

ENHANCING NRC's CAPACITY TO DEVELOP TRAINING ON THE PROTECTION OF IDPs

International workshop for NRC field staff
members

Tbilisi, Georgia, 20-24 January 2006

Report

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Executive summary

The Norwegian Refugee Council (NRC) organised a training workshop on the use of forum play and drama techniques as training tools and the revised training modules on the protection of internally displaced persons developed by the Internal Displacement Monitoring Centre (IDMC). The workshop was held in Tbilisi, Georgia, and was sponsored and organised jointly by the IDMC and NRC Georgia.

The overall objective of the workshop was to provide tools to NRC field-based staff members from 12 different countries engaged in training activities with a focus on the protection of Internally Displaced Persons (IDPs), and thereby enhancing their capacity to develop efficient and relevant training projects. For doing so, the workshop first provided participant with an introductory training on drama and forum play as training tools, with a particular focus on the example of the training project developed by NRC in Georgia. Second, the workshop aimed at training participants as trainers, using the revised IDMC training modules as a training framework.

Participants included staff members of the Norwegian Refugee Council or other field-based partners. About half of the participants were based in Georgia, while the other half came from 12 different countries where NRC is present. Criteria for the selection of participants included the engagement into the planning, development and implementation of training activities in relation to the protection of IDPs.

The workshop was the occasion to promote the experience of forum-play training developed in Georgia to disseminate the Guiding Principles and raise awareness about rights and national standards among displaced communities. This combination of an alternative training tool with legal information has proved successful to reach out to the displaced communities and restore their dignity as actors of their own future. Feedback from the participants showed a considerable interest in forum play and the will to use this technique in future training field based projects.

Participants also received a binder containing all the documents prepared by the IDMC to help facilitators to plan, organise and facilitate training on the protection of IDPs. The binder also included a CD ROM containing all the documents in electronic version as well as a series of other relevant materials, such as available translated versions of the Guiding Principles, the Handbook for Applying the Guiding Principles on Internal Displacement, and the Annotations to the Guiding Principles, by Walter Kälin.

Participants were asked to prepare in groups sessions on the topics documented in the IDMC modules. Although the modules were provided as support, groups were free to design the sessions differently, if they so wished. Simulating a real training situation, each group facilitated one session during the following days, while the other participants acted as trainees. Each session was followed by a 15 minute-feedback to the group in charge.

The workshop highlighted the considerable interest of field-based NRC staff members, particularly in connection to Information Counselling and Legal Advice projects. It is therefore recommended to plan a second training of trainers on the protection of IDPs in 2007. Furthermore, the experience of forum play training on the Guiding Principles on Internal Displacement should be shared more widely among NRC staff. It is recommended that NRC Georgia finalise a facilitator guide for the Guiding Principles training session, including details instructions on the composition of the training teams, model workshop's agenda, exercises, etc., to be disseminated among other NRC field missions, for example through the ICLA handbook and the IDMC training binder. The IDMC and NRC in Georgia have also agreed to cooperate to include more guidance on the use of forum play and games where relevant in the IDMC training modules.

Introduction

The Norwegian Refugee Council (NRC) organised a training workshop on the use of forum play and drama techniques as training tools and the revised training modules on the protection of internally displaced persons developed by the Internal Displacement Monitoring Centre (IDMC). The workshop was held in Tbilisi, Georgia, and was sponsored and organised jointly by the IDMC and NRC Georgia.

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Participants included staff members of the Norwegian Refugee Council or other field-based partners. About half of the participants were based in Georgia, while the other half came from 12 different countries around the world. Criteria for the selection of participants included the engagement into the planning, development and implementation of training activities in relation to the protection of IDPs.



Trainees ready for action!

The IDMC wishes to thank NRC Georgia for its intense preparation work and its remarkable sense of hospitality, which were key to the workshop's success. Special credit should be given to Manana Gabashvili, NRC Georgia Deputy Director, and Lali Santeladze, Education Project Coordinator for NRC Georgia, for their commitment and efficiency in coordinating the workshop's organisation. Ulla Backlund, former NRC Representative in Georgia, played an instrumental role in initiating the workshop and liaising with NRC Georgia and the IDMC to design the workshop, in particular with regard to the sessions relating to drama and forum play as training tools. These sessions were facilitated by two drama education trainers, Nina Kjällquist and Katarina Olsson, as well as the trainers and lawyers of the IDP Guiding Principles Training Project in Georgia (see list of participants, annex 2).

The IDMC training team engaged in this workshop included Christophe Beau and Anne-Sophie Lois, who led the sessions devoted to the IDMC revised training modules (see agenda, annex 1).

This report will present the main outputs of the workshop and review their relevance for NRC training activities in the field. This review will be done based on the facilitator's assessment and the participants' feedback provided in the evaluation forms filled at the conclusion of the workshop. Finally, the IDMC will present its recommendations for the future, with the view identifying the lessons learned from this workshop which can benefit to NRC field operation and the IDMC. The pictures included in this report were taken by Rudolf Zakarian, NRC Armenia.

Review of the workshop

1. Drama and forum play as training tools

NRC Georgia briefed participants about the training project developed to disseminate the Guiding Principles and information on IDPs' rights under Georgian law among displaced communities. The project is the result of the successful encounter between the methodology promoted among displaced teachers and children by NRC in Georgia and the will to inform IDPs about their rights under national and international law. Several attempts to organise training on the Guiding Principles were pursued from 2002, but with limited results. It was in particular noted that the traditional format of workshops, comprising a mixture of presentations, discussion and exercises did not result in a satisfactory mobilization and change of attitudes among displaced communities. On the other hand, the participatory methodology promoted among displaced teachers, in particular based on the forum play technique and other drama proved very successful in creating a dynamic among displaced children, students and teachers. It was therefore decided to combine the training on the Guiding Principles and IDPs' rights with this successful methodology.

The forum play technique was developed by the Brazilian theater director and politician Augusto Boal in the 80s. This technique, based on theater, has proved to be an efficient tool for active learning, and personal and community development. It has also helped to initiate social and political changes and legal reforms. It is an interactive form used particularly in situations where there is a shared oppression, with a participating audience of "spect-actors" focused on gaining a better understanding of a problem or issue and testing out possible solutions.

Participants were demonstrated the Guiding Principles training developed by NRC Georgia based on the forum play technique, developed upon the initiative of Ulla Backlund, former NRC representative in Georgia. The original idea of this training project is that the training team systematically comprises one NRC lawyer and one NRC professional trainer, with pedagogical skills and experience. Using forum play and other exercises, the training reviews the definition of an IDP in the Georgian context, the Guiding Principles and other relevant legal instruments, and protection concerns faced by IDPs in Georgia. Forum play is also used to allow participants from displaced communities to discuss their main concerns, and identify possible solutions, with the support of NRC lawyers. One typical play, showing the position of women within displaced families, was performed by NRC Georgia.

"In theatre, you reveal things that you don't by talking, The theatre is a representation of a reality but as a representation it is a new reality ... So theatre is a good laboratory, in which you are more free to go forward, to modify the data, and then try other ways in which you can transform"
Augusto Boal



Georgian colleagues on the stage!

In addition to the forum play, participants were invited to carry out numerous exercises and games used in training activities. Such exercises were meant to directly stimulate the exchange of opinions and ideas, or can be used as energizers and ice-breakers. It was made clear to the participants that forum play can only be conducted in training workshops after the ground for openness and group work has been prepared among the participants. It is indispensable to spend time with group exercises and games prior to forum play. A brief guidance note on forum play can be found in annex 3 to this report.

On several occasions during the workshop, participants were asked to develop forum play. Basic instructions on how to run a forum play session were shared with the participants. Two booklets with basic forum play instructions and other background information have been distributed to the participants.

At the end of the workshop, two groups of children and adolescents from displaced communities were invited to perform short plays they had set up with the support of NRC Georgia trainers. The plays were designed to disseminate messages on gender and human trafficking among children and young people. The participants were very impressed by the quality of the play, its creativity and its mobilizing effect.

The interest for forum play and drama was considerable among the participants. Out of 21 written evaluations, 15 mention drama and forum play as the most interesting sessions or an aspect of the training participants liked most. It is clear that these training tools were a new experience to many and that they will help participants to design more interactive and participative training projects.

Participants' impressions on forum play: Some answers to the questions "which were the most interesting sessions?" or "aspects of the workshop you liked most"

"Drama and forum play training because they are alternative ways to communicate with IDPs"

"Forum play because it teaches through entertainment"

"The introduction of drama as a way of illustrating/sending a message in trainings. For me this was a new approach. Very good!"

With drama "I could learn a very good way of transmitting knowledge and experience"

"Forum play is a new method with practical applications in Sri Lanka. I appreciated this new knowledge very much"



Navraljamie!

Some participant regretted that there was not enough time during the forum play sessions, for example to ask questions, as well as to discuss and review the relevance of this technique to particular situations or target groups.

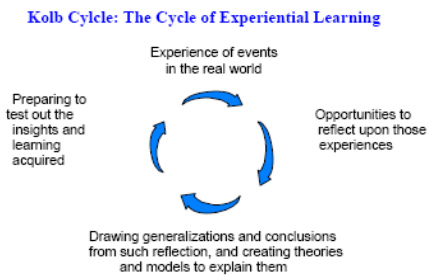
Several participants noted the singing as an aspect of the workshop they appreciated. This 30 minute long session was scheduled at the beginning of each day and surely contributed to create a group dynamic among the participants, and an atmosphere of friendship across language and cultural barriers.

2. The IDMC training modules

The second main objective of the workshop was to disseminate the revised version of the training modules of the IDMC among NRC field missions and train field-based trainers to use them. The modules on the protection of IDPs have been first developed in 1998 by the IDMC (then the Global IDP Project) and used as a framework for the IDMC training activities in more than 30 workshops in countries affected by internal displacement. In 2005, it was decided to review the modules to take stock of the lessons learned and update their content to reflect developments with regard to IDP research and policy. The revised version of the training materials comprises nine modules. Seven modules review substantial topics, such as the IDP definition, the Guiding Principles on Internal Displacement, the actors and the collaborative response, protection from displacement, protection during displacement, gender aspects of displacement, durable solutions. Two other modules provide guidance for introduction and concluding sessions.

Participants received a binder containing all the documents prepared by the IDMC to help facilitator to plan, organise and facilitate training on the protection of IDPs. The binder also included a CD ROM containing all the documents in electronic version as well as a series of other relevant materials, such as available translated versions of the Guiding Principles, the Handbook for Applying the Guiding Principles on Internal Displacement, and the Annotations to the Guiding Principles, by Walter Kälin.

The IDMC conducted a session on adult learning principles, based on materials developed for the Camp Management Toolkit TOT. Participants were briefed about the cycle of experiential learning cycle developed by David Kolb (see graph). The cycle highlights the importance of concrete experience as a starting point in the learning process for adults, suggesting that training should use real life experiences to trigger reflection and induce learning among participants. Real life experiences can also be artificially reproduced in the framework of workshops through role play or exercises.



Participants were then asked to prepare in groups sessions based on the IDMC modules (see agenda). A session of one hour and a half was formally planned to allow groups prepare their session. Although the modules were provided as support, groups were free to design the sessions differently, if they so wished. Simulating a real training situation, each group facilitated one session during the following days, while the other participants acted as trainees. Each session was followed by a 15 minute-feedback to the group in charge. The feedback was provided by the other participants under the facilitation of the IDMC and focused mainly on the training approach taken by the group, good practices, problems encountered during the session, and lessons learned.

In general, participants felt that the time given to groups for the preparation was too short, as both the content and training approach of the modules were relatively new to them. However, all groups designed sessions with reasonable objectives in terms of messages, given the time allocated to each session. Many groups also created interesting exercises and activities with the objective of reinforcing the interactive and participatory nature of the training.

Some of the problems encountered by the facilitating groups were connected to the challenge of retaining the attention from all participants despite the barrier of translation needed for non-English speakers. Facilitators were advised to take the time necessary to interrupt sessions and restore the cohesion among participants through energizers if relevant. Presentations based on powerpoint slides should also be as short as possibly. Participants were recommended to prepare presentations based on only a limited number of slides taken from the IDMC modules.

Following the sessions led by the participants, the IDMC gave a briefing on the evaluation of training, based on materials developed for the Camp Management Toolkit training. The participants were presented the model of evaluation developed by Donald L Kirkpatrick in 1959, comprising four levels of evaluation, which focused on different aspects of the training achievements. Each of the evaluation levels require specific evaluation tools as suggested in the table below:

| Level of evaluation | Evaluation tools |
|--|--|
| Level 1 – Reactions: looks at participants satisfaction with the training and their immediate reactions to it. | End-of-course evaluation forms, level of participation during the workshop, body language during workshops |

| | |
|---|--|
| Level 2 – Learning: looks at what has been learned. What do participants know now that they did not know before the training? What new skills have they mastered? | Questionnaires, quizzes, practical tests, quantity and quality of questions raised and discussions held during the workshop, |
| Level 3 – Behaviour: looks at what participants are doing differently as a result of the training. How has what was learnt on the course been transferred to their every day life and work. | Surveys and interviews with participants, supervisors and team leaders, following a lapse of time after the workshop, including comparison before and after the training |
| Level 4 – Results: looks at the impact that the training has had on participants' performance and the community in which they are working. | Same as level 3, although isolating the effect of the training can be difficult. |

Participants appreciated to be given the opportunity to run training sessions themselves. Although one participant regretted that each participant could only participate in the facilitation of one module, and had to remain a spectator for the other modules, it should be noted that most modules as presented by the groups were very participative and that participants were not restricted into the role of passive spectators. In general, the feedback given to the groups was appreciated. However, more training on facilitation and training technique was also requested. A video tape of the workshop was printed on CD and distributed to the participants by NRC Georgia. Some participants suggested that feedback to the facilitating groups could also have been based on the video after each session.

Some participants noted that the TOT did not give them occasion to go through the IDMC modules in detail. It was also noted that participants had different levels of knowledge on the Guiding Principles and the protection of IDPs. However, the IDMC believes that the workshop provided an opportunity to share the knowledge and experience available within the group. It should be noted that participants enjoyed the possibility to meet with colleagues involved in similar activities in other countries, discuss the problems they face and hear about how other NRC missions have addressed them. Furthermore, the materials provided to the participants should allow them to find information and guidance on issues with which they may be less familiar.

With regard to the IDMC modules, the IDMC is satisfied with the way they were used by the groups to conduct their sessions. All groups made a sensible selection of training messages and activities from the materials provided. It can be concluded that the training modules provide useful and practical tools to facilitators.

However, the experience of Guiding Principles training developed in Georgia suggests that more can be done to ensure enhance participation and interactivity in the modules, in particular through the introduction of forum play where relevant, and more suggestions on practical games and activities. The creativity shown by some of the groups during their sessions also confirmed the interest of trainers for alternative techniques.

3. Future steps for NRC training activities

In the final session, participants were asked to reflect about their future training plans. In small groups, participants selected a training project in one of the countries represented in their group and discussed its planning. Please find below examples of the training plans discussed in the groups:

| | |
|-------------|--|
| GEORGIA (1) | |
| Problems | The privatization process and the resettlement of IDPs |

| | |
|---|--|
| Needs (who and what) | IDPs living in collective and private accommodations |
| Training objectives | To raise IDPs awareness To prepare leaders and advocates |
| Training design and (methods and materials) | Drama, simulation on legal aid |
| When and where | Until the state policy is designed In centres |
| Expected outcome | People know about their rights IDPs are included into the decision making process |

| | |
|---|--|
| GEORGIA (2) | |
| Problems | Government representatives are not aware of IDPs needs Gaps in legal framework (regulatory issues) on IDPs |
| Needs (who and what) | Training for authorities working with/for IDPs Training for IDPs |
| Training objectives | Lobby on the Guiding Principles Contribute to the change of attitude of government officials towards IDP issues |
| Training design and (methods and materials) | Debates, group work, role plays, brainstorming Interactive methods, involving discussions, combining lectures with drama and forum play |
| When and where | At the regional level in 2006 |
| Expected outcome | Informed decision Change of attitude |

| | |
|---|---|
| KOSOVO | |
| Problems | The return of IDPs |
| Needs (who and what) | NRC-K staff members, civil society, displaced communities |
| Training objectives | Knowledge of the Guiding Principles Provide right-based information Reflect on conditions in return areas |
| Training design and (methods and materials) | Workshops and seminars, comprising group work, forum play |
| When and where | March 2006, in Pristina |
| Expected outcome | Raised awareness of the Guiding Principles |

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|---|--|
| ANGOLA | |
| Problems | Violence against women in IDP camps in Angola |
| Needs (who and what) | Human rights education for IDP men and women Tools to empower women to assert |
| Training objectives | Increase knowledge of women's rights among displaced women Raise men's awareness Strengthen the capacity of women to protect themselves (confidence and assertiveness) |
| Training design and (methods and materials) | Interactive Group discussions Forum play/role play/drama Briefing on the Guiding Principles, international instruments and domestic legislation |
| When and where | On a quarterly basis, May 2006 In Huila (Lubango) |
| Expected outcome | Reduced incidence of SGBV in IDP camps |

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|--|---|
| | More cooperation from men to ensure security of displaced women |
|--|---|

| AFGHANISTAN | |
|---|--|
| Problems | Lack of rule of law |
| Needs (who and what) | Legal NGOs and civil society actors, UN and authorities |
| Training objectives | Raised capacity and legal awareness of needs of displaced people and relevant actors |
| Training design (methods and materials) | Seminars and workshops comprising drama |
| When and where | As soon as possible in Kabul |
| Expected outcome | Increased legal awareness, in particular among civil society actors |

| TAJIKISTAN | |
|---|---|
| Problems | Human rights education needs, in particular for displaced children |
| Needs (who and what) | For future trainers: training techniques and legal information |
| Training objectives | Training of trainers to train displaced children about their rights |
| Training design (methods and materials) | Games, drawing, stories, singing, materials (toys, pictures, video), books |
| When and where | Spring 2006, one year (2 month-TOT) At the NGO Training and Support Centre |
| Expected outcome | Experienced trainers Interaction of children |

During informal discussions, participants shared their plans to develop training projects in other countries. For example, NRC in Sri Lanka has engaged a constructive dialogue with registry authorities at the provincial level to improve the access of IDPs to documentation. Organising workshops to help registry services to improve its response to the needs of IDPs could be envisaged. In Sudan, training activities in IDP settlement areas are on-going, but drama and forum play will be introduced to replace lectures and ensure more participation from the IDPs.

Recommendations

The recommendations below have been compiled based on the feedback given by the participants through the evaluation form, as well as discussions held by the IDMC with NRC Georgia and individual participants.

1. **Continue enhancing NRC field-based training capacity:** NRC should continue to provide training on training tools and techniques to staff members engaged in training activities relating to the protection of IDPs and the Guiding Principles on Internal Displacement. Particular attention should be paid to the training capacity of NRC field-staff working in projects of legal advice and counselling or in protection and advocacy. It is recommended to organise a second training of trainers on the protection of IDPs in 2007. Such a TOT should again aim at promoting the use of forum play and drama for the dissemination of the Guiding Principles and training on the protection of IDPs. IDMC training materials and other relevant training modules developed by NRC (in particular in Georgia) should also be disseminated further through such a TOT.
2. **Disseminate NRC Georgia's training experience:** The use of drama and forum play in training on the Guiding Principles as developed by NRC in Georgia should be made accessible to other NRC field missions which are also reaching out to displaced

communities and local actors. It is recommended that NRC Georgia finalise a facilitator guide for the Guiding Principles training session, including details instructions on the composition of the training teams, model workshop's agenda, exercises, etc. Such a facilitator guide and all other documents necessary for the session should be disseminated among other NRC field missions, for example through the ICLA handbook and the IDMC training binder.

3. **Enrich NRC IDMC training modules with forum play and drama:** The training materials developed by the IDMC need to be complemented with suggestions on how to use drama and forum play, in order to ensure that they can be used in workshops for displaced representatives, local leaders and civil society. NRC Georgia and the IDMC will compile guidance to the facilitators to be annexed to the relevant IDMC modules.
4. **Reinforce the TOT:** In future training of trainers to be held on the protection of IDPs, it should be ensured that training on facilitation techniques and on training planning is provided, in addition to forum play and drama. Video records of participant-led sessions should be used to provide feedback to participants on training styles and attitudes, facilitation skills, etc. The number of participants should be limited to 25 persons maximum. The use of translation should be avoided as much as possible, either by organising workshops for English speakers only, or planning TOT for specific NRC missions. It is recommended to organise future TOT on the protection of IDPs in cooperation with NRC Georgia, and if possible hold the workshop in Georgia again, in order to give participants the opportunity to experience a very successful training on the the Guiding Principles based on forum play. Leadership training should also be added to the agenda.
5. **Promote forum play within NRC:** A collaboration between the various NRC core activities, in particular ICLA, education and camp management toolkit, should be engaged to discuss participatory methods of training and how forum play could be further developed as a method used by NRC field missions in relation to these activities, where relevant.

Annex 1: Agenda

Thursday 19 January

Arrival of participants

Friday 20 January

| | |
|---------------|---|
| 9.00 – 9.15 | Welcome and review of the workshop's agenda |
| 9.15 - 10.15 | Presentation of participants |
| 10.15 – 10.45 | <i>Break</i> |
| 10.45 – 12.30 | Forum play: The Georgian experience |
| 12.30 – 13.30 | <i>Lunch</i> |
| 13.30 – 17.30 | Drama and forum play training |

Saturday 21 January

| | |
|---------------|--|
| 9.00 – 9.30 | Singing |
| 9.30 – 12.30 | Forum play training |
| 12.30 – 13.30 | <i>Lunch</i> |
| 13.30 – 18.00 | IDP Guiding Principles training session in Tbilisi |

Sunday 22 January

| | |
|---------------|---|
| 9.00 – 9.30 | Singing |
| 9.30 – 11.30 | Drama and forum play: Feedback, sharing of experience, and ideas for the future |
| 11.30 – 13.00 | <i>Sightseeing tour in Tbilisi</i> |
| 13.00 – 13.30 | <i>Lunch</i> |
| 13.30 – 15.30 | Adult learning principles - The role of the trainer (IDMC) |
| 15.30 – 16.00 | <i>Break</i> |
| 16.00 – 17.30 | Preparation for the participant-led sessions |

Monday 23 January

| | |
|---------------|---|
| 9.00 – 9.30 | Singing |
| 9.30 – 10.30 | Participant led session: Module 2 - Who is an IDP |
| 10.30 – 11.00 | <i>Break</i> |
| 11.00 – 11.15 | Feedback |
| 11.15 – 12.30 | Participant led session: Module 3 – The Guiding Principles: the legal origins |
| 12.30 – 12.45 | Feedback |
| 12.45 – 13.45 | <i>Lunch</i> |
| 13.45 – 14.45 | Participant led session: Module 6a – Protection during displacement (problems and rights) |
| 14.45 – 15.00 | Feedback |
| 15.00 – 15.05 | <i>Break</i> |
| 15.05 – 16.00 | Participant led session: Module 4 – The actors |
| 16.00 – 16.15 | Feedback |
| 16.15 – 16.30 | <i>Break</i> |
| 16.30 – 17.45 | Participant led session: Module 6b – Protection during displacement (solutions) |
| 17.45 – 18.00 | Feedback |

Tuesday 24 January

| | |
|---------------|--|
| 9.00 – 9.30 | Singing |
| 9.30 – 10.30 | Participant led session: Module 7- Gender approach to displacement |
| 10.30 – 11.00 | <i>Break</i> |
| 11.00 – 11.15 | Feedback |
| 11.15 – 12.45 | Participant led session: Module 8 – Durable solutions |
| 12.45 – 13.00 | Feedback |
| 13.00 – 14.00 | <i>Lunch</i> |
| 14.00 – 15.00 | Evaluating training (IDMC) |
| 15.00 – 15.15 | <i>Break</i> |
| 15.15 – 16.00 | Training on the protection of IDPs: future steps |

| | |
|---------------|--|
| 16.00 – 16.15 | <i>Break</i> |
| 16.15 – 16.50 | Play performance by displaced youth (human trafficking) and children (gender) in Georgia |
| 16.50 – 17.30 | Evaluation and end of workshop |

Annex 2: List of participants

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Annex 3: Forum play – Guidance note to trainers

This note provides a brief overview of the main steps to follow when using forum play in training workshop. This document should be used as a checklist for trainers but cannot replace a proper training on how to conduct forum play.

Objectives

- ✚ Inspiration to search for alternatives in solving conflict situations
- ✚ Training to confront (address) similar conflicts in reality
- ✚ Overcoming (addressing) inner and outside oppression
- ✚ Finding the courage to ACT in order to make a change in your own life

Basic instructions for a forum play

Step 1: Create a team feeling and trust between the participants with the help of value exercises, games, role plays, etc. This is especially important when the participants do not know each other.

Step 2: Explain the rules of the forum play:

- ✚ A clear victim and a conflict of immediate importance to the audience
- ✚ A length of 5 – 10 minutes
- ✚ An unhappy ending

Step 3: Give the participants time (45 minutes) to prepare the play and rehearse it at least once. Help them if necessary.

Step 4: The play is performed.

Initiate a short discussion with the audience. Ask them whether the situation was realistic and whether it should be that way. Make sure that it is clear what the conflict is as well as who the victim/s are.

Step 5: The same play is performed a second time. Before this:

Invite the spectators to stop the action during this second performance and replace the “victim” in any scene where they can imagine an alternative action or behavior that could lead to a different outcome. The proposals should never be evaluated – on the contrary, as many ideas and solutions as possible should be encouraged. “Forum is not giving advice, it is learning together.” This way, a kind of theatrical debate is created, in which experiences and ideas are rehearsed and shared, generating both solidarity and a feeling of empowerment and a sense that changes are possible.