting only the aspects that support their message – deluding even themselves in the end; and

- eventually sour relationships with colleagues and subordinates, limit the development of future leaders, and encourage an action-oriented culture that fails to take sufficient account of the detail of administration and implementation.

"... larger-than-life leaders are almost invariably driven by a need for recognition, power and selfpromotion that is key to their success, and occasionally their downfall. Such leaders tend to express a clear vision and are capable of inspiring followers through their charisma and communication abilities. On the negative side however, they are often sensitive to criticism, lack empathy, have a distaste for mentoring and development, and are intensely competitive." (idem:26)

We may add to this that they can also become very greedy and obsessed with amassing wealth. In the end such individuals, however talented and driven, do more harm than good. Both leaders and followers therefore need to be very attentive to and cautious about the 'pathological element' in leadership (Wood & Petriglieri 2009:4).

Complementary Teams

Virtually nobody can combine the essential characteristics of good leadership all the time and in all situations. Most people are not equally good at everything, even if through training and experience they can get better at a skill that didn't come naturally. Neither do even the most talented individuals make the best possible judgment all the time.

Great leaders recognize their intrinsic incompleteness, and therefore surround themselves with a capable and carefully chosen team. Here the quality of leadership can show: The temptation to surround yourself with like-minded people or even worse, with sycophants who will praise

whatever you choose to do, is great. This is a mistake, and an indicator of vanity and/or weakness. The art is to create a team of multi-skilled advisors and deputies that have skills complementary to your own, and that bring perspectives that will be different and at times even contradictory. You want to avoid the trap of 'group think'.

"It is well documented that we tend to recruit people who are like us. You have to resist this. You are not forming a club of friends, you have to bring in people who you may not like, but who are complementary." (K. Annan, quoted in Hochschild 2010:104)

Building such a complementary but also diverse and sometimes divergent team is a major leadership skill.

Servant -Leadership

'Servant leadership' may seem a contradictory concept unless one can understand and accept that there are many ways to serve, and leading is one of them. A servant-leader is a servant at heart, i.e., a person whose nature is to be focused on the needs of others. Servant leadership therefore is a leadership style but also at a deeper level a certain personality disposition. A key reflex of the servant leader is listening. They respond to any problem first by listening to a variety of colleagues but also wider stakeholders.

The seven key characteristics of 'servant leaders':

Self-awareness: If we want to be effective servant-leaders, we need to be aware of who we are and how we impact others. Other people are watching and reacting to our personalities, our strengths and weaknesses, our biases, our skills and experiences, and the way we talk and move and act.

Listening: Servant-leaders listen in as many ways as possible. (...) By listening, servant leaders are able to identify the needs of their colleagues and customers. That puts them in a good position to meet those needs

Changing the Pyramid: Often, members of the organization look up toward the top of the pyramid and focus on pleasing their "bosses". servant-leaders talk about inverting the pyramid, or laying it on its side, so that everyone in the organization is focused on the people whom the organization is designed to serve.

Developing Your Colleagues: Developing colleagues includes a commitment to extensive on-the-job training, as well as formal education, new assignments, and internal promotions.

Coaching not Controlling: Servant-leaders bring out the best in their colleagues by engaging, inspiring, coaching, and mentoring.

Unleashing the Energy and Intelligence of Others: People need experience making their own decisions, because occasions may arise when they need to be the leaders or make a decision that they normally don't make. Servant-leaders unleash everyone and encourage them to make the maximum contribution they can make to the organization and the people it serves.

Foresight: Prescience, or foresight, is a better than average guess about what is going to happen when in the future. foresight is the "lead" that the leader has. If you aren't out in front, you really aren't leading – you are just reacting. And if you are just reacting, you may run out of options, and get boxed in, and start making bad decisions – including unethical ones.

Collaborative or Lateral Leadership

More often than not we find ourselves confronted with complex challenges wherein progress or success is dependent on the cooperation of people over whom we have no formal authority. The command-and-control approach of 'I lead and you follow' simply doesn't work here. This is typically the case where we try to manage conflict and build peace. And if we don't manage to get certain actors to engage constructively, we may find that the absence of their support or their active obstruction may prevent us from achieving our objectives.

So, we need to develop lateral or collaborative leadership styles and skills and invest purposefully in building internal and external relationships and networks that eventually can persuade others 'who matter' to work together with you to achieve a certain objective. And where we can't get constructive engagement from all those 'who matter', then we must build coalitions or movements for greater cumulative impact

Activity 2.2 Think Out of the Box

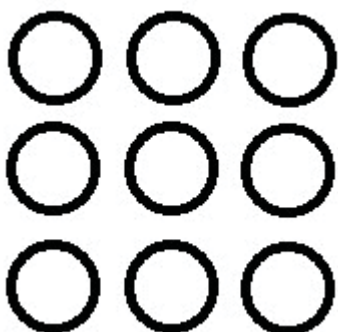**Rationale:**

This activity introduces the problem-solving process to students and encourages creative ideas.

Objectives:

1. To practice thinking creatively or thinking outside the box.

2. To explore the role of creative thinking in managing conflicts.

Draw the following on the board.

Instruct students to connect all 9 dots with only four straight lines, without lifting their pen.

Solution:
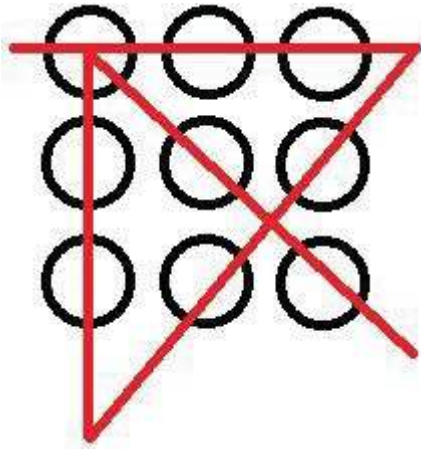
1. Lead a class discussion using some or all of the following questions:

o   How were people able to solve the problem?

o   What made it difficult?

o   What made it easy?

o   What did students have to do?

o   How can this be applied to real conflict management issues?

Distributed Leadership

The notion of 'distributed leadership' does away with the idea that leadership resides with people 'at the top'. It asserts that in the multitude of smaller and bigger challenges that exist every day in different locations and at different levels, a multitude of people will exercise shorter or longer, smaller or more significant forms of 'leadership'.

"Leadership is more about groups than individuals, given that there are likely to be multiple people exercising leadership in any successful change event." (idem:50)

'Distributed leadership' looks at 'leadership' in terms of function, rather than in terms of position. It concentrates on where and how leadership occurs. Different people will contribute in different ways: some will be champions of the 'idea', others may provide substantive contributions to a task, yet others provide process and procedural contributions such as e.g. group work facilitation, still others create environments for relationships to be established and grow etc. Central in this may be the 'connector' or 'coordinator', who not only connects the multiple leaders to each other, but also tries to ensure that they can make their functional contributions in the most optimal way. In this perspective, 'leadership' itself is fluid and will change over time and with different situations.

"A group often has a different leader for each aspect of the group project. A sports team may have different leaders on and off the field. A work group may have a different leader for each part of a project"

Followers and Followership

It is about individuals (or teams) in relation to other human agents. The focus on 'leaders' tends to obscure the fact that 'leaders' don't exist without 'followers'. A belief that 'leadership' emanates from 'leaders' is mistaken. Leaders emanate from 'leadership' i.e. 'leaders' only exist in the eyes of 'followers'.

'Followers' can be differentiated into five different types, according to their level of engagement and along a spectrum that ranges from feeling and doing absolutely nothing to being deeply involved and passionately committed. The five types are called: isolates, bystanders, participants, activists and diehards.

- *"**Isolates** are completely detached. They do not care about their leaders, or know anything about them, or respond to them in any way. Their alienation is nevertheless of consequence. By default – by knowing nothing and doing nothing – Isolates strengthen still further leaders who already have the upper hand."*

- *"**Bystanders** observe but do not participate. They make a deliberate decision to stand aside, to disengage from their leaders and from whatever is the group dynamic. This withdrawal is, in effect,*

a declaration of neutrality that amounts to tacit support for whoever and whatever constitutes the status quo."

☒ *"**Participants** are in some way engaged. They clearly favour their leaders and the groups and organizations of which they are members – or they are clearly opposed. In either case, they care enough to put their money where their mouths are – that is, to invest some of what they have (time for example) to try and have an impact."*

☒ *"**Activists** feel strongly about their leaders and they act accordingly. They are eager, energetic, and engaged. Because they are heavily invested in people and process, they work hard either on behalf of their leaders or to undermine and even unseat them."*

☒ *"**Diehards** are as their name implies – prepared to die if necessary for their cause, whether an individual, or an idea, or both. Diehards are deeply devoted to their leaders; or, in contrast, they are ready to remove them from positions of power, authority, and influence by any means necessary.*

'**Isolates**' are indifferent or disbelievers in politics, they are disengaged. The four other types are engaged with their leaders, but also with other followers and with the institution (formal or informal) that they are part of. '**Bystanders**' do nothing and say nothing even when faced with practices that are morally indefensible. '**Participants**' can be supporters but also opponents. They will take a position and undertake some action. The difference between '**activists**' and 'participants' is one of degree, just as the one between an 'isolate' and a 'bystander'. '**Diehards**' don't question – they are fully dedicated to a cause and will either support or oppose with total conviction. There is no intrinsic value in being a 'diehard'

Simultaneous Leaders and Followers

Few people are and have always been 'leaders'. Overwhelmingly, even when apparently at the top of an organizational pyramid, individuals have 'subordinates' but also 'peers' and others they may be accountable to. The CEO of a company is accountable to the board (although there are CEOs that manage to manipulate passive board members into de facto 'followership', sometimes to the point of becoming 'bystanders'). The Secretary-General of the UN is answerable to the member states, the leader of a political party may be answerable to a 'party congress'. Most of us are simultaneously 'leaders' (e.g. head of a department in a government administration or another big organization) and 'followers' (answerable to higher 'authorities'). The real skill is then to ably combine active and responsible leadership with active and responsible followership.

The experience of the dual role should actually encourage us to create an enabling environment for those under our 'command', because we can experience ourselves the benefits if our 'superiors' create an enabling environment for us. The reverse holds also true: in an environment where the dominant culture is one of unquestioning loyalty and pleasing one's boss, the temptation will be to replicate that culture and demand from our subordinates also unquestioning loyalty and words and deeds that please us.

Effective performance then derives from the ability to be simultaneously a leader of subordinates, a responsible follower of someone else as leader (the formal vertical relationships) and a great networker and coalition builder also among peers (the horizontal relationship).

Activity 2.3 Have You Ever?

Rationale:

This activity provides participants with the opportunity to explore differences and similarities in identity within the group.

Objectives:

1. To identify similarities in the group.

2. To explore the value of knowing and appreciating similarities and differences in a group.

Materials: Have You Ever Worksheet:

Directions: In a video conference room ask people the questions below. When someone answers "yes" to a question, have them write their name on the line next to the question. You must have a different person write their name next to each question.

1. Have you ever climbed a mountain? _____

2. Have you ever been to the ocean? _____

3. Have you ever started to say something and then forgotten it? _____

4. Have you ever lived for more than 1 year in another country? _____

5. Have you ever been in a parade? _____

6. Have you ever known someone who speaks 5 languages? _____

7. Have you ever traced your family heritage? _____

8. Have you ever started a fire without matches? _____

9. Have you ever broken a bone? _____

10. Have you ever been misunderstood in another culture? _____

11. Have you ever experienced being stereotyped? _____

12. Have you ever had your last name mispronounced? _____

Procedure:

1. Tell students that this activity will allow them to get to know one another.

2. Explain to students that you will give each of them a worksheet with a series of questions. Students will walk around the room looking for people who can answer "yes" to the various questions on the worksheet. When they find someone who can say "yes" to a question, the student should ask that person to sign the line next to the question. Students should have a different person sign each question. Be sure students ask each other the full question on the worksheet, as this part of the exercise focuses on communication skills.

3. Give students about 10 minutes to walk around and ask each other questions then have them return to their seats. Read each question aloud and have students raise their hand if they can answer "yes" to the question. This gives the class a sense of who is in the room.

4. Lead a discussion with the group using some or all of the questions that follow.

☒ What did you notice as you and others raised your hands?

☒ What surprised you?

☒ What did you learn about other students?

☒ What is the value of exploring commonalities and differences across cultures?

☒ How can focusing on similarities contribute to managing conflict?

Alternative: This activity can be set up in many different ways depending on the size of the physical/virtual room, the mode of training, the amount of time, and students' interest. Instead of using the worksheet, you can read the questions to the group and ask students to stand/raise their hands if they can answer "yes" to the question.

Socio-Cultural Expectations of 'Leadership' and 'Followership'

The 'leadership industry' is very much a western enterprise, even when it pays attention to 'leaders' in other continents and cultures. Little attention however is paid to socio-cultural expectations of 'leadership' and 'followership'. Such expectations about who can be a 'leader' and what type of behavior is expected from a 'leader', may of course generate particular types of 'leadership', and make it very difficult for individuals that seek change to be acknowledged as 'leaders'.

"The central problem is that leadership training programs build up a skill 'supply' that is most often not matched by societal 'demand', which basically means there is no reward for altering one's behavior. In Timor, as in many post-conflict places, a good leader is equated with someone who has a 'strong hand', someone who takes unilateral decisions and is not afraid to push them through; someone who quells any opposition; someone who holds power, not shares it. It is an understanding of leadership framed by a history of military resistance. In such an environment displaying 'soft' leadership skills does not get much societal recognition, nor improve one's power-base." (von Kaltenborn-Stachau 2008)

The possible influence of widespread socio-cultural expectations of 'leaders' (which may vary of course between various sub-cultures in the same society) once again underscores the power of followers. Leaders have to behave the way followers expect them, or will find themselves alone and rejected.

Age and Gender

Historically and globally 'leaders' have constituted a male gerontocracy. Being a woman and being relatively 'young' are obstacles to the exercise of 'leadership'.

Gradually and in a number of countries, women are moving into top positions in the business sector and in politics, although less so in e.g. religious institutions, the army or labour movements. But their numbers are still small. In most environments there remain sensitivities about women having formal authority over men, and debates about whether they can or must lead with a more 'female style' (women are perceived as naturally better at collaborative and lateral leadership and the use of soft power), or can only reach and remain in top positions by adopting a more 'masculine' style of leadership (more competitive, aggressive, more use of hard power).

'Age' has long been the poor sister of 'gender' considerations, but has now gained major attention through the lens of 'youth'. 'Youth' is a stretchable category that can encompass anyone between the ages of 15-35. 'Youth' has become both an issue of concern and of hope. They are an issue of concern if one considers large numbers of often educated but unemployed and disaffected youth, which could be prone to violence. They are a source of hope inasmuch as they are seen as the 'next generation of leadership' – that is expected to do better than the current one. Given that the current older generation once was young, such assumption of course remains to be tested. Yet even if

'youth' can exercise leadership among their age group, there are significant sensitivities about younger people (particularly women) exercising 'leadership' over older ones. The authority of the older generation can be further reinforced by a socio-cultural norm of 'respect for elders'.

Change Space

The concept of 'change space' also seeks to point at the contextual opportunity or resistance to leadership-led change, particularly in institutional environments.

"'Change space' is the potential in a given environment for leadership-led change. It is the result of the correlations between three major variables that influence organizational and social capacities to adjust to contextual demands: 'acceptance', 'authority/accountability' and 'ability'."

'Acceptance' refers to the broad readiness among all those concerned and with potential influence over the process to see change happen (and contribute to it). Terms related to this are 'political will', 'buy in', 'ownership' etc. **'Authority'** with accountability' is necessary to act on the beliefs and commitments to change. **'Ability',** not so much of the individual but of the wider group, organization or society, is the third key variable. It refers to manifest resources such as financial, human and informational capacities, but also to less obvious ones such as 'time' and 'creativity' to explore, pursue The more acceptance, authority with accountability, and ability there is simultaneously in the same environment, the higher the potential to catalyze and achieve change. Where two or more of these variables are weak, the possibilities for leadership-led change are limited

Module Summary

We are ending it here by focusing on 'change' (be it e.g. towards sustainable development and/or sustained peace), and the consideration of how change may occur, and then what role there might be for multiple, functional, distributed leaderships in making desired changes happen. That is a significant shift in focus, with important implications for how 'leadership interventions' for peacebuilding should be conceived and designed. To take again the ideas of leadership:

- Leadership is a key to effecting change and promoting development (read sustainable peace);

- Leadership interventions should focus on building functional groups of leaders—in teams, coalitions and networks—around unifying problems;

- Leadership interventions should always be focused on creating change space rather than creating leaders as an end; and

- Leadership interventions must be fitted to context but consistently emphasize leadership plurality, functionality, problem orientation and change space creation.

Activity 2.4 View From the Window

Rationale:

We each have a unique perspective of people and events. This activity explores how very different perceptions can be and questions what happens when people experience things differently in conflict situations.

Objectives:

1. To consider perspectives other than one's own.

2. To examine the impact of multiple perspectives on conflict situations.

Procedure:

1. Show the learners a window from the trainer's camera or show a picture of a "view from the window" and ask them to write one sentence about what they see.

2. Have each student read their sentence and show that many points of view enrich the picture.

    Alternative: If there is no window, show learners an inanimate object, continue as above with everyone writing about his or her view.

3. Lead a discussion using some or all of the questions below.

☒   How did your view differ from others'?

☒   Can you accept someone else's view as right?

☒   Can all perspectives be right?

☒   How does this exercise relate to conflict management?

MODULE THREE

Communication for Development & Peacebuilding

Communication for Development and Peacebuilding

Communication is central to many aspects of work in conflict and post-conflict settings. The use of traditional or mass media (radio, TV, print journalism) has long been acknowledged as playing a crucial part in providing information and messaging that can shape popular views. As we know, these tools of communication have been used to both incite violence as well as carry messages that help prevent violent conflict, and promote peace and reconciliation. Technological innovations have created new opportunities and outlets for communication. In particular, the spread of mobile phones, crowdsourcing technologies, and social networks have enabled messages to be amplified, information flows to be accelerated, and new spaces opened up for the involvement of individuals and communities to play a role in the various phases of the conflict cycle.

The Communication for Development community has long argued that effective information and communication processes are prerequisites for successful development. Proponents argue that communication and information flows are the lifeblood of development projects; an integral part of empowering and enabling a healthy, vibrant civil society; essential for the creation of efficient and effective economies; and a critical component of social adaptation.

The theory and practice of Communication for Development and Peacebuilding is an evolving field, with different approaches and perspectives unique to the varied development contexts. Communication for Development is characterized by the diversity of communication techniques used to address the problem and comprise a diverse "toolkit" including: information dissemination and education, behavior change, social marketing, social mobilization, media advocacy, communication for social change, and participatory development communication.

Mass media was seen as important in spreading awareness of new possibilities and diffusing practices and shaping peoples' attitudes and behaviors. The effectiveness of these approaches were questioned, with some believing that at the point where individuals decide on whether to change their behavior or not, personal communication was far more likely to be influential. The communication approaches in this era attempted to gain support for development initiatives, typically with messages informing the population about projects, illustrating the advantages of these projects, and recommending that they be supported. In short, engaging in a 'soft-sell' approach.

History and Reflection on Peacebuilding

In the arena of conflict transformation and peacebuilding, communications have historically played a role in shaping the views of policy-makers and influencing popular opinion on conflicts. Starting with the Crimean War (print media), through the American Civil War (photojournalism

and print media), World War II (cinema newsreels, radio and daily newspapers) and the wars in the Persian Gulf (1991) and the invasion of Iraq (2002) (global television and the 24-hour news cycle), we can see how communication and media has shaped the views of policy makers and the public on war and the prospects of peace.

We have seen in the recent events in the Middle East how this form of communication has enabled social movements to organize and bring about revolutionary social change. Within the peacebuilding profession, the role of communications has been relatively unexamined until recently. Organizations using communication tools as a central part of their work in conflict prevention and peacebuilding is a relatively recent phenomenon.

There are many insights that can be gained from the experience of Communication for Development that resonate with Communication for Peacebuilding. Three key reflections emerge from the discussion about Communication for Development that have direct parallels in Communication for Peacebuilding:

1. First that communication is an interactive process, involving a multitude of actors and information flows. Communication is not just about the media or the messages, but the interaction that takes place in a network of social relationships.
2. Second, is that communications media should be viewed as a mixed system of mass communication and interpersonal channels, with mutual impact and reinforcement. In other words, the mass media should not be seen in isolation from other channels and information flows.
3. Third, is that communication in development and peacebuilding processes raises inter-sectoral and interagency concerns. The particular challenges involved in the multi-sector, multi-agency spheres of development and peacebuilding and the increasing amount of information that is accessible and available creates practical challenges of coordination information and activity.

Framing Communication for Peacebuilding

There are many ways to understand the current practice of Communication for Peacebuilding. There is no commonly accepted definition, but most would agree it involves the use of a variety of communication tools to support the processes and activities involved in resolving violent conflict and establishing a sustainable peace.

Peacebuilding is defined as the process intended to address the root causes of conflict, to reconcile differences, to normalize relations, and to build institutions that can manage conflicts without resorting to violence. The process involves a diverse set of actors in government and civil society and can involve short-term actions to prevent violence or can take place over many years.

There are four ways to **conceptualize how communication** has been applied to peacebuilding. **First, one might look at the channels of communication** flows between the following entities

- Between individuals in conflict;
- Within a group where conflict exists;

☒ Within groups or communities in conflict;

☒ Between communities and organizations such as multilaterals, government, and NGO's where cooperation and coordination are issues.

This approach draws on traditional communication theory and provides one way of framing where communication takes place and is useful to identify at what level communication might be helpful in promoting positive change.

A second way of framing communication for peacebuilding is to look at the tools or platforms that are used. Diagram 1 sets out a range of different tools that are currently used. A distinction is made here between 'traditional' and 'new forms of media', although this divide has been questioned and there are those who feel the use of these tools are now blurred and the distinction is no longer relevant.

Diagram 1. Tools or Platforms
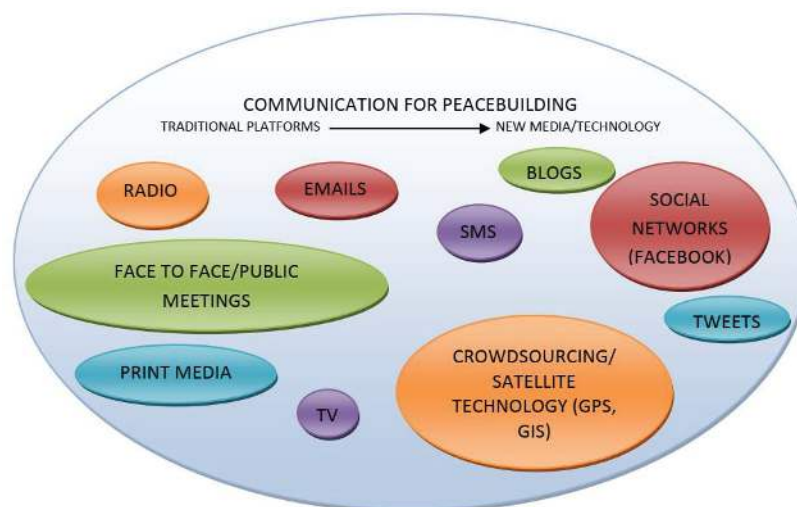
This approach highlights the multitude of pathways, functions and relationships essential to communication and focuses on the tools through which people communicate. Traditional methods, like community meetings, radio, television, and newspapers, have long since served to inform communities and organizations on the ground. With the addition of new communication tools like mobile phones, SMS, and social media, individuals, communities and organizations can now complement these traditional forms of media (and even challenge subversive narratives) by communicating their own stories. In addition, new tools for communication facilitate more information gathering and interactions between users. New technologies change what information can be gathered and who can participate in the communication process. Both need to be seen as working in tandem as different platforms to achieve common goals of peace and stability.

The following distinctions have also been made in terms of the tools used and how information is conveyed:

☒ One to Many – broadcast - radio, TV, web mobile applications and short message service (SMS) broadcast;

- ☒ One to One - voice, mobile and SMS;
- ☒ Many to Many - social networks including online or mobile internet, mapping and crowdsourcing.

Diagram 2 represents a **third way of framing the field**, in terms of the spheres of activity or where communication can play a role in the broad field of conflict prevention and peacebuilding. The spheres of activity set out below are not complete, but represent the major areas where communication is used in an intentional way to pursue peacebuilding and conflict transformation objectives. This approach is useful in that it reminds us that these processes may have a sequential dimension and that there are particular actors who may be more active in one sphere than another and that different tools may be used in the different spheres identified.

Diagram 2. Spheres of Activity

CONFLICT PREVENTION, EARLY WARNING, & CRISIS RESPONSE → CONFLICT MONITORING & COMMUNITY PEACEBUILDING → POST-CONFLICT RECONCILIATION/ RECONSTRUCTION

TIME →

A fourth approach might involve a functional analysis of how media is involved in conflict prevention and peacebuilding. One such framework, is that proposed by Schirch and Bratic (2007) who identify 7 functions that media can play:

- ☒ Media as Information Provider and Interpreter;
- ☒ Media as Watchdog;
- ☒ Media as Gatekeeper;
- ☒ Media as Policymaker;
- ☒ Media as Diplomat;
- ☒ Media as Peace Promoter;
- ☒ Media as Bridge Builder.

This approach shows how media and communication have been used in diverse ways in conflict and peacebuilding settings, with different purposes, serving different interests. It shows the potential for communication to play a multitude of valuable roles in promoting peace and preventing conflict.

Activity 3.1 Listen and Draw

This game is easy to play but not so easy to "win." It requires participants' full attention and active listening. Gather your group of participants together and hand out a piece of paper and a

pen or pencil to each player. Tell them you will give them verbal instructions on drawing an object, one step at a time.

For example, you might give them instructions like:

1. Draw a square, measuring 5 inches on each side.
2. Draw a circle within the square, such that it fits exactly in the middle of the square.
3. Intersect 2 lines through the circle, dividing the circle into 4 equal parts.

As the exercise continues, it will get progressively harder; one misstep could mean that every following instruction is misinterpreted or misapplied. Participants will need to listen carefully to ensure their drawing comes out accurately. Once the instructions have all been read, compare drawings and decide who won. For added engagement, decide in advance on what the finished product is supposed to represent (e.g., a spiderweb, a tree).

Sub Module 3.2 - Mapping the Field

The field of Communication for Peacebuilding is expanding and governments, international organizations and NGOs are increasingly looking to use all forms of communication in positive ways. The following sections present a selection of current practices across multilaterals, governments, private sector organizations and NGO to illustrate how communication is being increasingly used in the conflict transformation and peacebuilding field. The information is presented based on selected categories used in Diagram 2 above.

Conflict Prevention and Early Warnings

Communication technologies can provide effective tools to prevent violent conflicts, provide early warning and enable more effective responses to violence. In response to the absence of mechanisms to report across sectors on the immediate impacts that global shocks have on the lives of the poorest and most vulnerable populations, multilateral actors, community organizations and governments are developing a variety of information gathering systems to predict and prevent such impacts. Gathering information can identify developing trends in communities that can point to potential sites, factors or environment for violence. Information can also provide evidence for human rights abuses, violent extremism, and incidents of oppression and conflicts.

Regional organizations are taking advantage of new communication tools to better protect their community members. The private sector is also harnessing technology and ICTs to contribute to conflict prevention.

Information Management and Response

Closely linked to the data management efforts cited above are those projects which use new communication tools to monitor conflicts and empower citizens to engage in peacebuilding. New tools for communication developed for use in development and humanitarian responses on the ground are being re-evaluated to adapt to the needs of peacebuilding and conflict prevention. For example, Frontline SMS is a software that was designed to help NGOs in developing countries improve their communication and increase their capabilities through a simple and cost effective system of SMS. Since its development, FrontlineSMS has been adapted to the needs of peacebuilding to provide election monitoring, to enhance local radio programming, and to continue to improve NGO.

The possibilities for cross collaboration between development and peacebuilding communication initiatives are a vital way for peacebuilding efforts to develop their communication capacities. The information that is gathered can form an important resource to researchers and practitioners working in the region, providing a tool to learn more about the situation on-the-ground in difficult-to-access areas.

Post-Conflict Communication and Reconciliation

Much of the work using communication tools to promote post-conflict reconciliation and reconstruction has been carried out by NGOs funded by various donors. NGOs have used communications to promote cultures of peace, strengthen the freedom of speech, build trust and understanding, and change attitudes towards violence, and improve systems of governance through their use of media and communication.

There are examples of organizations that look to help build media capacity and to promote messages of peace, through, among other things, journalism training, media legislation, radio networks, TV and production assistance, and inspirational dramas. These organizations also support the development of local media content through radio shows, interviews, and community outreach programs like traveling, theater, sports etc.

It also helps to empower local voices, create transparency throughout the development process, and provides a safe space for interaction between different factions within communities. These organizations focus on a range of media and traditional communications, although are mostly centered around the hybride programming as it is the most accessible form of media.

New communication tools are changing the ways in which organizations can gather and synthesize information, use technology to produce new information, or develop initiatives that use technology to involve the community to facilitate peacebuilding. New communication tools have also been used in conflict situations to enable communication between citizens to warn each other and inform communities where violence is occurring. Existing social media like Twitter, Facebook, and blogging have been used to help share information about ongoing conflicts.

Activity 3.2

Another useful exercise from the Training Course Material website is called "*Guess the Emotion*." As you might expect, it involves acting out and guessing emotions. This helps all participants practice empathy and better understand their coworkers or group members' reactions.

Follow these instructions to play this engaging game:

1. Divide the group into two teams.
2. Place on a table (or put in a box) a packet of cards, each of which has a particular emotion typed on it.
3. Have a participant from Group A take the top card from the table and act out (pantomime) the emotion for his/her group. This is to be done in a fixed time limit (such as a minute or two).
4. If the emotion is guessed correctly by Group A, they receive ten points.
5. Now have a participant from Group B act out an emotion; award points as appropriate.
6. Rotate the acting opportunities between the two groups.
7. After 20 to 30 minutes of acting and guessing, call time and announce the winning team based on its point total.

If you have a particularly competitive group, consider giving a prize to the winning team!

Sub Module 3.3 - Key Challenges and Trends

Communication for Peacebuilding is a new and emergent field, and with every new field there are key challenges that initiatives and organizations must overcome to be effective and realize their full potential. Communications can be used to incite and escalate violence as well as to mitigate and prevent violence. Blogs and radio shows can just as easily create a culture of fear and distrust as they can promote trust and understanding. The challenges that Communication for Peacebuilding faces relate as much to the development of trust and credibility as they do to more technical or organizational issues. Challenges can be broken down into the categories of:

- Collaboration and Management of Information Flows;
- Credibility, Trust and Validation;
- Privacy, Security and Ethical Challenges.

Collaboration and Management of Information Flow

How can we manage the flow of large quantities of information and avoid information overload?

With the explosion of interconnectivity and the flow of large quantities of information one of the biggest challenges is information overload. There is a need for planned coordination and joined up working to ensure that interoperable networks emerge that support the timely exchange of information that can prevent violence. There needs to be responsible leadership, buy-in from all levels of these organizations and appropriate training to ensure the efficient and effective use of the information generated by these new tools for data gathering and communication in crisis and conflict settings. In addition, there is a need for those involved in Communication for Peacebuilding to be closely coordinated with Communication for Development initiatives.

How do we connect monitoring information with community-based responders?

This challenge involves getting information into the hands of those who are located in the community who can act as first line responders. Currently, information is not always available to those on the ground in the communities who may be mobilized to make an appropriate response (to mobilize movement of people out of harm's way or to mediate between conflicting parties).

How can multiple actors across sectors not used to working with each other, work more collaboratively? For instance, how can NGOs work better with social media activists or the peace from sports or the private sector with government and multilateral institutions?

Coordination between organizations in sectors not used to working with each other is a real challenge for the field. In a real situation, it is very hard to come to any kind of conclusion, to come to a common strategy. There is this realization that if we are really going to make a lasting impact we are going to have to coordinate with multiple members of the field. Each has their own programs and systems that gather and process information, and it is difficult to coordinate between these differing systems to provide the most effective response.

Credibility, Trust and Validation

How do we validate information collected from a decentralized group of sources? Who gets to speak for a community? How do we manage the biases inherent in access to communication?

Unregulated information flows allow for a wealth of information gathering, but technology cannot screen for relevant and accurate information in the way that experienced individuals and organizations can. Accuracy of information is an important challenge when gathering user generated information. Authentication is key.

How can we improve the measurement of the effectiveness of Communication for Peacebuilding approaches, particularly since they are normally one element of a larger approach?

As Communication for Peacebuilding develops into an important part of peacebuilding, the community of actors must start to measure it's impact. Some studies have already been conducted on the effectiveness of communication in peacebuilding, but they are by no means comprehensive. Many of the existing studies are focused on presenting results of projects, sometimes dependent on funding. Without knowing the impact that communication technology and media have, programs cannot provide any evidence that communication enhances peacebuilding efforts. While communication is a vital aspect of peacebuilding, the measurable impact of these tools for communication is uncertain and will struggle to attract significant funding unless measures are developed and used.

Given that information is inherently political, how can we improve the credibility and trust between local populations and organizations, between government and NGOs?

Information is only helpful if it is accurate and trusted. Given that there can often be suspicions of where 'free information' is coming from and who the political backers of this information are, establishing trust of the source of the information is another difficulty to overcome. Regimes often control access to information to draw loyalty and support from individuals. Organizations or individuals must look for ways to challenge the use of information to encourage violence while also creating a culture of trust and reliability between communities and the media. Practitioners and organizations using Communication for Peacebuilding should keep in mind the challenge of trust when setting up media and public communication networks.

Privacy, Security and Ethical Challenges

How can we ensure the protection and privacy of individuals and communities? How can responders ensure that new systems uphold the 'do no harm' principle?

Privacy is another challenge in dealing with the wealth of information gathered from new communication tools. In any situation of armed conflict, any conversations with protection actors can put people at risk, not only because of the sensitive nature of the information collected, but because mere participation in a protection process can cause people to be stigmatized or targeted.

The risks they incur can range from physical violence to social marginalization, and are often unknown to the person soliciting the information and, sometimes also by the person providing it.

Actors should consider how to protect the privacy of individuals who supply information during a conflict and also agree whether that information is considered public or private and how information should be shared with other organizations and the public. It has been suggested that the technology community needs to develop their own 'do no harm' policy including robust accountability and monitoring mechanisms.

To respect the 'do no harm' principle, all users need to be aware of the responsible management of information. They also need to take into account the risks associated with the geographical distance between the sender and the receiver and the possibility of manipulation of the crisis responder on the one hand and exposure to risks of violence to the civilians on the other.

Given that community-based reporting often raises expectations, how can we ensure that early warning and monitoring information elicits an appropriate response?

The creation and gathering of information can enhance current peacebuilding efforts, but there is a serious challenge in considering how to facilitate a response to the plethora of new information that is available. Systems that gather and produce new information about conflicts using ICTs frequently do not elicit an appropriate response. Despite what information is provided, there is often a lack of political will to respond. A lot of these tools don't accurately think about the issues around the purpose of the information or tools. There is a duty of care that has to be a part of how we are doing this.

Information is usually not actionable or policy related. Therefore peacebuilding and conflict prevention efforts struggle with coordination and timeliness. The most accurate and compelling information about a conflict often presents itself when it is too late to act.In order to elicit a response, information needs to be synthesized in a focused and cohesive way and directed at the right recipients.

Key Trends

Several trends within the field of Communication for Peacebuilding can be identified:

Technology is not a panacea: We are beyond the hype of new media technology, and now looking at the practical application and realistically assessing potential and challenges. Communication tools are not sufficient in themselves and need support through strategy and outreach that relies on more traditional means – face to face, community peacebuilding efforts etc. Adapting these communications strategies to fit the cultural context is also key to successful conflict prevention and peacebuilding initiatives.

The use of visuals: (maps and satellite images) are creating hybrid sources of information which are much faster than any text in answering key questions such as: who is providing what kind of response/aid where? Interactive maps are much clearer than texts in many situations and are likely to become a more important tool in early warning and response settings and are part of the shift away from reliance on a culture of text/literacy towards a more visual culture

Implications of more open and inclusive communication: As the growth of mobile phones, better broadband access, social media (Twitter, Facebook, etc.), more sophisticated and more easily downloadable applications for crowdsourcing and crowdfeeding and cheaper and greater access to technology bring more and more people in local communities into the process, this will involve a reframing, "looking at conflict populations not as victim, but thinking that they are the first responders and that they have agency."As conflict resolution and peacebuilding programs continue to recognize and value the contributions of local actors, organizations will have to work on how to incorporate this information into their policy and programming.

Mainstreaming: In the near future, as richer engagement and dialogue between the technology sector, multilaterals, governments, and NGOs develops, we are likely to see a mainstreaming of the use of communication tools in the conflict transformation and peacebuilding field. A dialogue of common practice will emerge and there will be a recognition of the possibilities and value that can be developed through communication tools leading to a greater degree of cross-sectoral collaboration and more effective programming

Activity 3.3 The Guessing Game

This fun and engaging game that can boost communication skills: "The Guessing Game." You will probably recognize this game, as it's similar to what many people know as "Twenty Questions," except there is no hard limit on the number of questions you can ask.

To start, separate the group into two teams of equal (or roughly equal) size. Instruct one player from each team to leave the room for one minute and come up with a common object that can be found in most offices (e.g., a stapler, a printer, a whiteboard).

When this person returns, their teammates will try to guess what the object is by asking only "Yes or No" questions (i.e., questions that can only be answered with "yes" or "no"). The team can ask as many questions as they need to figure it out, but remind them that they're in competition with the other team. If there's time, you can have multiple rounds for added competition between the teams.

Take the last 10 minutes or so to discuss and debrief. Use the following points and questions to guide it:

- Tell the group that obviously it took a long time and effort for us to find out the object in each round, but what if we didn't have time and only had one question to ask to find out the object, what would that question be?
- The question would be "What is the object?" which is an open-ended question.
- Open-ended questions are an excellent way to save time and energy and help you get to the information you need fast, however, closed questions can also be very useful in some instances to confirm your understanding or to help you control the conversation with an overly talkative person/customer.

MODULE FOUR

Digital Production for Peace - Digital Creation & Effective Dissemination

Role of Digital Media in Peacebuilding

The media has the power to defuse tensions before they even reach a critical point and keep a critical eye on the government, individuals and society/communities. By supplying credible information and reaching a large audience, the media help in managing conflicts and promoting democratic principles.

Media has great power to influence people's thoughts, concepts, and learned values. Therefore, it is easy to misrepresent facts and figures or promote radical narratives easily. A lot of unnecessary and unwanted information is readily available on digital media which can be potentially dangerous, so the need to unite the masses for a better and greater Pakistan.

Digital media has a vital role in promoting peace, harmony, tolerance, acceptance, and decreasing the rifts commonly found in society. We can promote stories of love, aspiration, and people coming together for solving community-based problems.

Possible solutions and trying to prevent further escalation of the conflict are at the center of peace media broadcasts as well. A suggested framework used by peace-building media can employ different strategies such as:

- Conflict-sensitive and peace digitalization.
- Peace-promoting entertainment media.
- Media regulation to prevent violence extremism-based content.
- Peace-promoting citizen media.

Positive Peace	Negative Peace
- Healthy and functional environment promotion - Reflect on pressing issues - Improvement in concepts and ideas - Showing the stories with inclusivity on a broader spectrum	- Abuse of power - Misconduct - Biased or one-sided opinions, ignoring facts - Propaganda purposes and instead of revealing the truth - Misinformation/Disinformation/Fake news

Mobile Journalism/Mobile Films

Mobile journalism is a form of digital storytelling where the primary device used for creating and editing images, audio and video is a smartphone. Simply put, as the name speaks, any kind of storytelling and content creation that is done digitally using a mobile phone (smartphone) is Mobile Journalism (MOJO). With the proliferation of smartphones, this new, quick way of journalism is now accessible to all. Photos, videos, and audio can be recorded, created, and edited on the phones and uploaded to servers which can be accessed by news channels or directly uploaded to social media platforms. It is close to having an entire production studio in your pocket.

A. Mobile Journalism Mindset

Perhaps more than any other device, smartphones encourage cross-platform creativity and digital innovation. You can also respond to audience queries and contacts via chat apps, social messaging, and email.Just like other people in different professions, journalists also typically own a smartphone, they can make the most of it by developing skills like video journalism, radio journalism, podcasting, photography without the expense of traditional high-cost equipment. In a fully 'MOJO' newsroom, this can break down silos between different departments such as the social media desk and the video production desk. And, of course, your smartphone is a telephone – you can use it to line up interviews and record calls. Once you understand and adopt this mindset, you can get the greatest value from your smartphone as a production studio in your pocket.

B. Use of Available Resources

In comparison to professional cameras (like digital single-lens reflex cameras/DSLR cameras) which can provide high-quality photos, the cameras of mobile devices (e.g., smartphone cameras) have many advantages. While professional cameras are more expensive and difficult to use for beginners, smartphone cameras are easy to handle and have a high level of flexibility.

It is not only the ever-increasing quality of the cameras built into modern smartphones that makes their images more suitable for publication. It is also the fact that, with the help of the right software applications, pictures can be edited on the phone itself and published over the Internet. Mobile phone photography is best used in cases where the report must be filed quickly and even published immediately. You get the ability to react quickly and upload the images directly from the same device.

It can also be useful in places where a photographer with a camera may draw unwelcome attention. Big costly cameras are not suitable for every situation (e.g., they could have an intimidating impact on people). A smartphone can be seen as an everyday object and is much more discreet. With smartphone cameras, reporters can get close to the action without distracting or annoying the protagonists.

- **Radio**: Smartphones have been used by radio journalists for over a decade as a recording device. The arrival of audio editing apps around 2011 meant radio reporters could also do modest edits and mixes before filing their stories.
- **Television:** Smartphones have become increasingly commonplace as a video recording device for television.

C. Benefits of Going MOJO

Smartphones put a complete production studio for radio, television, text, and social content in your pocket. Here are some of the reasons to start your mobile journalism journey.[1]

· **Affordable**: You can achieve TV-quality video by combining a good quality smartphone with an external microphone, a tripod, and tripod mount, and by using a professional video recording app. This set-up is significantly cheaper than a traditional broadcast camera.

· **Portable**: Most mobile journalists can fit their equipment in a backpack. The phone plus a lightweight tripod, clip-microphones, and an external light can weigh under 3kg, making it easy to produce high quality stories anywhere, anytime.

· **Discreet:** The fact that smartphones are so commonplace makes them a valuable tool for journalists who need to operate discreetly.

· **Approachable:** The small size of smartphones, and the fact that they are so commonplace, means they are less intimidating for interviewees. A study in 2017 by the Reuters Institute found people are more likely to agree to an interview and to open up in front of a smartphone than they are in front of a TV camera (Study Source Link).

· **Apps for beginners to professionals**: There are dozens of storytelling apps for iPhones and Androids. Some are simple and designed for quickly creating social stories with animated titles, fun captions, and free music. They are also fast to learn and use, so they're ideal for creating a great-looking story on a deadline.

· **A holistic journalism device**: Your phone can also be used to file for radio, online and social media, take great photos, create, and publish podcasts, phone your interviewees, and engage directly with your audience for feedback and follow-up stori*es*.

Informed Consent

Practitioners must ideally obtain the informed consent of individuals to be interviewed, photographed, or filmed whenever this is considered necessary. Informed consent means that the individual understands and agrees with the taking of the Voice, Words, or Visual as well as with its purpose and the planned use (including its publication).

The consent must be obtained in circumstances that ensure that the individual is not coerced in any way. The consent should be taken before starting to photograph or film any subjects. If a child or adolescent is photographed or filmed, then at least verbal consent should be obtained from the parent or guardian. Filming or photographing women in Pakistan is a particularly sensitive issue and informed consent is crucial. Photographers must avoid promising limited use of the photographs or videos. If they sense any reluctance, confusion, fear, or anger, they should refrain from taking the photographs or videos. Journalists and Photographers must comply with local laws, traditions, cultures, and gender sensitivities for compliance or restrictions in taking images.

In instances where publication of an image may put a child or woman or any other person at risk even if the name is changed or omitted, it is advisable not to publish the image at all. Gender including women, men, and children should not be identified, either visually or by name, if they are:

- victims, or perpetrators, of sexual exploitation
- HIV positive.
- charged or convicted of a crime
- current or former combatants
- belong to a banned outfit

IF being so identified puts them at risk of future reprisals. However, there are instances where risks exist to the use of a particular image, but arguments for publishing it are valid. This is the case, for example, with child advocates who have chosen to take a public stance on a potentially high-risk subject, either in their community or in national/international fora. In such instances, the child's right to expression and participation in issues affecting her/him must be respected.

Storyboarding

There's an important step between ideation and creation for films, comic books, and other mediums that require planning out scenes: making a storyboard.

What Is a Storyboard? A storyboard is a visual outline of a film (be it a short film or feature film) or animation. It's an important part of the preproduction process and consists of a series of images that show everything that's going to happen in your finished piece.

Storyboarding can help you to solve a multitude of problems. It's a great method that enables Studio AKA – and many other creatives – to work with stories that lack clarity and structure, or concepts that need upending to work.

https://www.youtube.com/watch?v=6aTnEanIXBk

Tips for Making A Storyboard

a. Draw Your Blank Thumbnails: The first step is straightforward – draw your storyboard thumbnails. Thumbnails are blank squares or rectangles where you illustrate the images that represent each stage of your story.

b. Add Your Title Scene Name, Image action: Start filling out your blank thumbnails by first adding in your course title as well as the scene name, the action that will be taking place in each box, and any script that corresponds to the scene

c. Start Sketching: Now you're ready to start drawing the storyboard. Here, you are mapping out how your idea looks visually. It doesn't have to be highly detailed, but it should give an overall sense of everything that's happening in each thumbnail.

d. Critically Assess and Adjust: After you've finished drafting your storyboard, it's clever to look at it with a critical eye. This also enables you to ensure your story makes sense or, if not, identify where it needs to be added to or edited. Just keep fine-tuning your storyboard until you're happy.

e. Start Production: Now it's time for you and your team to start production! It may seem like a lot of work or even a daunting task, however, storyboards can benefit you and your learners. Give it a try and see how they can work for you.

Why is Storyboarding Important?

If you're working with a script, you already know the flow of your project. The key is to translate that flow and new ideas from word to image. Each image on your storyboard needs to include

enough information that someone who has never read your script can look at it and know what's going on. But it shouldn't contain too much information, as that will crowd out the relevant details..

-        **Think** of the storyboard as the graphic novelization of your script, where each panel represents a new camera angle or a key moment in the action.

-        **The aim of the storyboarding process is twofold.** 1) to ensure that you get all the coverage you need on set to craft a coherent and exciting story in the editing room, and 2) to do so in an economical way.

-        Good storyboards can be supremely useful when directing big action **sequences**. Drawing out your shot list can be an organizing principle in the cacophony of producing complicated shoots. Storyboards become a precise map of what's almost certain to be a hectic shoot day.

-        **Define your characters:** To tell any story, you need to understand your character. One way to do this is to ask the basic questions a scriptwriter always asks, such as: Who is your character? What do they want? What do they do to get what they want? What do they achieve in the end? You might also try defining this in another nine- or 12-panel board as the act of visualizing those answers forces you to examine your character.

-        **Think beyond what's on the page.** The surface of a character is described in line or shape on the page, but what lies within the drawing is given focus by our willingness to engage with what that character can emote and convey. Story, design, and biography all influence how a character rises beyond mere mark-making and becomes real to us.

-        **Embrace feedback.** It is always easier to know what is amiss with other people's work than your own, and sometimes giving feedback to others can help you think about your project in a new way. Vice versa, ask others to give you feedback and try to take criticism constructively, thinking about how you can channel these comments into your character and story to make it better. Even if you don't agree with their suggestions, it's still a good idea to try them out – you might be surprised at the outcome!

Free Programs for Storyboarding

There are many storyboarding tools/software/programs available. These tools take care of formatting your script for you so that you don't have to fiddle with margins, spacing, page breaks, and other clunky word processing commands. These programs also feature many other tools to help you create storyboards, shot lists, schedules, and budgets.

-        If you're already well-versed in **picture editing**, you can use that to create your storyboard. There are even a bunch of free storyboard templates that you can upload right to picture editing software/app, making it affordable and easy to create your storyboards.

-        **Few app/software** provides customizable solutions for production managers, such as script breakdowns, shot lists, storyboards, shooting schedules, contact lists, task management and calendars, and more. Available at several different subscription levels, as well as for a free trial, the website also publishes a helpful blog filled with tips for preproduction.

As you get started in your motion picture career, keep in mind that a good storyboard is an integral part of the creative process—one that will help you successfully translate your vision into a work of art.

Camera Fundamentals

Here are six key fundamentals for using a Mobile Camera:

Check Battery Before shooting check battery status, make sure it is in an ideal mode and above 75% to avoid any incompletion.	**Keep Your Phone in Airplane Mode** Forgetting to put the smartphone in airplane mode can " destroy the audio" When recording on a phone with a DATA connection ON, the device can cause electrical interference that will make the audio unusable.
Apps for Manual Control Use different applications where you can adjust Exposure, focus white balance manually to produce a better broadcast-quality video.	**Camera Settings** Set your required Audio and Video capture setting according to your region. For the Asia region: Resolution: 720p, Ratio 4:3 frame 25fps, Bits 16 Mbps
Test Mic level Carry more microphones (both handheld & collar mic) than anything else, because capturing broadcast-quality audio in tough field conditions is challenging.	**Use Headphones** An important tip for recording quality audio is to always use headphones. Just because the sound levels appear on the screen and go up and down does not mean the phone is capturing a usable recording.
Press Record Make sure it is recording and you can see the meter registering sounds. Move your device closer to the subject until you are at the correct levels. Also, adjust volume gain from your smartphone to avoid a blast in sound.	**Test Light** When you want to achieve better quality in harsh lighting and sound locations, you will need a few more items. Interview rig with light and mic. Ideal for reporting in low-light and indoor situations.
Internal Memory Your mobile must have enough internal memory or space available to ensure that you don't run out of space while recording the interviews.	**External Memory** In case your phone or recording equipment doesn't allow extensive recording space / memory. You must have arrangement for an external memory card / drive.

Filming Fundamentals

☒ **Do Not Shoot Vertically:** Shooting video horizontally is one of the basic first steps to filming good content with a mobile phone. If you find yourself filming vertically and want to switch, "don't just turn it sideways and continue". But instead, stop the video recording in process, save it and then start making a new video in landscape mode or by keeping your phone horizontal.

☒ **Shots That Make Sequence:** Whenever we shoot videos, we should be thinking of how the images will be used in the finished edit. To that end, we must always shoot in sequences and not just consider individual shots. No matter how pretty or interesting an individual shot may be, it must be linked to the pictures around it if it's to be a part of the story and not just a "postcard".

☒ **Stabilize the Camera:** In recent times, technology in smartphones has improved a lot. Whenever you want to film a video for your project or have footage of your interesting trip, you might have found the video is shaky or seems unstably recorded. Holding the phone with your bare hand is not effective to capture sturdy and high-quality video at all. To avoid this instability and blurriness in the video, you need the help of some stabilizers or grips.

☒ **Manual Zoom:** Traditionally, it's not a great idea to incorporate digital zoom into your workflow, as it results in reduced image quality. Optical zoom, the type of zoom that uses the lens instead of software, is by far the most desirable type of zoom. There may still be occasions where you wish to incorporate zoom into your project for creative reasons, and if digital zoom is the only option at your disposal, then that's what you'll have to use.

Some professional apps provide + button to zoom in and the – button to zoom out, as well as adjust its speed.

Tips for Shooting

Set Your Position	Height of Camera	Headroom	The Background
The Focus	The Exposure	Eye Contact	Distraction
Sunlight	Dress Up		

Editing

"To prepare (motion-picture film, video, or magnetic tape) by deleting, arranging, and splicing, by synchronizing the sound record with the film, etc."

One way to define editing is to use the formula: Shot < Scene < Sequence = Editing.

A shot is defined as a short, continuous single run of the film. A scene is composed of numerous shots cut, and they are joined together. A scene can be anything that the director wants it to be, such as someone entering a room, having a conversation with a person in the room, and then leaving the room. A sequence is several scenes joined together that could be a large percentage of the movie when it is finished.

While these tips don't exactly teach you how to make edits to your video clips, they can help cut your editing time in half and help you produce better results in the end.

Tips for Editing

1. **Choose the Right Software:** Every Software offers everything you need to check its usability, digital interface, and features. The key here is to choose what works for you and your editing style instead of just the latest, most advanced video editing program out there.
2. **Use A Fast Computer:** The fast computer can help you with edit and fast rendering for that you can use an SSD card for storage, 8GB+ RAM, and a Graphics card for faster and trouble-free editing.
3. **Watch Video Editing Tutorials:** YouTube, blogs, and educational websites are full of useful tutorials for creating great video content. As you look for tutorials to achieve certain looks and complete specific tasks, target the software version of the program you're using. Many companies adjust functionality and menu settings from version to version.
4. **Get the Project Files:** Many new video editors prefer to use the same project files as the instructors in the tutorial. This will help you learn the steps correctly. Many tutorials allow you to download their project files for this exact reason. Once you have more experience with a technique, you can repeat the process with your video files.
5. **Obey the 321 Rule:** Learn from the start to measure twice and cut once, video editors using any program should practice the 321 rules. Keep three copies of everything you create, in at least two different places, with one of those places physically separated from your other locations.
6. **Edit for a Story:** To tell a great story. Go beyond the basics—cutting away extraneous footage and correcting the order of your clips— To evoke the right emotions and effectively impart your intended message. Use your practical and technical knowledge in achieving this instead of just adding a bunch of effects to impress your viewers.
7. **Maintain an Efficient Workflow:** To improve your workflow is to organize your projects and files in folders that you can use again and again. Create homes for your projects, footage, audio files, images, and graphics, in which you can also create more subsections and folders.
8. **Use Keyboard Shortcuts:** To perform a range of in-app editing functions. Memorize, and customize the different sets of shortcuts for software programs Or purchase an editing keyboard (or at least a replaceable editing keyboard cover) that already has keyboard shortcut icons in them.
9. **Learn Important Terms:** Some of the terms used are:

   Jump Cuts – Cutting out portions to skip boring or predictable moments and preserve visual interest.
   J Cut – Audio precedes the video.

L Cut – Video precedes the audio.
Montage – Sequence of clips showing the passage of time, usually for a transformation or character development.
Cutting on Action – Cutting when the subject is moving instead of after each movement to create a more interesting and fluid scene.
Match Cut/Match Action – Cutting together two visually similar shots or scenes
Cutaways – Adding transition pieces that don't include the main subject or action to show the surrounding environment and set the mood, add meaning to the scene, or aid dramatic tension.
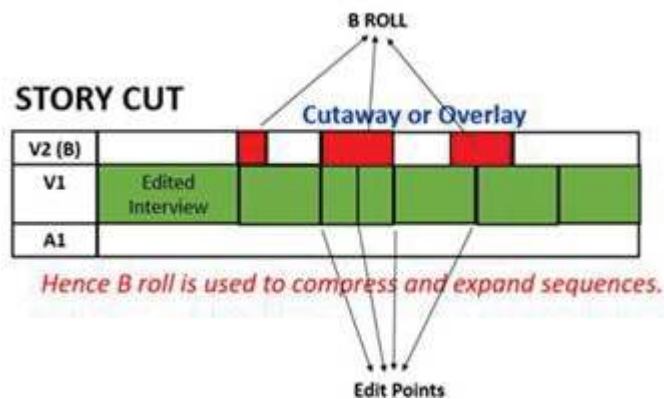(*These are just a few, as there are certainly many other cuts and terms to learn.*)

10. **Color Correct Your Clips:** Color is a major design element that can be manipulated to highlight certain subjects, evoke specific emotions, and set the mood or atmosphere of your scene. Fortunately, today's video editing programs give us a lot of color editing options that used to be only possible with photo. Most editors do two things: color correction, to make sure that the colors of your footage are consistent in each scene, and color grading, to give your film a different look. Both are essential when you want most of your scenes to look as realistic as possible, or to differentiate certain scenes from others, such as when you use presets like sepia and monochrome on "flashback" scenes.

11. **Voice Over:** The voice-over is read from a script and maybe spoken by someone who appears elsewhere in the production or by a specialist voice actor. Synchronous dialogue, where the voice-over is narrating the action that is taking place at the same time, remains the most common technique in voice-overs. It is usually pre-recorded and placed over the top of a film or video and is commonly used in documentaries or news reports to explain information.

12. **Export Web Versions:** Once your video is done and ready to be exported, the natural tendency of most editors is to export it at the largest video resolution possible. In today's generation, where video projects are usually marketed online and on social media, you should also export smaller, high-quality versions for easier playback.
    When exporting for the web, the goal is to create a file that maintains its high quality without making it too heavy for upload and online viewing. If you're unsure about the export settings to use, don't worry. Sites like YouTube, Facebook, and Vimeo all have recommended export settings to help you appropriately resize your file.

13. **Select Good Music:** Don't just focus on the visuals; it should only be as good as your music. But before you even think of using just any music, remember that the safest option is to get music from a royalty-free music provider. You may be able to find free music, but the best audio usually comes at a price.

14. **Add Text and Graphics:** Depending on your film type, you may have to include more text aside from the title, opening/closing billboards (for broadcasting), and film credits. you can create them using your editing software.

Export Settings	YouTube	Vimeo	Facebook
Maximum Resolution	2160p (4K)	1080p (HD)	720p
Recommended Codec	H.264	H.264	H.264
Audio Codec	AAC-LC (up to 96kHz)	AAC-LC (up to 48kHz)	N/A
Bit Rate	HD 8mbps at 24fps, 4K 45mbps at 23fps	20mbps	N/A
Supported Frame Rates	24, 25, 30, 48, 50, 60	24, 25, 30	< 30fps

Process of Editing

1. Develop a project file
2. Using two video tracks (V1 and V2)
3. V1 For story editing
4. V2 leaving for B Roll (B-roll is secondary footage, often used as cutaway footage, to provide context and visual interest to help tell your story.)
5. Cuts and Sequencing
6. Edit B roll (Cover – Zoom, Jump Cut, Fast whipping Pan and Mistakes in Shooting)
7. Music, graphics, color correction, Audio Enhancement, and Subtitles
8. Rendering.

Tools for Digital Productions

Apps for Shooting

Mobile Camera Apps	Simple Video editing apps
✓ Native Camera App ✓ Pro take (Free – Android & IOS) ✓ Open Camera (Free – Android Only) ✓ Filmic Pro (iPhone/Android – License application and design specially for Journalists and Filmmakers) ✓ LU Smart (iPhone/Android – License for live, Save/Store in camera roll options)	✓ Quik (iOS / Android) ✓ Inshot (iOS / Android) ✓ Animoto (iOS / Android) ✓ Apple Clips (iOS) ✓ Splice (iOS) ✓ Enlight VideoLeap (iOS) ✓ CuteCut (iOS / Android) ✓ Movie Maker (Android) ✓ Vlogit (iOS / Android) ✓ VideoShop (iOS / Android)

Best Photo Editor Apps

Android	IoS
- Adobe photo express - Snapseed - Aviary - AirBrush - Bonfire Photo Editor Pro - Cupslice Photo Editor - Fotor Photo Editor - LightX Photo Editor - Photo Director	- Adobe photo express - Snapseed - VSCO - Camera+ - Cortex Camera - Enlight - TouchRetouch - SKRWT - Superimpose

Best Video Editor Apps

Andriod	*IoS*
- KineMaster - ActionDirector - Adobe Premiere Clip - FilmoraGo - Funimate Video Effects - Movie Maker - FilmmakerPowerDirector	- IOS - iMovie - Luma Fusion - KineMaster - Inshot - Videoshop - Splice - Cameo - Quik - Video Crop - Magisto

Extended Video Recorder and Editing Apps

Android		*IOS*	
Filmic Pro - Audio gain - Ruler - Image Stabilization - Manual Camera - Flashlight - Zoom In & Out	*Kine Master* - Add clip - Trim clip - Add filter - Add title - Add background sound - (Voiceover) - Undo your edits	*Filmic Pro* - Audio gain - Ruler - Image Stabilization - Manual Camera - Flashlight - Zoom In & Out	*iMovie* - Add clip - Trim clip - Add filter - Add title - Add background sound - (Voiceover) - Undo your edits

Dissemination and Social Media

Digital dissemination: refers to the entire process by which specific contents are articulated, selected, transformed into digital content, and received by social media audiences.

The term media: refers to the communication channels through which we disseminate news, music, movies, education, promotional messages, and other data. It includes physical and online newspapers and magazines, television, radio, billboards, telephone, the Internet, fax, all social media platforms and billboards. It describes the various ways through which we communicate in society. Because it refers to all means of communication, everything ranging from a telephone call to the evening news on television can be called media.
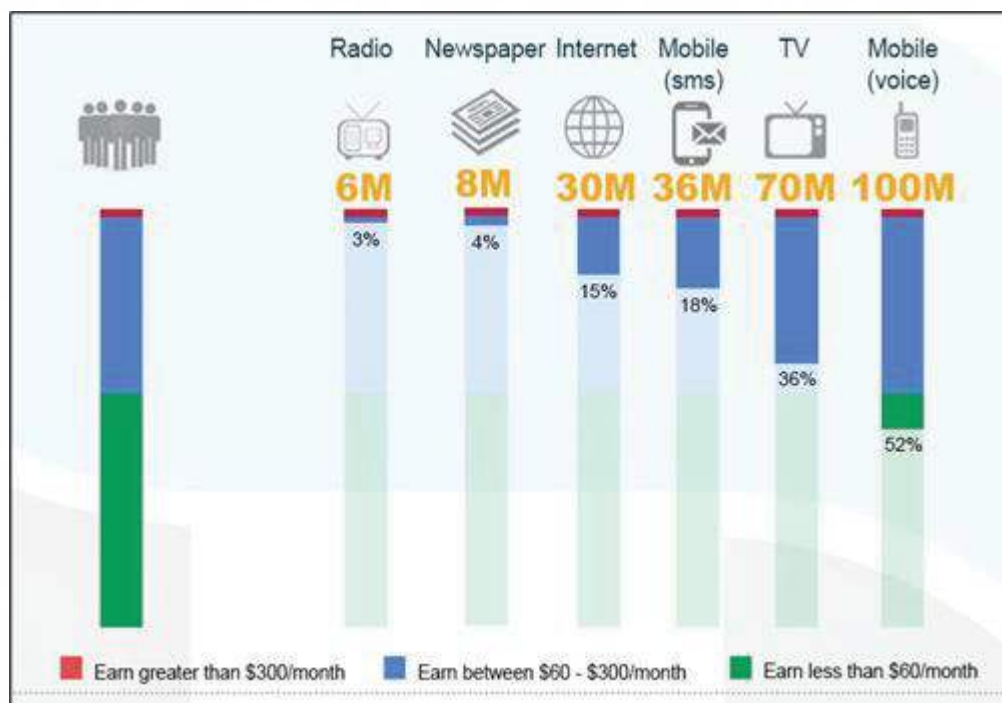
Why Digital Media for Dissemination?

Citizen participation and wider information dissemination have been significantly influenced by the proliferation and use of consumer devices. Of all devices or interfaces, mobile phones and in particular smartphone and communications technology continue to act as a catalyst of change in the digital world.

Due to the advent of technology and the internet, knowledge is now instantaneous. People can access information more easily than ever before. Digital/social media is the most effective tool for sharing news and stories. Social media platforms have become influential in gaining public support

and reaching large numbers of people within a short period. Regardless of the platform, social media has the power to spread your voice everywhere.

Traditional knowledge dissemination methods have been ineffective in leading to timely and widespread changes. Social media has the potential to reach broader audiences than more traditional methods.

THE WORLD'S MOST-USED SOCIAL PLATFORMS
JUL 2021
THE LATEST GLOBAL ACTIVE USER FIGURES (IN MILLIONS) FOR A SELECTION OF THE WORLD'S TOP SOCIAL MEDIA PLATFORMS*
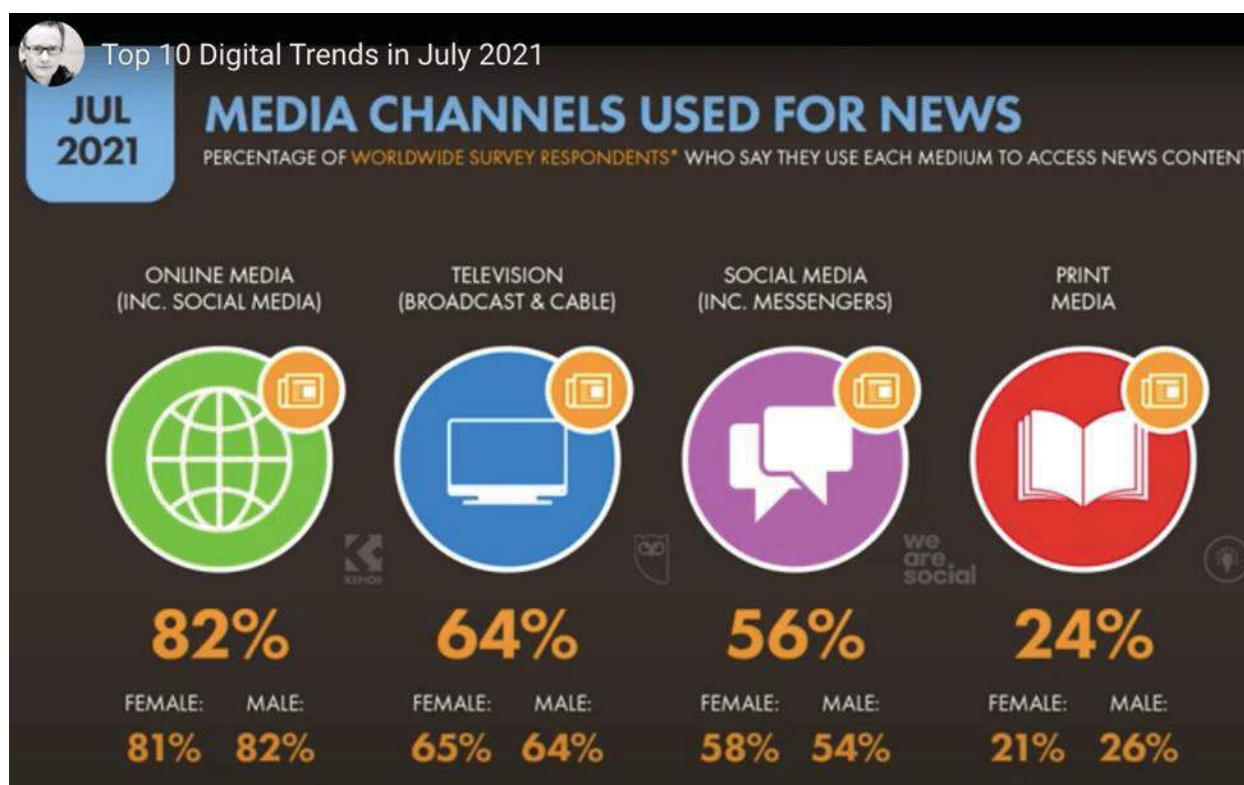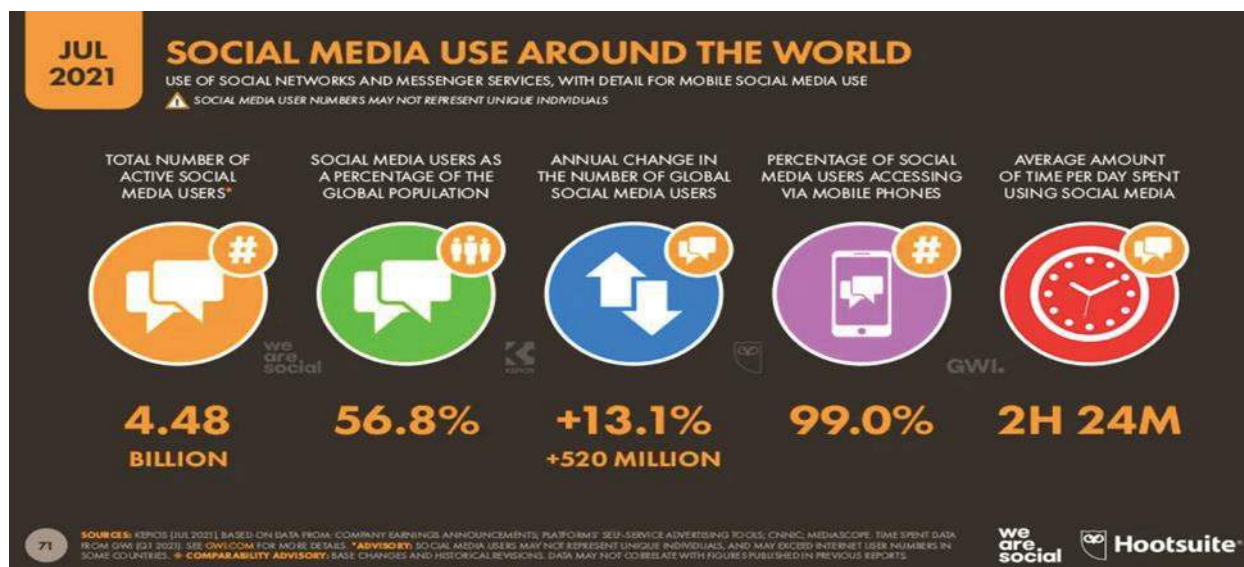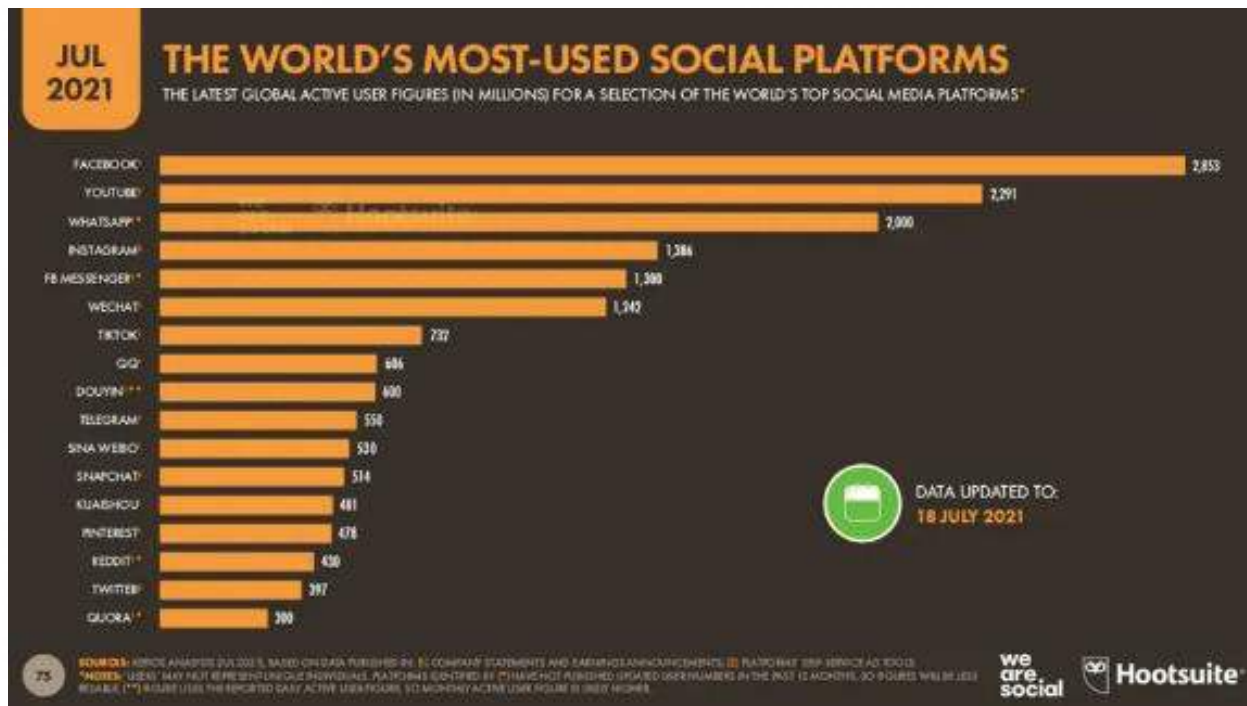
Technology of Content

"Technological convergence" is a concept whereby merging, blending, integration, and transformation of independent technologies leads to a completely new converged technology.

Technological convergence, in general, refers to the trend or phenomenon where two or more independent technologies integrate and form a new outcome. One example is the smartphone. A smartphone integrated several independent technologies—such as telephone, computer, camera, music player, television (TV), and geolocating and navigation tool—into a single device. The smartphone has become its own, identifiable category of technology, establishing a $350 billion industry.

1. Converged devices can execute multiple functions to serve a blended purpose.
2. Converged devices can collect and use data in various formats and employ machine learning techniques to deliver an enhanced user experience.
3. Converged devices are connected to a network directly and/or are interconnected with other devices to offer ubiquitous access to users.

MEDIA CONVERGENCE
Content is provided in many formats.

News available as text, audio, or video format in print or digital forms.

NETWORK CONVERGENCE
A network recieves and transmits many formats of content.

Fixed broadband network processes voice, video, and data (offering multiple services such as telephony, television, and the internet).

TECHNOLOGICAL CONVERGENCE
A device performs many types of functions and delivers many formats of content

Smartphones, smart TVs, wearable IoTs, Industrial IoTs, smart city devices and platforms.

Formats and functions shown are select and not exhaustive.

Platforms for Dissemination

Many digital/social media channels are popular nationally and internationally. A few examples are:

1. *Facebook http://facebook.com*
2. *LinkedIn http://linkedin.co*
3. *Instagram http://intagram.com*
4. *Twitter http://twitter.com*
5. *Tik Tok Http://tik tok.com*
6. *YouTube http://youtube.com*
7. *WhatsApp http://whatsapp.com*

Customize Information for a Specific Platform

Customized information plays a pivotal role to spread and reach more people within a minimum period. High-quality content and smart structuring can help digital/social media users read the content quickly. The content is easily readable if it is listed in numbers, bullet points, and headers to easily highlight key information points. Here are some key points that can help your content on every social media platform.

	Face Book	Instagram	Twitter	LinkedIn	YouTube	Tik Tok	Pin Interest

Type of content	Anything	Pictures, Stories, and Videos	Text and Mini Video	Text, Photos, and Pictures	Videos	Mini Videos	Text, Picture, and videos
Ideal Caption	50 Words	138-150	240-259	1000 characters	100	30 Characters	100 Characters
Characters Limit	63,206	2200 Characters	280 Characters	1300	5000 Characters	150 Characters	500 Characters
HashTag Limit	N/A	30 Hashtags	280 Characters	No Limit	100 Hash Tags	Up to 289	200,000
Postings per post	Up to 5000	10 Pic/Vid per post	4 Pic/Video per tweet	9 Pic/Video	12 Hours/ 256 GB per day	1 Video	2000 Boards
Video Story	60 Seconds	60 Seconds	N/A	20 Seconds	15 Seconds	N/A	N/A
Video Post	240 Minutes	60 minutes	N/A	15 minutes	12 Hours	1 Minute	15 Minutes
Live	8 hours	4 Hours	N/A	4 hours	12 hours	1 Hour	N/A
Post per day	25	100	730	100	12 hours of video or 256 GB	~	100

How to Increase Your Work's Visibility?

The visibility of digital/social media channels is a key element for your content's success, as the audience will be much more interested in your post/sharing information. For this, you must use a different kinds of techniques for increased visibility i.e., hashtag, captions, tagging relevant pages on Facebook, embedding posts on your blog, asking your friends/relatives to share, choosing to post at the right time, sharing other people's content, and share your content. Here are a few tips for digital media posting.

	Face Book	Instagram	Twitter	LinkedIn	YouTube	Tik Tok	Pin Interest
Ideal video Length	15 Seconds – 3 Minutes	2 – 5 Minutes	Max 140 Seconds and 43 – 45 Seconds	30 Seconds or less	15 Minutes	60 Seconds (best performance time is 9 – 15 Seconds)	6 – 15 Seconds
Best time to post	8:00 AM to 12:00 PM on Tuesdays and Thursdays	11:00 AM on Wednesdays	8:00 AM on Mondays and Thursdays	9:00 AM on Tuesdays and Wednesdays	Saturday and Sunday, 9 AM and 11 AM	12 PM – 07 PM	Fridays and Saturdays between 08 PM – 11PM
Best post length (caption)	40 – 50 Characters for the general post	125 Characters	For tweet: 71– 100 Character CaptionPicture or Video 23 Character	140 Character	Up to 70 Character	3 Character per hashtag	70 – 100 characters
Per day Post	Once-daily, maximum 2 posts per day	once a week. Better: 3 times a week. Optimal: once or twice a day	once a day. Better: 3–6 tweets a day. Optimal: 15-23 tweets a day	At least twice a week, Post in the morning	3 Videos a week	3 times per day	5 Pins per day

Social Media in Pakistan

#	WEBSITE	MOBILE SHARE	COMPUTER SHARE	FEMALE SHARE	MALE SHARE	AGE 18-24 SHARE	AGE 25-34 SHARE	AGE 35-44 SHARE	AGE 45-54 SHARE	AGE 55-64 SHARE	AGE 65+ SHARE
01	GOOGLE.COM	66.7%	33.4%	42.6%	57.4%	17.4%	32.0%	17.0%	12.9%	11.6%	9.1%
02	YOUTUBE.COM	30.2%	69.8%	41.4%	58.6%	19.3%	34.8%	16.7%	11.5%	9.4%	8.3%
03	FACEBOOK.COM	64.9%	35.2%	47.5%	52.5%	15.2%	28.6%	17.8%	14.5%	12.8%	11.1%
04	WIKIPEDIA.ORG	73.9%	26.1%	44.8%	55.2%	17.2%	31.4%	17.2%	12.9%	11.8%	9.5%
05	GOOGLE.COM.PK	61.2%	38.8%	40.4%	59.6%	21.1%	34.4%	15.6%	11.3%	10.6%	7.1%
06	INSTAGRAM.COM	62.1%	37.9%	46.8%	53.2%	17.3%	31.2%	17.2%	12.8%	11.1%	10.4%
07	WHATSAPP.COM	12.6%	87.4%	31.2%	68.8%	21.6%	36.9%	16.9%	11.1%	7.5%	6.0%
08	XNXX.COM	91.0%	9.0%	10.0%	90.0%	15.4%	29.2%	16.7%	15.5%	11.2%	12.0%
09	DAWN.COM	84.3%	15.7%	28.4%	71.6%	31.9%	33.1%	15.9%	9.5%	5.7%	3.8%
10	TWITTER.COM	76.5%	23.5%	43.7%	56.3%	17.1%	31.3%	17.1%	12.9%	11.4%	10.4%

RANKING OF MOBILE APPS BY MONTHLY ACTIVE USERS

#	APP NAME	PARENT COMPANY
01	WHATSAPP	FACEBOOK
02	FACEBOOK	FACEBOOK
03	FACEBOOK MESSENGER	FACEBOOK
04	INSTAGRAM	FACEBOOK
05	MX PLAYER	TIMES GROUP
06	TIKTOK	BYTEDANCE
07	IMO	IMO.IM
08	DARAZ	ALIBABA GROUP
09	TWITTER	TWITTER
10	UC BROWSER	ALIBABA GROUP

RANKING OF MOBILE GAMES BY MONTHLY ACTIVE USERS

#	GAME NAME	PARENT COMPANY
01	PUBG MOBILE	TENCENT; VNG; REKOO; KRAFTON
02	LUDO STAR	GAMEBERRY
03	AMONG US!	INNERSLOTH
04	CANDY CRUSH SAGA	ACTIVISION BLIZZARD; TENCENT
05	8 BALL POOL	MINICLIP
06	SUBWAY SURFERS	IDREAMSKY, SYBO
07	CALL OF DUTY: MOBILE	ACTIVISION BLIZZARD; TENCENT; SEA; VNG
08	CARROM POOL	MINICLIP
09	LUDO KING	GAMETION
10	FREE FIRE	SEA

Digital Safety

Digital safety refers to cyber safety including internet, media, and online safety. The purpose of digital safety is to protect our personal, families, communities, and nations' information and data. Digital safety is learning how to safeguard your privacy and protect your family from predators as we connect digitally in this era.

Copyright Laws

Copyright is the legal right given to originators of content to ensure the protection and exclusivity of their products. The primary objective of copyright is to reward authors, through the provision of property rights, to create new works and to make those works available to the public to enjoy.

A. In Pakistan, copyright protection is governed by the provisions of the Copyright Ordinance, 1962 ("the Ordinance") which is modeled on the English Act of 1914. Pakistan is a member of the Berne Copyright Union and the Universal Copyright Convention.

B. One of the most significant developments about the protection of copyright in Pakistan is the recent promulgation of the Copyright (Amendment) Act, 1992 ("the Amendment Act"). Copyright protection originally available to literary, dramatic, musical, artistic, cinematographic, and architectural works, books, photographs, newspapers, engravings, lectures, records (defined as "any disc, tape, wire, perforated roll or another device in which sounds are embodied to be capable of being reproduced therefrom, other than a soundtrack associated with a cinematographic work") and sculptures are now extended to computer software, periodicals, video films and all kind of audio-visual works.

Digital and Cyber Security

A. Digital security is the protection of your online identity and activities, it is about securing your data, assets, and technology in the online and digital world. There are different kinds of tools are available to use and protect your identity including anti-virus software, web services, biometrics, and securing personal devices that you carry every day.

Cyber Security is about the protection of Individuals and Organizations from Cyber Attacks. Cyber Security has been therefore recognized as a global problem, transcending national boundaries. It is a rapidly growing challenge with new sophisticated zero-day attacks costing economies billions of dollars annually.

The government of Pakistan has established National Center for Cyber Security (NCCS) in June 2018. NCCS is the joint initiative of the Higher Education Commission and Planning Commission.

PECA 2016 Act

Prevention of Electronic Crime Act 2016 is a procedural law in Pakistan which deals with cyber and digital space. It applies to every citizen of Pakistan, no matter where s/he might be, and to every other person who is in the country for the time being. For more information visit PECA.

MODULE FIVE

Project Management - Focused Peace Action Plans

What is A Peace Action Plan?

In project management, an action plan is a document that lists the action steps needed to achieve project goals and objectives. Therefore, an action plan clarifies what resources you'll need to reach those goals, makes a timeline for the tasks or action items and determines what team members you'll need to do it all. We'll define what project goals, project objectives, action items and action steps are later on in this guide.

An action plan documents the execution of the project plan. That is, it's a detailed list of the work that must be done to complete the project goals, including the action steps that are involved in getting from the start of the project to the finish. An action plan is similar to a project implementation plan and it's very helpful during the project planning and project execution phases.

Not only are you figuring out the action steps and timeline, but you'll also determine who you'll assemble for your project team to work on those tasks.

Why Peace Action Plan?

Sometimes project leaders don't spend much time on developing an action plan before an initiative, which, in most cases, leads to failure. If you haven't heard, "failing to plan is planning to fail" said Benjamin Franklin supposedly once.

Planning helps you prepare for the obstacles ahead and keep you on track. And with an effective action plan, you can boost your productivity and keep yourself focused.

Here are some benefits of an action plan you should know:

- ☒ It gives you a clear direction. As an action plan highlights exactly what steps to be taken and when they should be completed, you will know exactly what you need to do.
- ☒ Having your goals written down and planned out in steps will give you a reason to stay motivated and committed throughout the project.
- ☒ With an action plan, you can track your progress toward your goal.
- ☒ Since you are listing down all the steps you need to complete in your action plan, it will help you prioritize your tasks based on effort and impact.

Strategic Action Plan

	Goal			
	Ation Step 1	**Ation Step 2**	**Ation Step 3**	**Ation Step 4**
Responsible Department/ Employee				
Resources Needed				
Progress Indicated at Benchmark				
Completion Date				
Evidence of Improvement				

Sub Module 5.2 - Key Components of Applied PAP

From the looks of it, creating an action plan seems fairly easy. But there are several important steps you need to follow with caution in order to get the best out of it. Here's how to write an action plan explained in 5 easy steps.

Defining End Goal

If you are not clear about what you want to do and what you want to achieve, you are setting yourself up for failure.

Planning a new initiative? Start by defining where you are and where you want to be.

Solving a problem? Analyze the situation and explore possible solutions before prioritizing them.

Then write down your goal. And before you move on to the next step, run your goal through the **SMART** criteria. Or in other words, make sure that it is:

- ⬜ Specific – well-defined and clear
- ⬜ Measurable – include measurable indicators to track progress
- ⬜ Attainable – realistic and achievable within the resources, time, money, experience, etc. you have
- ⬜ Relevant – align with your other goals
- ⬜ Timely – has a finishing date

Listing down steps - JDs Matrix

The goal is clear. What exactly should you do to realize it? Create a rough template to list down all the tasks to be performed, due dates and people responsible.

Task	Assigned to	Due Date

It's important that you make sure that the entire team is involved in this process and has access to the document. This way everyone will be aware of their roles and responsibilities in the project.

Make sure that each task is clearly defined and is attainable. If you come across larger and more complex tasks, break them down to smaller ones that are easier to execute and manage.

Mile Stoning

It's time to reorganize the list by prioritizing the tasks. Some steps, you may need to prioritize as they can be blocking other sub-steps.

Add deadlines, and make sure that they are realistic. Consult with the person responsible for carrying it out to understand his or her capacity before deciding on deadlines.

Milestones can be considered mini goals leading up to the main goal at the end. The advantage of adding milestones is that they give the team members to look forward to something and help them stay motivated even though the final due date is far away.

Start from the end goal and work your way back as you set milestones. Remember not to keep too little or too much time in between the milestone you set. It's a best practice to space milestones two weeks apart.

Resource Allocation Matrix

As with your project plan, your action plan has resource requirements. Having identified your action steps and action items will help you understand what resources are needed for each task and allocate accordingly.

Before you start your project, it's crucial to ensure that you have all the necessary resources at hand to complete the tasks. And if they are not currently available, you need to first make a plan to acquire them.

This should also include your budget. You can assign a column of your action plan to mark the cost of each task if there are any.

Visualizing PAP

The point of this step is to create something that everyone can understand at a glance and that can be shared with everyone.

Whether your action plan comes in the shape of a flowchart, Gantt chart, or table, make sure that it clearly communicates the elements we have identified so far – tasks, task owners, deadlines, resources, etc. This document should be easily accessible to everyone and should be editable.

Company Name

Action Plan

Company Address:
Phone:
Email:
Website:

Goal						
Describe your goal here.						
Action Description	Responsible Department/ Employee	Start Date	Due Date	Required Resources	Potential Blockers	Outcome

Action Plan Template

Goal:						
Action Step	Responsible	Start Date	Milestones	Due Date	Resources	Desired Outcome

Activity 5.2

Use the SMART goals worksheet to simplify this process. Share it with others to get their input as well.

SMART Goal Worksheet

Name: Date:

Goal in Mind	Add tect
Is it Specific? **S**	Add tect
Is it Measureable? **M**	Add tect
Is it Attainable? **A**	Add tect
Is it Relevant? **R**	Add tect
Is it Timely? **T**	Add tect
SMART Goal	Add tect

Sub Module 5.3 - Project Implementation

What is Project Implementation?

Project implementation is the process of putting a project plan into action to produce the deliverables, otherwise known as the products or services, for clients or stakeholders. It takes place after the planning phase, during which a team determines the key objectives for the project, as well as the timeline and budget. Implementation involves coordinating resources and measuring performance to ensure the project remains within its expected scope and budget. It also involves handling any unforeseen issues in a way that keeps a project running smoothly.

To implement a project effectively, project managers must consistently communicate with a team to set and adjust priorities as needed while maintaining transparency about the project's status with the clients or any key stakeholders.

Steps of Project Implementation

There are several steps involved in implementing a project, including some planning that must occur before the implementation can begin. Here is a list of steps for implementing a project effectively:

1. **Assess the Project Plan**

In the first phase of the project cycle, it's beneficial to establish a plan that meets the expectations of management, clients and key stakeholders. Before implementing a project, assess the plan and make sure that everyone on the team understands the project deliverables. The project manager may want to hold an initial meeting to outline everyone's assigned roles and the expected timeline, as well as any project milestones that a team works toward in the implementation phase. This initial step can help to unite the project team and set a collaborative standard for work.

2. **Execute the Plan**

With a plan in place and expectations set for the team, it's time to start work on the project. During this step, project managers want to have regular discussions with the team about their progress. Measure the project's timeline against the projected schedule and monitor resources to ensure the team has what they need to complete the project successfully. Communication is instrumental during this part of the process to keep the team aware of the project's priorities. It's also important to provide regular progress updates to the clients or key stakeholders to remain transparent about the progress during this step.

3. **Make Changes as Needed**

During any type of project, it's likely that a project manager needs to make changes during implementation, such as to address additional requests from the client or to keep the project within its scope. Make these adjustments as necessary, relying on the project plan to identify solutions. Continue to communicate with the team, asking questions to determine areas where they need more support. Be prepared to allocate more staff or resources if a project deviates from the plan.

Change is a reality for many projects and how effectively a project manager implements those changes can affect the project's outcome.

4. Analyze Project Data

Throughout the implementation phase of a project, it's important to analyze data consistently to measure how a project is progressing against the initial projections. You can use specific project management software or a manual system to compile data related to staffing, resources and budget. Examine the data and determine if there are other areas where it would be beneficial to implement additional changes to help a team meet the initial project expectations. If so, go back to the previous step and make those changes, continuing to gather additional data to assess the project variables.

5. Gather Feedback

Once the team has completed the project deliverables, there are still some essential steps left in the process. Gather feedback from the project team, clients and stakeholders about the project's outcome, assessing what parts of the project went according to plan and what areas the team could improve in the future. You can have direct conversations with those involved in the project to get this feedback, or you may find it helpful to send out a short survey asking for input. This step can help companies make continual improvements to ensure the successful completion of future projects.

6. Provide Final Reports

In the last part of the implementation phase, provide reports to the project team, clients and stakeholders outlining how the project performed against the projected budget and timeline. Explain any areas where you needed to make changes to keep the project within its scope and budget. These reports include the applicable data related to the project's budget, time and resources. This step gives companies the chance to reflect on the successes of the project and identify any improvements needed for the future, which can have long-term benefits for the project management cycle.

PeaceFLIX

Website: https://gnmionline.org/

Email: info@gnmionline.org

Facebook: https://www.facebook.com/gnmionline

Twitter: https://twitter.com/GnmIonline

Instagram: https://www.instagram.com/gnmiofficial/

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