

The Peace Island Game

Documentation of the Summer School
“Youth Dialogue and Peacebuilding”
in Tehran 2017.

Published by

Berghof Foundation Operations GmbH
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14195 Berlin
Germany
www.berghof-foundation.org
December 2017
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Impress

Isabella M. Bauer, Anne Kruck 2017: The Peace Island Game. Documentation of the Summer School
“Youth Dialogue and Peacebuilding” in Tehran.

Special thanks go to Elaheh Pooyandeh, Fateme Shadiafroz and Yalda Khosravi from the Tehran Peace Museum for the content-related and logistical preparations and co-facilitation of the Summer School in Tehran.

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With support from ifa (Institut für Auslandsbeziehungen)
with means by the German Federal Foreign Office.

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Introduction

This documentation is published as part of the project “Peace Education in Iran” which supports civil society actors in strengthening a culture of dialogue and peace through educational means. The project contributes to the creation of structures for peace education at schools and universities in Iran (development of curricula and learning modules) through the implementation of direct peace education initiatives such as workshops, qualification courses and exhibitions. Berghof Foundation has been working closely with Tehran Peace Museum within the framework of this project.

Part of the project was a 5-day long Summer School on “Youth Dialogue and Peacebuilding”, prepared with and conducted at Tehran Peace Museum. Participants were 21 persons between the ages of 20 and 30 from Iran and seven neighbouring countries.

The Summer School started with partner interviews for getting to know each other and an introduction to core concepts in Peace Education, most importantly peace, violence and conflict, through interactive methods. The course also included inputs from German and Austrian experts on Global Citizenship and the Logic of Peace and a formal ceremony on the occasion of the International Day of Peace.

The heart of the course though was the “Peace Island game”, which was developed in a close dialogue between the staff of the Berghof Foundation and the Tehran Peace Museum. This game takes about 1,5 days from start to finish and includes the topics of communication, conflict, conditions for a peaceful society and intercultural dialogue. All methods used in it are interactive and aim at self-experience which can then be applied to a wider context. It requires participants to be open towards roleplaying and being active and involved.



In the “Peace Island game” the participants are put in a situation where they need to interact with each other and as a group of diverse people come to joint agreements. They learn to reflect their own behaviour in (conflict) situations, to deal with different opinions and perceptions, to discuss fundamental values of society and to develop solutions for societal problems.

If applied in a course it is necessary to prepare the participants for this challenge. Allow at least one day for the group to get to know each other, to develop rules for a dialogue, to learn concepts about peace and conflict and to test some small roleplays.

All levels are all set up as follows:

- ≡ Goals/Learning aims,
- ≡ Advice for trainers,
- ≡ Worksheet (to distribute among participants, not always),
- ≡ Reflection (of the experience, with guiding questions),
- ≡ Evaluation (with a model or a short input, to move to a more general level),
- ≡ Results/Experiences (with quotes from participants or trainers)

The pictures in this documentation were taken during the Summer School “Youth Dialogue and Peacebuilding” in Tehran from 19th–23rd September 2017.



Getting to know each other

Goals:

- ≡ Participants get to know one person from the group in more detail.

Advice for trainers:

- ≡ Participants pair up and go for a walk and talk.
They each get a form in which they fill in the other person's answers.
 - ≡ After filling in the form, they present each other in front of the group.
The trainer pins the forms on a wall until the end of the course.
- Time frame for partner work: 25 minutes



WORKSHEET 1. Partner interview

My partner's name is



He /she comes from

He /she is studying /working

He /she is participating in this course because ...

You should know about my partner that ...

When he /she first went to a foreign country, he /she felt ...

Fill in the following questions at the end of the course:

Intercultural dialogue to us means ...

Intercultural dialogue and peace are related because ...

Peace Island Game

LEVEL 1. Arriving on the Peace Island

Goals:

- ≡ Participants become familiar with the island scenario
- ≡ Participants are aware of the importance of team work, planning and joint decision-making

Advice for trainers:

Tell the story (preferably in your own words):

“You were on a cruise ship in the Pacific Ocean. During a storm, the ship is destroyed and only your group survives in 4–5 small life boats. You are stranded on a seemingly tropical and uninhabited island together. You have no idea where you are and whether anyone will ever find you. You better make a plan on how to survive and live together. The group has retrieved some goods from the ship, i.e. food, wood, water for five days and some tools. It is unclear how big the island is. There are no traces of other humans. Most of the island seems to be covered by forest. There seems to be no drinking water in the immediate surrounding of the camp.”

Form 4–5 groups. Explain the task:

“Your groups are the ones who were together in a life boat. On arrival on the island you decide to build shelters. Each group will receive the same materials to build a model of a shelter. The aim is to make the most of the limited resources: Try to build a shelter that is big and stable, so it can host many people and withstand the weather. It is already getting dark and there is a storm coming, so you need to be quick.”

Time frame: 7 minutes.

Distribute material for each group:

1 sheet of paper, 2 straws, scissors.

After 7 minutes test if the shelters are well built:

Check size, check economy, check protection against elements, blow against it or put a small object on top to see if it holds, bonus for aesthetics.

Gather the group for a reflection round:

- ≡ Did you plan how to build it?
- ≡ Did you start straight away?
- ≡ Was someone taking the lead or was it a team effort?
- ≡ What did you learn from this exercise?



Experiences from the Summer School

Groups are surprisingly creative and build several completely different models. As a trainer, make sure that all models are appreciated for something: either the size, or the stability, or the symmetry, or something else. There shouldn't be a "loser". If it is clear that groups cannot finish in time, give them a little bit more time ("it looks like the storm cloud is slower than expected, so you have another 2 minutes before it hits you"). It is important to stay in the story the entire time.

All groups said afterwards that they first discussed as a team what kind of model to build before starting. Even though they were under time pressure, they were concentrated but they didn't panic and they managed to work as a team.

LEVEL 2. Solving an interpersonal conflict on the Peace Island

Goals:

- ≡ Participants realise the difference between positions, interests and needs
- ≡ Participants reflect their own conflict style
- ≡ Participants realise that there can be different solutions in the same conflict

Advice for trainers:

Tell the story (preferably in your own words):

“The shelters are built and for now you are dry and protected. But you have to decide what to do next: many people are injured, you are running out of food and water and the group wants to go home. In such a tense atmosphere, conflicts are bound to happen, especially when you are faced with one very difficult decision: stay and take care of the sick people, or try to build a ship and leave?”

Explain the task:

“Please get together in groups of three and you will each receive a role description. There is one engineer, one doctor and one observer in each group. The conflict starts with the meeting at the tree. One observer per pair will be watching and is previously briefed to observe conflict styles and the level of the conflict. Don't show your card to the other person!”.

Time frame: 7–10 minutes.

Material:

Worksheets, cut into three parts.

Brief the observers:

Give each observer an observer card and lead all of them to another room. Briefly, explain what they should pay attention to. Also make clear that they are silent observers, they are not supposed to intervene in any way. Their observations and the parties' own experiences are the foundation for the introduction of the iceberg model and conflict styles model afterwards.



WORKSHEET 2. Role cards for conflict exercise

The engineer

You are an engineer who has lots of experience in wood constructions. The group is urging you to construct a ship which would bring them away from the island, because they will run out of food next week. Therefore you are working very hard on plans for a ship which would be solid enough to carry the whole group. The huge problem is that until now you could not find a resource to produce tar, which would seal the ship's hull. The group is putting a lot of pressure on you to finally build a solid boat that will get them back home, and they are increasingly unhappy because so far you have failed. During the last meeting, someone suggested cutting your food rations because you are not contributing anything, and you were very hurt by this remark. But now the solution seems to be very close. On one of your strolls across the island you have found a tree with some very sticky fruit on it. You have run several tests and found out that if you take the wood and the fruit together and distill it, you can produce a mix which has the right texture you need for your ship. But for gaining the amount you need for the ship you calculated that you would need to pick all the fruits and cut the whole tree. In the morning you take your axe and walk to your tree. There you see a man who is picking the fruits from the tree.

The doctor

You are a doctor who is very experienced in natural medicine. In the last days many of the survivors of the shipwreck came to you with fever and an itchy red rash all over their bodies. On the day your first patient dies, the group starts to panic because they fear that this obviously deadly disease will spread to all members. The group urges you to find a cure for it and you are afraid what will happen if you disappoint them. Now your daughter has also caught the fever and your panic increases. You have tried to mix a medicine from several herbs and plants you have found on the island, but none of them were effective. But now the solution seems to be very close. On one of your strolls across the island you have found a tree with some very sticky fruit on it. You have found out that if you boil the fruits, you can produce a sticky juice which can heal the rash. For producing the treatment for all your patients you would need to pick all the fruits from that tree. In the morning you take your basket and start collecting the fruits. Then you see a man approaching you with an axe.

The observer

Pay attention to the conflict, especially the following points:

- ≡ How did the conversation go?
- ≡ Did the parties insist on their positions, or did they try to find out the reasons for the other party's behavior and position? If yes, how?
- ≡ What conflict styles did the parties adopt? Were they avoiding the conflict, trying to collaborate, confront each other, try to find a compromise or giving in to the other party's requests?
- ≡ Did they find a joint solution? If yes, how?

Gather the group for a round of reflection:

First ask the participants for self-reflection:

- ≡ How did your conversation go? Did you find a solution?
- ≡ How would you describe your own conflict style and the style of the other person?
- ≡ Did you find out what the other person's needs and interests were, or just their positions?
Did you understand them, or did you find it hard to put yourself into their shoes?

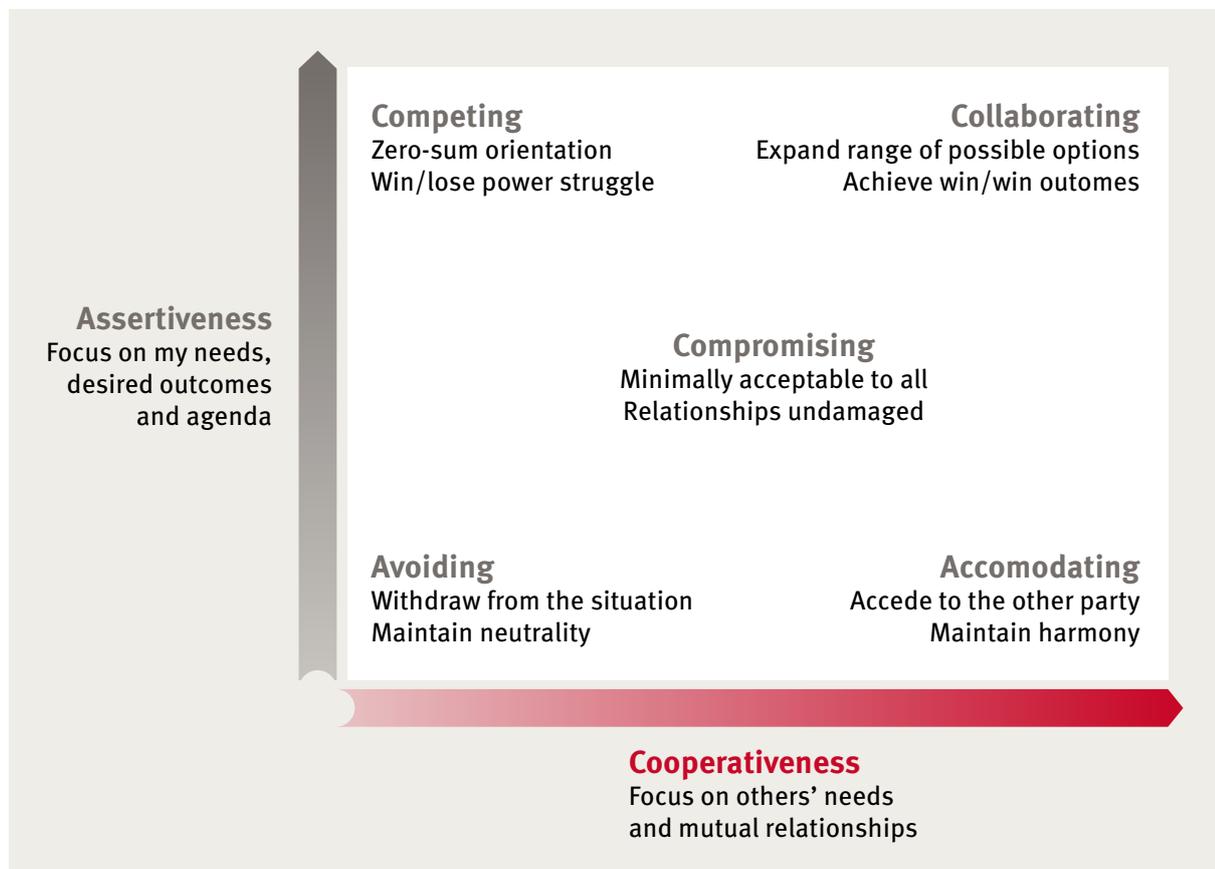
Then move to the observers reflections:

- ≡ How did the conversation go?
- ≡ Did the parties stay on the level of positions, or move to interests and needs?
- ≡ Did they find a joint solution? If yes, how?

Introduce the conflict strategies and the conflict onion to evaluate and discuss the exercise:

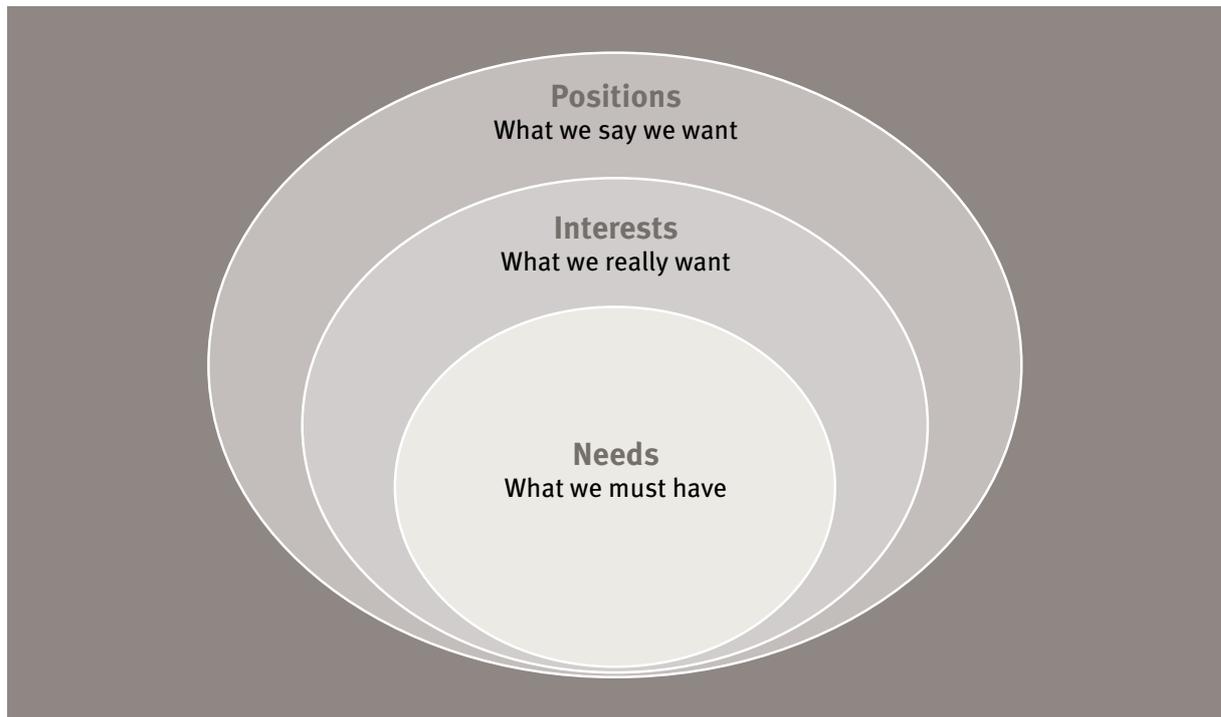
- ≡ Conflict strategies (Thomas-Kilmann conflict model): which strategies were adopted?
- ≡ Positions, interests, needs: What could be / were the underlying reasons for the fight?
Did they get addressed?

Thomas-Kilmann Conflict Modes



Source: Thomas, Kenneth/Kilmann, Ralph (1997): Thomas-Kilmann Conflict Mode Instrument. New York: Xicom.

The Conflict Onion



<http://transform-me.forumzfd.de/exercise/onionnew>

Experiences from the Summer School

The pairs came up with very different solutions. One pair agreed to first heal the sick people and then search for another tree together. In a second pair, one person completely agreed with the other party's requests. Another pair could not agree on a solution and the conflict ended violently, as they explained. It might be a problem if participants cannot adopt the roles very well, i. e. if they don't feel comfortable roleplaying. In that case the trainer can tell them that they don't have to act, but they should try to defend their character's interests and positions. After the roleplay and evaluation, participants also spoke about their own conflict style in private conflicts and were able to reflect it critically.

LEVEL 3. Agreeing on principles for the society on the Peace Island

Goals:

- ≡ Participants think about a “good system” for a heterogeneous group of people
- ≡ Participants discuss conditions for a peaceful society such as democratic participation, monopoly of force, social justice
- ≡ Participants simulate – very simplified – the decision-making process in a society which has to agree on a new order in a situation of extreme insecurity.

Advice for trainers:

Tell the story (preferably in your own words):

“Unfortunately the engineer failed and could not build a ship. It seems like you have to stay for a while, so you need to figure out how you would like to organise life on the island. You still have some food and water, but it’s getting less and the atmosphere is tense, especially because some people are carrying weapons. You are a committee that has been selected amongst the people of the island to come up with answers to some crucial questions. The group is counting on you to decide in their best interest.”

Explain the task:

Form groups of 5–6 people. Each group gets a large sheet of paper and thick pens. Hand out the worksheets and make sure every group understands what to do.

Alternatively, groups can roleplay the scenario if they want, taking the roles of some of the island inhabitants as described on the worksheet. The trainer should pick a variety of roles beforehand to keep the balance and ask participants to fill them with life. In that case it can help the participants to have some accessories for dressing up.

Time frame for group work: 80 minutes.

Distribute the materials:

- ≡ Worksheets
- ≡ Large sheets of paper and pens
- ≡ Only if done as a role play: Accessories (such as hats, scarves, blazers, plastic guns ...)



WORKSHEET 3. Principles for our society

Please agree on the following issues:

What shall we do with the weapons?

What shall we do with the sick, injured, old and very young people who cannot work?

What happens to the key for the box with food and water?

Our most important value for our island society:

You are representing the following people:

- ≡ A hunter with a rifle and 5 bullets
- ≡ A police man with a pistol and 5 bullets
- ≡ A judge
- ≡ A religious leader
- ≡ An environmental activist
- ≡ A politician
- ≡ A murderer
- ≡ A doctor
- ≡ An engineer
- ≡ One person holding the key for the box with food and water.
There is enough food and water in the box for 15 people for 5 days.
- ≡ 5 injured or sick people who cannot work
- ≡ 3 children who cannot work
- ≡ 4 old people who cannot work

Collect your answers on a large sheet and present it to the others.

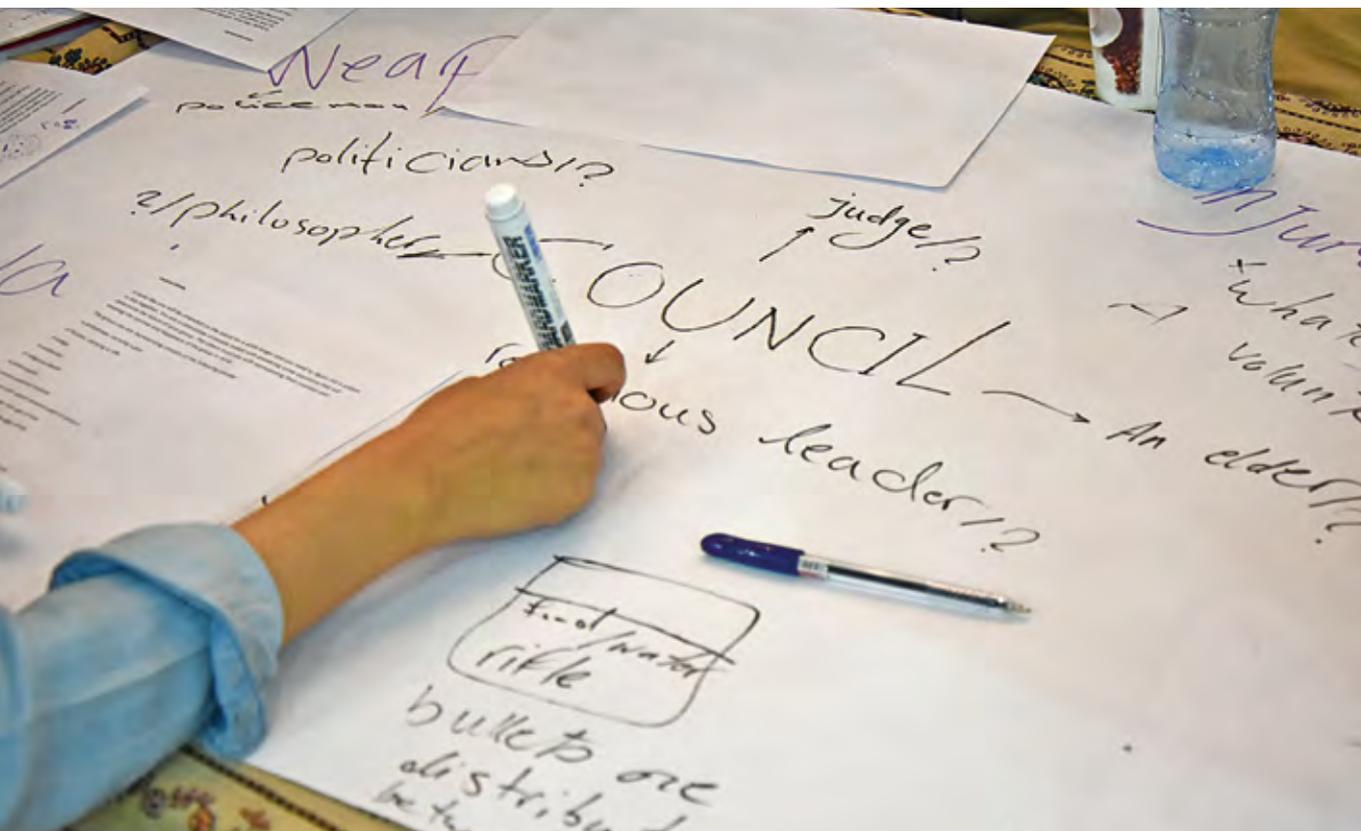
Gather the group for a reflection round:

- ≡ How did you feel during the discussion?
- ≡ How would you describe the quality of the discussion?
- ≡ How satisfied are you with your results?
- ≡ Did you take into account the needs of everybody?
- ≡ How did you reach decisions?
- ≡ How did you split tasks in your group (e. g. was there a moderator, a note-taker, ...)?

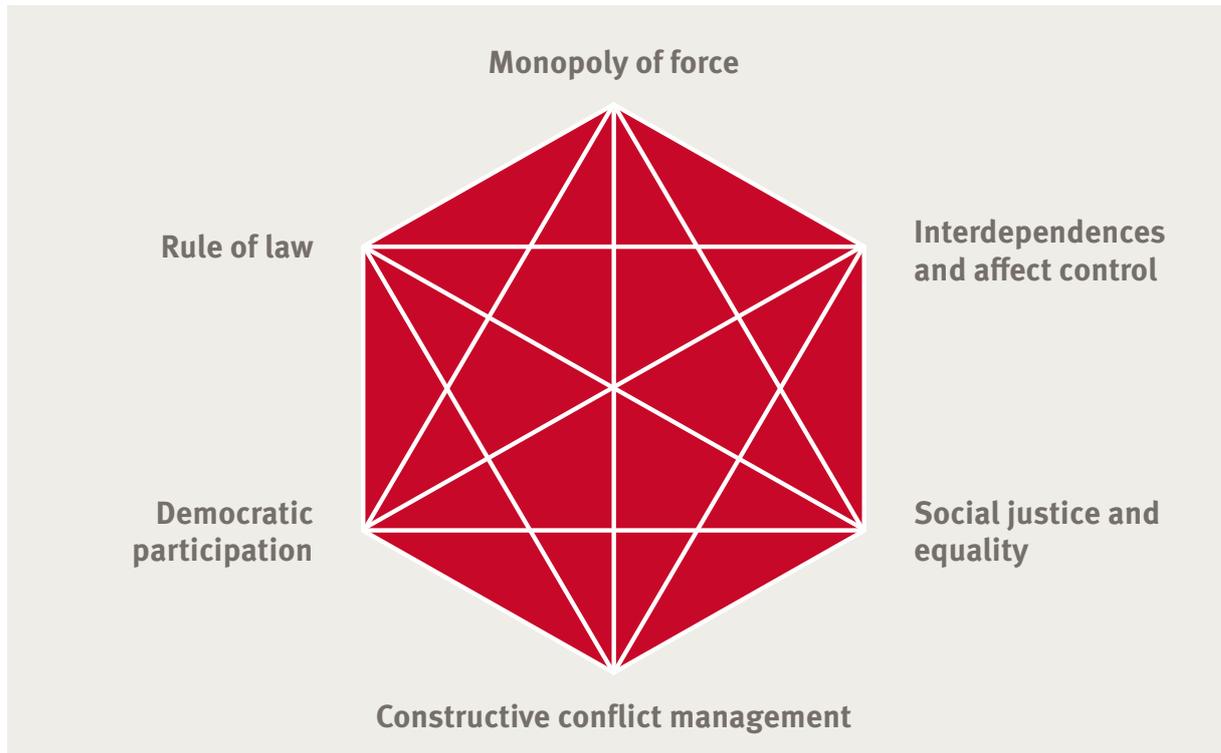
Share your observations as trainer

Evaluation and discussion: Conditions for a peaceful society

- ≡ Decision-making: democratic participation. Who makes decisions, and who gets to have a say in it? What happens if some people do not get to voice their opinions?
- ≡ Weapons: monopoly of force. What happens if everybody is carrying weapons? What happens if only the (elected and controlled) government is in possession of weapons? Danger of misuse by government, therefore rule of law as counterpart is important.
- ≡ Old and sick people, children: social justice. What happens to those who can't actively contribute to society, who need help? Why should they be protected? There should be minority rights in order to prevent a majority rule which oppresses minorities.
- ≡ Constructive conflict culture: How do people deal with each other, how do they solve their conflicts non-violently?



Requirements for sustainable peace (D. Senghaas)



Taken from Dieter Senghaas 2004

Experiences from the Summer School

Participants' quotes:

"I learned how to cooperate in a difficult situation, when my life is in danger" (meaning in a survival situation on an island-trainer's comment)

"I realised I can be innovative when under pressure"

"I understood that I am very creative, because in the bad situation that we were in I had good ideas"

"I had the opportunity to reflect on my values and the values of our society"

"I will try to be a better listener and think more about other people's ideas. I should try to be more patient."

"I now understand how difficult the job of a politician is...it took us so long to agree on some simple rules for a simple society, so in a real state it must be so much more difficult"

The groups will come up with some kind of system for the island group. During the Summer School, the most difficult question was the first one, because it touched on the topic of security in a very insecure situation. Especially with the murderer being on the island, both groups came up with very complicated systems to make sure power (in the form of weapons and bullets) is dispersed among the entire group and not in the hands of one person. It is interesting during the evaluation to compare the results of different groups – most likely even though the outcomes are different, the thoughts behind them are very similar and closely connected to the hexagon. As a trainer, it is important to address the reasoning behind the outcomes.

LEVEL 4. Meeting another community on the Peace Island

Goals:

- ≡ Participants get a feeling for intercultural communication and risks and challenges in intercultural communication
- ≡ Participants learn to observe and deal with cultural differences



Advice for trainers:

Tell the story (preferably in your own words):

“After some time on the island you have developed your own culture, customs and traditions. One day, a scout finds traces of other humans. Could it be that you are not alone? Indeed, there is another group of people, and they look friendly. You decide to make contact.”

Explain the task:

- ≡ You will be split into two groups (red one and blue one) and separated into two rooms. You have 20 minutes to prepare. Each group needs to select a fruit to represent the group, draw it on a piece of paper and put it on the wall. You also have to select an ambassador during that time.
- ≡ Each group has different characteristics that all participants have to stick to.
- ≡ The group members can otherwise speak normally with each other.

After splitting up the participants and guiding them to their rooms, hand out the instructions to both groups. Explain if anything is unclear. These are the following steps (make sure to stick to the time limits):

- ≡ After preparation, both ambassadors go into the other room (five minutes) and try to find out as much as possible about the other culture. Then they talk to their group about their findings.
- ≡ Each group selects two to three tourists who will visit the other group. They can interact or just observe (five minutes). Afterwards, they will go back to consult with their group.
- ≡ The tourist-exchange continues until everybody has been in the other room.

Time frame for group preparations and exchanges: ca. 40 minutes

Distribute the materials:

- ≡ Red bracelets and blue clips
- ≡ Red headband for the red leader
- ≡ Worksheets
- ≡ Small sheet of paper, pens, tape

WORKSHEET 4. Blue group

- ≡ You put great emphasis on wealth accumulation.
- ≡ This is a very individualistic culture that values the person over the group. You want to get ahead and work hard to get there, no matter what the cost.
- ≡ There is no hierarchy in the Blue culture.

- ≡ Greet each other and visitors with a nod of the head.

- ≡ You do not like to talk about the family or how much wealth people have. In a group, Blues like to talk about work. They tend to walk away if someone brings up the subject of family, or starts bragging about wealth.
- ≡ When any person joins a group, he or she is readily welcomed into the conversation, no matter age, position or gender.
- ≡ Too much smiling is seen as childish. Adults in a serious conversation do not smile.

- ≡ You measure a person's value by how well he or she performs in the marketplace, but you think that it is impolite to show how much wealth you have to others. You NEVER discuss your wealth.
- ≡ You are somewhat familiar with the Red culture, and you are very interested in obtaining their "clips."
- ≡ Blues have a special trading language which they use with ANYONE who wants to trade. It means, "Can I have # of those?" as following (point to what you want):
 - Ba — one
 - Ba Fá — two
 - Ba Fá, Ba — three
 - Ba Fá, Ba Fá — four

WORKSHEET 5. Red group

- ≡ Choose a leader who must wear a red wristband
- ≡ Leaders and people in high positions are respected and highly regarded
- ≡ You put great emphasis on group membership. The benefit of the group takes precedent over the benefit of any one individual.

- ≡ Always greet other Reds using the Red greeting – both people put their right hand on their own left shoulder and say “How is your family?”.
- ≡ NEVER greet a non-Red (a visitor) like this. If you greet a visitor, stretch an open hand towards him to show that you are unarmed. If the visitor does not do the same, you do not talk to him because he might be dangerous.

- ≡ You love and honor your leader. When you are in a group, you love to talk about your family. You always allow your leader to lead the conversation.
- ≡ If you are in a conversation and a new person enters the group, he or she must stand there and wait to be invited into the group by a Red.
- ≡ It is considered impolite to not smile. Generally, Reds smile a lot at each other, also during serious conversations. You do this to make the other person feel good.

- ≡ You love to collect “clips” which is your form of currency. After making small talk, request “clips.” You want to get as many “clips” as possible. You get “clips” by simply asking another Red for an amount of clips.
- ≡ Reds love to decorate themselves with “clips” and they love to talk about how many “clips” they have.
- ≡ Reds only trade “clips” with visitors if he or she greets them properly. Otherwise, the Red will ignore the visitor and walk away.
- ≡ **Ba Fá, Ba** in the red language is a huge insult. Reds will not speak to anyone who says this to them.



Gather the group for a reflection round:

- ≡ In the plenum, each group recapitulates what they believe they found out about the other group. The other group explains why they behaved the way they did.
- ≡ Personal: How did it feel to be alone in the other room, and how did it feel to greet a single visitor while being in your own group? What image of the other group did you have at the beginning? Did the image change over time? What was especially difficult/ especially easy? What can you do about it?

Evaluation and discussion:

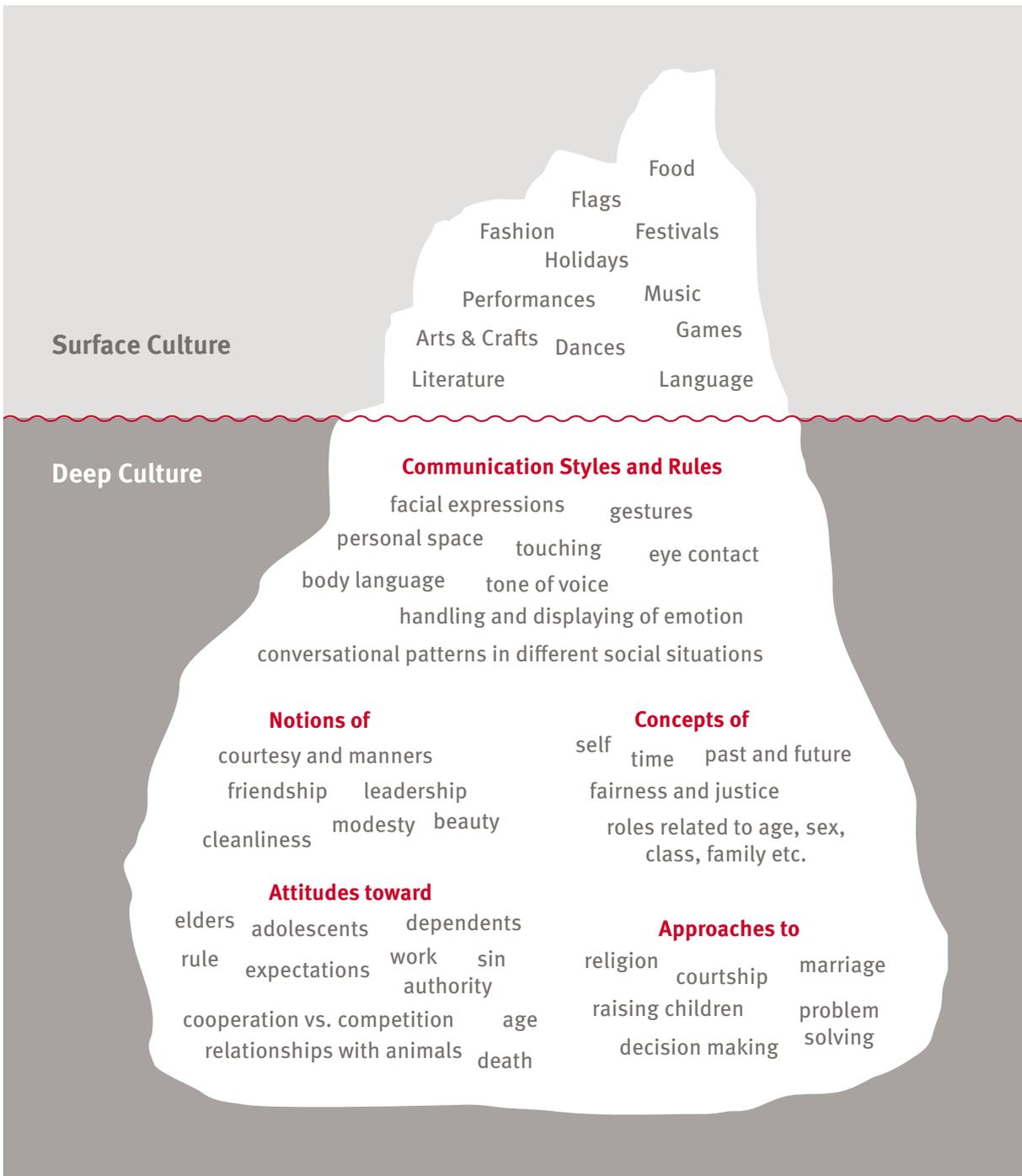
Trainer explains culture as “iceberg” (visible and invisible elements) – in the blue and red cultures, what was visible, what wasn’t?

- ≡ Have you been in situations (in other countries, with people from other countries) that felt similar? What did you do? Collect ideas with the group how to have good intercultural communication.
- ≡ Trainer explains ingroup/outgroup (the group one identifies with vs. the group one does not identify with): how was it to leave the other group’s room and go back to your “home” room, and how was it to leave your “home” room? When you didn’t understand the other group’s behaviour, what was your immediate reaction? At the end of the game, what was the feeling about your own group and the feeling about the other group?
- ≡ What does intercultural communication have to do with peacebuilding and visions for the future?

Experiences from the Summer School:

This game is a lot of fun for participants. At the same time, it is very easy for them to adopt a group identity, and ingroup/outgroup behaviour as a result of communication difficulties is clearly visible. After a few exchanges, it became easier for the two groups to communicate, and they started to trade. However, until the end there was a lot of confusion over some behaviors, which were during the evaluation attributed to “rudeness” or “selfishness”. Both groups showed signs of ingroup/outgroup behaviour, devaluing the other group’s behaviour and defending their own. Before the evaluation, it is important for trainers to make a clear cut between the roleplay and the evaluation part, so participants have the chance to reflect critically and don’t stick to their roles as group members.

The Cultural Iceberg



Adaptation from Edward T. Hall 1976: Beyond Culture.

LEVEL 5. Leaving the Peace Island

Goal:

- ≡ Participants reflect on their own positive skills or attitudes they have acquired and negative behaviors or attitudes they would like to discard.

Advice for trainers:

Tell the story (preferably in your own words):

“With the help of the other group, you manage to build a ship and leave the island. While you are sailing home, all of you have time to reflect on your experience on the island. What have you learned about yourself, and about living together?”

Explain the task:

On the green cards, write down one or several interesting experiences you made on the island, skills you learned, observations you made, lessons you learned, that you want to take with you. On the red card, write down a habit or attitude that you have which you would like to leave behind (on the island) in order become a more peaceful person. Then pin your cards on the board.

Time frame: 15 minutes

Materials:

Green cards, red cards, pens

The cards should not be read out aloud, but be there so others can read them and reflect on them.

Experiences from the Summer School (some answers):

What can I take from the island?

- ≡ Cooperation
- ≡ Judging people based on their appearance is not fair
- ≡ Trying to be more sociable and work in teams is important on the island and in society
- ≡ Mediate differences
- ≡ Overcome barriers through simple dialogue
- ≡ Being open to new ideas and not avoiding constructive conflict
- ≡ Getting out of boring everyday life

What can I leave on the island?

- ≡ Trying to convince everybody
- ≡ Being angry with opposite opinions
- ≡ Being in a hurry
- ≡ Impatience
- ≡ Prejudice
- ≡ Running away from challenging experiences
- ≡ I want to be a better listener and think more about other peoples' ideas

CLOSING PARTNER WORK. Intercultural dialogue and peace

Participants pair up. They get their forms from the first exercise and together answer the final two questions and present their answers to the group.

- ≡ Time frame for partner work: 15 minutes
- ≡ Materials: worksheet 1. partner interview



Experiences from the Summer School (some answers):

Intercultural dialogue to me means ...

- ≡ Looking at the same topic from different perspectives
- ≡ Accepting the fact that we are different
- ≡ Being patient when we face opposite opinions
- ≡ Discussion about cultures and beliefs
- ≡ Becoming familiar with each other and solving common problems
- ≡ Respecting and accepting different ways of life
- ≡ Connecting with other cultures while keeping principal rules and norms

Intercultural dialogue and peace are related because ...

- ≡ Without understanding each other, there can be no peace
- ≡ Peaceful human beings want dialogue and communication with each other
- ≡ The first step to achieving peace is always dialogue

Summer School programme

	Morning	Afternoon
Day 1 Getting to know each other 19. September	Getting to know each other Introduction of Berghof and Tehran Peace Museum Expectations and presentation of program	Basic concepts peace, conflict, violence Youth peacebuilder story Peace Counts: Matteo as a youth & peace-building example & intro to roleplay
Day 2 International Peace Day 20. September	Peace Day Ceremony	Culture of conflict cartoons Intro to conflict escalation and prevention, establishing rules for dialogue
Day 3 Peace Island day 1 21. September	Peace Island Level 1: Arriving on the Peace Island Participants build “shelters” in small groups and with little time Peace Island 2: Solving an interpersonal conflict on the Peace Island Participants act out an island conflict in pairs and with role descriptions.	Peace Island Level 3: Agreeing on principles for the society on the Peace Island Participants take over roles and develop a common vision with the help of guiding questions.
Day 4 Peace Island day 2 22. September	Peace Island Level 4: Meeting another community on the Peace Island Participants explore intercultural communication by interacting with another group on the island.	Peace Island Level 5: Leaving the Peace Island Open discussion round: What can I take from the Peace Island? What am I leaving on the Peace Island? Public discussion round with Prof. Werner Wintersteiner: Global Citizenship Education
Day 5 Wrap-up and next steps 23. September	Feedback & written evaluation	Public discussion round with Prof. Hanne Birckenbach: Peace and Peace logic



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