

**R E P O R T**  
***Alternatives to Violence Program (AVP)***  
***Advanced Level Workshop***  
***PIASS, Huye Campus,***  
***August 3-5, 2022***

The AVP Advanced Level Workshop was organized with the support of GIZ by the Center for Research and Action for Sustainable Peace and Development (CRASPD) at the Protestant Institute of Arts and Social Sciences (PIASS) Faculty of Development Studies. The team had invited people who had completed an AVP Basic Level Workshop, as is customary for AVP Advanced Workshops. The workshop was held in English, with the option of doing group work in any language the group felt comfortable with.

The team of AVP facilitators was composed of Gloire Sebuyange, a Congolese PIASS graduate and intern at CRASPD, Kanyana Gorret, a Rwandan PIASS graduate, Serge Muvunyi, PIASS Communication manager and Anne Dietrich, International Peace Advisor of GIZ Civil Peace Service based at CRASPD/ PIASS.

15 students from the Department of Peace and Conflict Studies at PIASS and a few students from the Faculty for Psychology at the University of Rwanda who all had completed an AVP Basic Workshop, participated, 9 of them female and 6 of them male. Unfortunately, one male participant had an accident on motorbike taxi the second day of the workshop, and he could not accomplish the training.



## Agenda of the Avp Advanced Workshop, August 3-5, 2022

*Focus Topic: How do we recognize conflict and how can Transforming Power support us to resolve conflict, especially when there is anger?*

### Session 1:

#### Community Building

- Welcome
- Agenda Preview
- Gathering
- Community Agreements
- Opening talk

### Session 2:

#### Re-introducing Transforming Power

- Gathering
- Transforming Power  
Mandala Review
- TP Experiences Sharing
- L&L
- A Letter to Myself
- TP queries

### Session 3:

#### Consensus Decision Making

- Quick Group Decision-Making Exercise
- Consensus Decision-Making Process
- Feedback for Day 1
- Closing: Good Wishes for All

### Session 4:

#### Reviewing Conflict and Violence

- Gathering
- Conflict Scenarios
- Origins of violence and conflicts triangle

### Session 5:

#### Dealing with Anger

- Gathering
- Hassle lines
- Anger in our body
- Brainstorm on anger management
- L&L
- Four ways to respond to an angry message
- Practice four ears
- Harvesting
- Feedback Day 2
- Closing: Namaste Circle

### Session 6:

#### Dealing with Anger

- Gathering
- Transforming Power Queries (Groups)
- Anger Scenarios (Groups)
- Anger in Our Body

- Four ways/options to react to an angry message from someone else

### Session 6:

#### Nonviolent Conflict Transformation

- Gathering
- Theater of the oppressed (ToO), introduction & Instructions.
- ToO group work: preparing role plays
- ToO performances and debriefing
- L&L
- Lessons learned from ToO
- Affirmation Posters

### Session 7: Closing

- L&L
- Gathering
- Letter to myself revamped
- Open Questions
- Way Forward
- Evaluation of the WS
- Certification
- Closing

## Session 1: Community Building

In a welcome talk, one facilitator outlined the Covid-19 security precautions everyone would have to observe, at all times, so that the workshop could go ahead, the team members introduced themselves and presented the agenda of the day.

It was explained that participants in an AVP Advanced Workshop, rather than adhering to a fairly set program in a Basic Level Workshop, choose which topic they want to focus on during the three-day advanced level workshop. The agenda for the first day of the workshop was then presented by the team.

### Gathering

All participants said where they were from, their AVP name and why they chose it, one thing they remembered from their AVP Basic Workshop, and what they expected from the Advanced Level Workshop during a gathering.

They also developed various expectations, such as expanding their knowledge of transforming power, learning from one another's experiences, mutual respect, and active and open participation. One facilitator assisted in the writing of expectations on a flip chart.

### Community Agreements



Participants were asked to suggest "Community Agreements" in groups of three in order to facilitate everyone's comfort in the workshop, maximize everyone's chances of enjoying the workshop, and build a vibrant and caring learning community. Every group thus presented in plenary the community agreements to which we could all commit ourselves. Following each suggestion, the group was asked if everyone could agree on the proposed behaviours, and one of the facilitators noted the agreed ones on a flip chart.

### Opening Talk

In an opening talk, one facilitator outlined the purpose and character of an AVP Advanced Level Workshop explaining difference between a basic and advanced workshop leading up to the ToF (training of facilitators). The facilitator also gave short reminder about the history of AVP as well as its four pillars and Transforming Power as the Heart or foundation of AVP.

## Session 2: Re-introducing Transforming Power

### Transforming Power Mandala Review

In a gathering, one facilitator began the session by asking participants what Transforming Power (TP) means to them. Some responded that it is a force that lives within all of us and contributes to us living peacefully together, while others stated that it cannot be forced but becomes active through you when you are open to it, and that we can use various techniques to help TP become more effective in our lives.

He then reminded participants of the Transforming Power elements (expect the best, respect for self, caring for others, thinking before reacting, and asking for a nonviolent solution) and placed them on the floor in the form of the Mandala (circle). Following that, another participant stated, "Even though transforming power is in all of us, we need to activate it daily so that we can practice it."

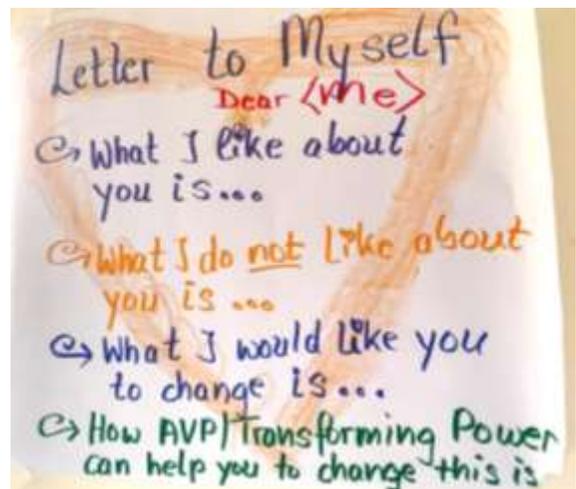
### Transforming Power Experiences Sharing

Every participant in a circle shared with another person a recent situation in their life where TP helped them. Everyone was invited to share their experiences with how Elements or Principles of Transforming Power had helped them in their lives after attending the AVP Basic Workshop, and which one had been especially helpful. Those who didn't want to share or couldn't think of anything to say could pass the floor to the next person in the circle and share later if they wanted.

### A Letter to Myself

According to one facilitator, the purpose of the "Letter to Myself" exercise for participants was to revisit and affirm themselves, as well as recognize that everyone has things they like/value in themselves and things they would like to change for themselves.

Everyone was given a blank paper to write a "Letter to Myself," and some ideas for its structure were shown and explained on a flip chart paper. The letter would begin, "Dear <own name>, what I like about you is..., what I don't like about you is..., what I would you to change..., and how I believe Transforming Power can help you change the way you would like to is..." and other elements can be added.



The facilitator explained that letter is only intended for the writer's eyes. Participants were instructed to keep the letter with them and possibly continue writing in it at home in the evenings of day 1 and day 2 of the workshop if the time allotted for the session was insufficient, and to bring it back with them on the third day of the workshop for their own review in light of their experiences and learning from the workshop.

### **Transforming Power Queries (Groups)**

The twelve Transforming Power Queries were introduced, and each of three groups of five people discussed how they understood four of the questions, as well as whether or not they asked themselves these questions in their daily lives.

Then, in plenary, one representative from each group shared what her/his group had discovered about how TP Mandala elements and the queries can make transforming power work to de-escalate conflict situations and prevent or reduce violence. Other group members supplemented their findings as needed. After each group explained which Transforming Power elements and queries they had shared experiences with, they arranged them around the Transforming Power Mandala depicted in the image.



### **Session 3: Consensus Decision Making**

#### **A Quick Group Decision-Making Exercise**

Participants were divided into two groups and asked to quickly choose a figure that best represented them (each group could either choose to be a lion, hunter or princess). One group was led outside the room, while the other remained inside. Each group quickly chose one of the figures that would oppose the other group's members and show with their bodies when they met the other group, standing in two lines. Each figure would lose to one other figure but win to another, so the group decision was critical for each group's failure or success in the next confrontation with the other group.

The emphasis was on the process of making a quick decision, in groups where some emerged as leaders and refused to listen to others, and others were frustrated when their opinion or advice was not heeded, and the group thus 'lost' in the confrontation... Some stated that they followed what they perceived to be the majority opinion, but were disappointed when the outcome was not satisfactory to the group.

## Consensus Decision Making Exercise on Focus Topic for the Workshop

One of the facilitators gave a brief introduction to group consensus decision-making, emphasizing that a decision will be stronger and more likely to be implemented when all those affected by the decision have had a chance to be heard and their needs have been taken into account.

Individually, participants were given three minutes to think of a topic they wanted to focus on in the remaining time of the AVP Advanced Workshop, and then they were paired up with one other person to decide on ONE focus topic in their pair.

The four needed to find ONE joint focus topic together, with some listening to others' good reasons why they would not be able to accept the ideas of others and others attempting to re-shape their

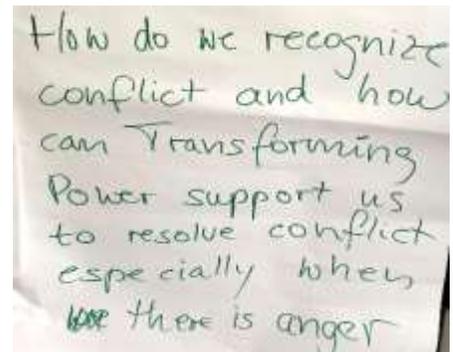


suggestions for the focus topic in a way that could serve all needs expressed. Following the discussion and decision in the four-person groups, these were joined by another four-person group, so that the eight would now make a decision on a joint ONE focus topic, which they would bring to the plenary of 15 participants and one facilitator, who had joined to make the group an even number of people, to make the final consensus decision together for the entire

group.

Discussions became intense, and arguments for one or the other topic went back and forth, so some phases had to be extended until they all reached an agreement on one focus topic that they were all comfortable with.

The main topic, according to the consensus found, was “How do we recognize conflict, and how can Transforming Power support us to resolve conflict especially when there is anger.”



### Closing Day 1

After brief feedback for day 1, using a barometer, a closing was done in the form of everyone saying a good wish to everyone else: Go well, eat well, sleep well, until we meet again.

## Session 4: Reviewing Conflict and Violence

### Gathering

In a go-around, participants shared “When I am in conflict with someone, I usually do ...” – no matter if they liked their own behaviour that they were describing or not. Some participants mentioned that when they are in conflict with someone, they usually; keep quiet, avoid that person, approach that person and ask for forgiveness when they are wrong.

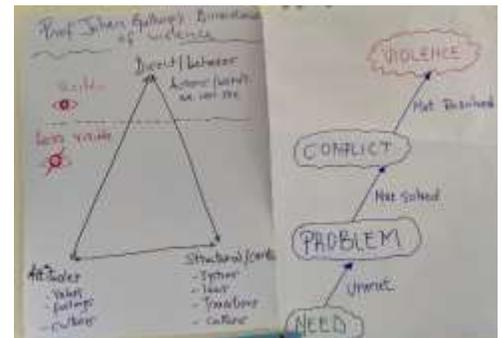
### Conflict Scenarios

One of the facilitators instructed the participants to form a circle in the center of the room and draw free corners on the walls describing a situation of "Violence," "Conflict," and "No problem." Thus, the facilitator could read each scenario aloud, and each participant could choose their corner based on their own interpretation of the scenario, which could be either violence, conflict, or no problem, i.e. "normal." The three scenarios discussed between participants were;

1. When Country A invades country B
2. Parents refuse a girl to marry a guy because he is from a different tribe.
3. You are watching your favorite soap opera TV and your family member comes switches channels because he or she wants to watch an important football game.

### Violence Triangle and Origins of Conflicts

A facilitator gave a short explanation of the ‘violence triangle’ according to Professor Johan Galtung who found that we often only see and hear direct violence, but that the more subtle forms of violence like discrimination, harmful cultural norms, injustice and exclusion where people suffer, often silently, can lead to direct violence if they remain unseen and unheard.



It was also explained that, according to Professor Julio Quan, all our conflict and violence results from needs unmet, and the earlier we realize that needs are unmet and someone / a group is suffering from the consequences, the easier it is to take actions that can help resolve the issues and prevent their escalation to violence. A participant asked why conflict leads to violence – in response, it was highlighted that conflict does not necessarily lead to violence, if we find nonviolent ways to resolve it, but it CAN lead to violence if we do not manage.

## Session 5: Dealing with Anger

### Gathering

During a gathering, everyone shared one thing they do when they know someone is upset with them. Most participants argued that when they know someone is angry with them, they use humor to calm that person's anger, they do things that person enjoys, they bring gifts to the person, they use a third party to talk to that person...

### Hassle Lines



Participants formed two straight lines where every participant had a partner in front of him or her. They thus played a short confrontation between partners. The scenarios played by participants were:

1. You are studying for your exam tomorrow, and your roommate is playing music at a loud volume.
2. A lecturer gives you zero on your assignment thinking you cheated yet you studied hard and you think it is unfair.

In the harvesting from this exercise, participants realized that there is no problem when there are different opinions, but when we suffer from others' actions, an issue arises. They also said it is good not to focus on own immediate reactions, but instead take time to ask for reasons why someone does what they do – we may realize they have good reasons. Someone else pointed out that conflicts are based on the perceptions we have from each other and from different needs; this is why communication is so important in conflict. One situation where this is vital: I expect the other person to apologize, but s/he thinks that there has not been a problem, consequently I become upset.

### Anger in Our Body

One of the facilitators asked participants to sit straight and relaxed, focusing on their bodies, recall a situation in which they had been extremely angry, connect to the physical sensations they had felt at the time, and stay in that situation for a moment. They'd recall their breath becoming stuck, their shoulders tense, their stomach aching, their forehead frowning, their legs strained, and so on.

After one minute, he instructed participants to take a deep breath, focus on the areas of their bodies that had been stressed during the anger situation, and slowly and consciously let go of the stress, feeling how the unpleasant body feelings dissipate when we give it an intentional try.

The facilitator concluded that if we can achieve this relaxation in the midst of an angry situation, it helps us realize that we can slow down and become aware of our feelings and needs, rather than bursting into thoughtless reactions that may harm ourselves and others.

### **Brainstorming on Anger management**

While one facilitator was writing different interventions on a flipchart, participants brainstormed about what they thought would be the best strategies to deal with anger.

### **Four ways/options to react to an angry message from someone else**

A facilitator explained that when someone has an 'angry' reaction to something we said or did, we typically respond with our own anger/blame/judgment towards the person ("you are even more selfish! "Don't you understand that I just tried to explain...?", "Who gives you the right to blame me for going out with...?" etc.), or with anger/blame/judgment towards ourselves ("I should have listened first, why am I so inconsiderate..."/ "How could I be so stupid" / "S/he is right, I am a hopeless case"... etc.).

We can do this by taking a deep breath and listening to what is alive in us when we hear the 'angry' message ("when he says I am selfish, I am sad because I would like friendship and recognition"/ "when she says 'do you think you are the only one who knows anything about this,' I am frustrated because I just want to contribute... " / "When he stops talking to me, I become desperate because I need love and connection").

AFTER we have checked within ourselves, for our own feelings and needs, we may then be able to empathize with the other person, the person who reacted to our behaviours or words in an angry way ("when he saw me taking his phone without asking him, maybe he was scared and would like safety for his stuff?", "perhaps she is frustrated after hearing me talk for 15 straight minutes and would like to be heard, too?", "when he sees me going out with another boy, could it be he is worried and needs some reassurance that I really love him"?).

If we are fully 'with' the other this way, and when the other person is open to hear us, we can give her/ him empathy out loud, saying some of what we have been guessing when we did 'silent empathy for the other'.

Once we manage to do that, we will be able not only to de-escalate violence but also to re-connect on a human level.

Four ways to deal with an ‘angry’ message, using our ‘NVC’ connection skills:

<p><i>Angry message from the other person</i></p>	<p>“This is MY phone! Give it back to me immediately! You only think of yourself!”</p>	<p>“Stop talking bullshit! Do you think you are the only one who knows...”</p>	<p>“Icy silence, no communication at all, very tense facial expression”</p>
<p>1. <i>Shouting out responding with anger</i></p>	<p>“You are even more selfish! Last week you took my...”</p>	<p>“Don’t you understand that I just tried to explain ...? Why do you not really listen when I ...?”</p>	<p>“Do not be so sensitive! Why do you think there is anything between this ... and me?”</p>
<p>2. <i>Shouting in responding with hating ourselves</i></p>	<p>“S/he is right, I am a hopeless case, I just did not think... s/he will never trust me... who will ever trust me...”</p>	<p>“I should really have listened first, why am I so inconsiderate... now he does not want to talk any more, and it is my fault!”</p>	<p>“How could I be so careless not to tell him that I met this other boy! He will never trust me again, and he is right, I am not worth his love!”</p>
<p>3. <i>(Silent) Self-empathy connecting to what is alive in ME now</i></p>	<p>“when he says that I am selfish, I am feeling sad because I would like friendship and recognition”</p>	<p>“when she says ‘do you think you are the only one who knows anything about this’, I am feeling frustrated, because I just wanted to contribute ... ”</p>	<p>“When he does not talk to me anymore and looks so angry, I am scared and desperate, because I need love and connection”</p>
<p>4. <i>(Silent) Empathy for the other (*) connecting to what is alive in her/ him</i></p>	<p>“when he saw me taking his phone without asking him, maybe he was scared and would like safety for his stuff?”,</p>	<p>“Perhaps she is frustrated after hearing me talk for 15 straight minutes and would like me to hear how this is for her?”</p>	<p>“When he sees me going out with another boy, could it be he is worried and needs some reassurance that I really love him?”</p>

(\*) When you are ready, you can try to make an empathy guess out loud, making a guess and asking the other person if it is what they experience. This can show the other person that it matters to you what is alive in her/ him at that moment – even if you might not have guessed her/ his feelings accurately. Here, the honest attempt counts!



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Protestant Institute of Arts and Social Sciences (PIASS)  
Faculty of Development Studies  
Center for Research and Action towards  
Sustainable Peace and Development (CRASPD)



Whatever has happened or has been said, recognizing each other's needs can bring us together on a human level because we all share the same needs. This is why it is vital to express our feelings and needs when we are in conflict with another person. Once we are able to do this, and the other person can hear it, a level of human understanding can be reached, and a path to a shared solution can be found.

## **Closing Day 2**

Short feedback was given for day 2 by using the thumbs up sign for things people liked, the thumbs down sign for things they didn't like, and the thumbs to the center for things they weren't sure about, and some participants mentioned a few things we could improve the next day.

## **Closing: Namaste Circle**

With a bow and the words "Namaste," which means "The good in me greets the good in you," everyone bid farewell to everyone else for the day, passing by everyone in the circle before returning to his or her own place.



## **Session 6: Nonviolent Conflict Resolution**

### **Gathering**

Participants in a gathering shared their thoughts on the statement "Someone I like talking to when I am angry or sad is..." When they are angry, some participants like to talk to their best friends, mothers, boy or girl friends, and so on.

### **Theater of the Oppressed: Role Plays Forum Theater**

One of the facilitators introduced the "Theater of the Oppressed" method developed in Rio de Janeiro by Brazilian Dr. Augusto Boal. His work at the Arena Theatre inspired him to experiment with new forms of theatre by involving the audience, which had a significant impact on traditional practice. Prior to his experimentation, audiences were invited to discuss a play at the end of the performance, as is customary. They remained viewers and "reactors" to the action before them, according to Boal. Boal developed a process in the 1960s in which audience members could pause a performance and suggest different actions for the actors, who would then carry out the audience suggestions. However, in a now-legendary turn of events, a woman in the audience once became so enraged that the actor could not understand her suggestion for how to play his role that she came onto the stage and demonstrated what she meant by playing the role herself. This, according to Boal, was the birth of the spectator' (not spectator), and his theater was transformed. He began by inviting audience members with change suggestions to the stage to demonstrate their ideas. In doing so, he discovered that through active (and acting) participation, audience members were empowered not only to imagine change, but also to practice that change, reflect collectively on the suggestion, and thus generate social action.

Each of three groups of participants prepared to play a situation of conflict they had experienced in their daily life where there is an oppression / escalation towards violence taking place. The groups were asked to play only the major scene of confrontation in plenary, up to a high point of escalation where the role play would stop. Then the audience would be asked what they had observed. They were also challenged to identify who, in this scene, was the oppressor, the victim and the passive person/ bystander. The goal of the theater, of the Oppressed in this form of Forum theater is to explore how the passive person could become active and to play her/ his role in a way that could de-escalate the situation or at least avert acute danger for safety, health and life. This is why, after a short reflection in plenary on the different roles and dynamics in the scenario, one audience members had the chance to replace the passive person in the scene and play her/ his role differently, in a more active way, with the aim to reduce tension and open the way to a peaceful solution.

The first group acted out a conflict between two siblings over food, in which the brother wanted to beat his sister because he came home hungry and couldn't find food to eat. He unexpectedly



became violent toward his sister while their mother stood by and could do nothing to separate them. When asked what they saw, many in the audience said the brother was the oppressor, the sister was the victim, and the mother was a bystander. As a result, one audience member replaced the mother in the second-round performance, in which she used nonviolent communication to de-escalate the conflict.

Coïncidentally, the second and the third group both performed a scene called "Drunkard Husband," in which the directors explained that the husband frequently comes home drunk and beats up his wife. In the play, we see the husband arrive home drunk, demanding food, and harassing his wife, while the child stands by and does nothing.

In these scenarios, the audience was split on who was the "oppressor" and who was the "victim." Agreements were that the husband was the oppressor, the wife was the victim, and the child was the passive or bystander. The audience member who tried to intervene as a child got his father's attention for a brief moment and stopped him from beating his mother.

### **Lessons Learnt from Role Plays**

After the role plays, participants shared some of the lessons they learned:

- It is not proper to act as a bystander whenever there is a conflict nearby but rather finding a creative way of intervening to stop violence whenever we have the opportunity to do so.
- We all share the same needs though we may have different ways of meeting our own, in different context or time frame.
- It is crucial to respect other people's opinions regardless of our differences,
- It is good to always expect the best even in our opponents.
- Others said they learned the importance of thinking before reacting because during the role plays, victims were being oppressed without being listened to even though they might have had an explanation or justification of what they did.
- Others mentioned the significance of expecting the best from others in a way that we can still try to connect and interact with our opponent knowing that there is something good laying in them, then we can know their needs and see how to figure out the issue.



- It is better to seek for external help if you cannot intervene to resolve the conflict (better than remaining passive)
- We should try to control our anger and think about its consequences
- Whenever you are in conflict, do not relay on one side, but find a good alternative to solve that conflict
- We should listen to our inner instinct and be responsible of our actions
- First, we should analyse and understand the conflict before any intervention
- It is good also to know when and where to intervene in any conflict situation (risk assessment)
- There are so many alternatives that can help in resolving conflict apart from I-message, like being compassionate or giving empathy
- Whenever you have power to do something to help, please do it!
- We need to transform our fears into courage

### **Session 7: Closing - Day 3**

After doing a light and lively called “Simon says”, participants shared in a gathering one thing that they would take home from the AVP advanced workshop.

#### **Letter to myself: Review and taking it home**

Participants brought their letters because they were asked to keep them on the first day of the workshop.

A facilitator asked the participants to re-read and reflect on their letters from the first day, and to add more if they so desired. Participants considered what they had written, as well as what they liked about themselves, and considered ways to change what they would like to change in their lives based on what they had learned at the AVP Advanced Level Workshop.



Following the completion of this process, the facilitator encouraged participants to keep their letter in a safe place at home and to continue working on it after the workshop to review their learning and growth over time. Everyone was asked to keep the letter for future individual reflection and personal evaluation.

## Open Questions

"Is committing suicide a form of violence?" one participant inquired. Participants and facilitators agreed on this question that even if a person decides to commit suicide, it is still violence because the person has inflicted pain on himself or herself (destructive use of force). The arguments continued that a person who commits suicide commits violence because they violate their own right to life.

Another participant inquired, "Should we always take a risk to de-escalate a violent situation?" The response to this question was that taking risks is a choice and that one should consider the benefits and drawbacks before taking any risks because not every risk would be worthwhile.

Another participant inquired, "Is conflict always negative?" We agreed that conflict is neither positive nor negative (neutral), but its effects depend on how it is resolved; if resolved nonviolently, it can even lead to social change; if addressed violently, it can lead to chaos.

## Way forward

Those who have completed an AVP Basic Workshop and at least one AVP Advanced Level Workshop can be invited to attend an Alternatives to Violence Training of Facilitators, the team explained during the unit "The Way Forward." Participants will be prepared to organize and/or facilitate workshops on their own, with the help of experienced AVP facilitators.

Those who complete the AVP Training of Facilitators become AVP learning facilitators and are invited to join teams that conduct AVP Basic Workshops anywhere in the world, but they are especially encouraged to form teams that conduct AVP Basic Workshops in their own communities. Yet, even those who just completed an Advanced Level workshop, can already start organizing AVP workshops in their communities and invite teams of AVP facilitators to conduct them.





## Affirmation Posters

Blank sheets of paper with blank spaces for participants' names were distributed. During the three days of workshop, participants and facilitators wrote on them what they appreciated about the person whose name was on the sheet. These affirmation sheets were later used at graduation to read out some of the qualities that were appreciated before the name of the person who was about to receive a certificate was mentioned.

## Feedback: Evaluation of 3 days of WS

Participants were asked to fill in an evaluation sheet, without writing names on it. When they were done, they placed their filled in evaluation sheets on a chair. The sheets were then collected by the team and results are in the annex to this report.

## Closing and Graduation

The workshop concluded with the magic clef exercise, in which all participants stood in a circle and gestured good luck to their neighbours.

The certificates were then distributed, with references to the affirmation sheets participants had written for each other during the earlier affirmation posters exercise, and the graduation was concluded with a group photo.





**EVALUATION**

**Alternatives to Violence Program (AVP) Advanced Level Workshop**

**PIASS CRASPD**

**August 3-5, 2022**

**Facilitators: Kind Kanyana, Genius Gloire, Smiling Serge, Active Anne**

*Please, fill in this questionnaire for us as facilitators team to get your feedback. Your COMMENTS will be very welcome and helpful for us to improve our work. Your ratings and comments will help us to improve our facilitation of AVP Workshops. Thank You!*

For the rating, please choose one of the five categories between the two extreme positions “not at all” and “totally”, and mark your choice with a cross (X).

				
Not satisfied at all/ do not agree to the statement at all	A bit satisfied / do agree a little bit	Do not know/ depends	Moderately satisfied	Totally Satisfied

*How satisfied are you with the organization and logistics of the training (e.g. times, training hall, food, etc.)?*

Your comments (what can we make better?)

Totally satisfied: 7

Moderately satisfied: 7

Do not know/depends:

- All was better, but but the best option would be to choose a nearby place for lunch.
- This workshop was very good because we learned more about things which will help us in our daily lives.
- I really enjoyed how this workshop was organized, it was good.
- We did not know when to end our activities and the food (breakfast and lunch) were not well organized comparing the services of Umumunyinya.
- The training days were few, if possible, you can add another day.
- Next time, food place should be at least closer to the venue of the training.

*“How satisfied are you with the facilitation and the methods the trainers used in the training (e.g. presentations/ exercises)?*

Your comments (what can we make better?).

Totally satisfied: 11

Moderately satisfied: 3

Do not know/depends:

- They exceeded my expectations, glad to be with them and I appreciate them.
- Good



*Please, rate how much or how little did you liked the following exercises – and write your comments (if you have – it will help us to improve next time!). If need be, you can use the other side of the paper.*

#### Re-introducing Transforming Power (Mandala, TP Queries)

Totally satisfied: 12

Moderately satisfied: 2

Do not know/depends:

- So thought provoking,
- Well

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#### Quick Group Decision Making Exercise (Lion/ Hunter/ Princess)

Totally satisfied: 13

Moderately satisfied: 1

Do not know/depends:

- Excellent,

#### Consensus Decision Making on Focus Topic

Totally satisfied: 10

Moderately satisfied: 3

Do not know/depends: 1

- Everyone wanted his/her topic to be chosen but it wasn't possible.

#### Conflict Scenarios Exercise

Totally satisfied: 9

Moderately satisfied: 4

Do not know/depends: 1

- Somehow challenging but we provide the insight on how we choose where to stand.
- Well

#### Origins of Conflict and Violence – Dimensions of Violence (input)

Totally satisfied: 11

Moderately satisfied: 3

Do not know/depends:

- So detailed and demonstrated, so good

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#### Hassle Lines exercise

Totally satisfied: 13

Moderately satisfied: 1

Do not know/depends:

- Funny and exciting
- Excellent



### Anger Management (Anger in our Body/ Managing Anger Brainstorm)

Totally satisfied: 13

Moderately satisfied: 1

Do not know/depends:

- Time was short and we did not all apply the exercise.
- It helped us to have more insight on ourselves
- Enjoyable

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### Four Ways to Hear an Angry Message (Nonviolent Communication/ 4 Ears)

Totally satisfied: 11

Moderately satisfied: 3

Do not know/depends:

- Needed more practical exercises
- It would be better if everyone played a different role.
- I was glad to know that anger is an emotion that we can express, but we can make a choice on how to react to it.
- No more tie to practice, next time please give enough time for practice.

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### Theatre of the Oppressed

Totally satisfied: 8

Moderately satisfied: 5

Do not know/depends:

A bit satisfied: 1

- To bring the topics together and change some of them.
- It was good, I really learned a lot and I decided to use it in my daily life.
- Thoughtful
- Well
- It was good, but playing theater is not my talent, but liked it.
- Just we played the same role unknowingl

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### Letter to Myself Re-vamped

Totally satisfied: 13

Moderately satisfied: 1

Do not know/depends:

- Funny and importantly helpful
- Well

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### Affirmation Posters

Totally satisfied: 12

Moderately satisfied: 2

Do not know/depends:

- Very sweet



- Well

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#### Open Questions

Totally satisfied: 10

Moderately satisfied: 4

Do not know/depends:

- Open minded
- Questions were not much as enough, but what we had were responded well.

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#### Way Forward

Totally satisfied: 12

Moderately satisfied: 2

Do not know/depends:

- Feeling excited, can't wait to join ToF
- It was so moderate, but understandable

#### **OTHER COMMENTS and QUESTIONS (please use back side/ additional paper if needed) :**

- In the conflict scenarios, the facilitators were supposed to try to prevent conflicts scenarios from repeating by asking the participants to choose different stories.
- Would you mind, if possible, to increase the days of the workshop so that we can have enough time to practice and contribute enough. It can be better for us, Thank you.
- It is kind of you AVP facilitators and organizers to passionately provide different alternatives to us and help us have other eyes and ears to understand and look into conflict.
- I appreciate you so much who are in charge or organizing AVP but I am still wondering why you don't invite other students from other faculties not only peace students at PIASS?
- Why don't you consider the time participants spent in AVP, then provide them with transport like in other organizations?
- It will be better to teach in the next AVP how to ask for forgiveness and apologize when we are wrong, sincerely for me, it is somehow complicated and so difficult even if I can manage my anger.
- As I said before, this workshop helps us to know different things we did not know about conflicts and violence. So, we are going to use these skills we learned here in our daily lives. Thank you so much for your kindness to us. We really like it, thanks to you all facilitators for the good job you have done. Thank you
- The comment I would like to say, I really love the AVP workshop both basic and Advanced. So, I would like to give it to many people because AVP is very crucial to our communities.