



— By Soth Plai Ngarm —



CONFLICT TRANSFORMATION AND PEACEBUILDING TRAINERS MANUAL

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INTRODUCTION

As a trainer in the field of conflict transformation, you are not only an educator but also a facilitator of change. Conflict, when approached with the right mindset and tools, can be a catalyst for growth, healing, and long-term peace. Your role in guiding others through the principles and practices of conflict transformation is critical in shaping the future of how we address and resolve conflicts on every level—whether within communities, organizations, or even globally.

This training guide is designed to equip you, as a trainer, with the foundational knowledge, methodologies, and practical approaches to effectively teach and mentor others in the art of conflict transformation. While traditional conflict resolution tends to focus on immediate solutions to disputes, conflict transformation seeks to address the root causes of conflict, build trust, empower individuals, and promote systemic change that is just and sustainable.

Having said this, we do not advise anyone to become a peacebuilding trainer by purely reading this curriculum and with no proper training and coaching.

Within these pages, you will find not only theoretical frameworks and strategies but also actionable tools for engaging with participants, fostering dialogue, and creating safe spaces for learning. Through exercises and experiential activities, you will learn how to teach others to understand conflict as an opportunity for positive transformation rather than something to be merely resolved or avoided.

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ABOUT THE CURRICULUM

The TOT curriculum is a comprehensive five-to-seven-day training program designed to equip participants with the necessary skills and knowledge to become effective trainers. This intensive course focuses on developing pedagogical and content expertise, enabling participants to deliver engaging and impactful training sessions.

Key Components of the TOT Curriculum:

Training Methodology:

- *Adult Learning Principles:* Understanding how adults learn best, including motivation, self-direction, and real-world application.
- *Instructional Design:* Developing practical learning objectives, structuring content, and selecting appropriate instructional strategies.
- *Facilitative Leadership:* Cultivating a supportive and inclusive learning environment, encouraging active participation, and managing group dynamics.

Content Expertise:

- *Deep Dive into the Subject Matter:* Thoroughly exploring the specific topics or skills to be taught, ensuring a solid understanding of the content.
- *Identifying Key Learning Points:* Distilling complex information into essential takeaways, making it easier for trainees to absorb and retain.
- *Developing Engaging Content:* To keep trainees engaged, various learning activities, such as case studies, simulations, and group discussions, should be created.

Training Delivery Skills:

- *Effective Communication:* Mastering verbal and nonverbal communication techniques to convey information clearly and persuasively.
- *Presentation Skills:* Developing strong public speaking skills, including using visual aids, managing time, and handling questions.
- *Interpersonal Skills:* Building rapport with trainees, providing constructive feedback, and resolving conflicts.

Assessment and Evaluation:

- *Designing Assessments:* Creating relevant and reliable assessment tools, such as quizzes, tests, and performance evaluations.
 - *Providing Feedback:* Offering constructive feedback to trainees in a timely and supportive manner.
 - *Evaluating Training Effectiveness:* Using various methods to measure the impact of training, such as pre-and post-tests, surveys, and observation.
-

Training Program Development:

A significant portion of the TOT curriculum guides participants in developing their training programs.

- *Needs Assessment:* Identifying the specific training needs of the target audience.
- *Learning Objectives:* Defining clear and measurable learning outcomes.
- *Curriculum Design:* Structuring the training program, including the sequence of topics and activities.
- *Materials Development:* Creating training materials, such as handouts, presentations, and workbooks.
- *Logistics Planning:* Organizing the training delivery, including scheduling, venue selection, and resource allocation.

Ultimately, the TOT curriculum seeks to empower participants to become skilled and confident trainers who can positively impact their organizations and communities.

HOW TO USE THE CURRICULUM

Manual as a Tool for Conflict Transformation Skills Training

This Training of Trainers (TOT) manual is invaluable for equipping individuals with the necessary skills and knowledge to facilitate effective conflict transformation. It provides a comprehensive framework for delivering training sessions, ensuring consistency, and enhancing the learning experience. This article explores the effective use of a TOT manual in conflict transformation skills training and also serves as reading materials and as a handout.

Recollection of Skills and Techniques:

- **Skill Audits:** Conduct regular skill audits to assess participants' understanding and retention of key concepts and techniques.
- **Self-Assessment:** Encourage participants to use the manual as a reference tool to self-assess their progress and identify areas for improvement.
- **Quizzes and Worksheets:** Develop quizzes and worksheets based on the manual's content to reinforce learning and identify knowledge gaps.

Training Participants to Perform the Following Tasks:

- **Sharing, Discussion, and Reflection.**
- **Group Discussions:** Facilitate group discussions to explore different perspectives, share experiences, and apply the manual's content to real-world scenarios.
- **Case Studies:** Use case studies from the manual to analyze complex conflict situations and discuss potential solutions.
- **Role-Playing Exercises:** Engage participants in role-playing exercises to practice conflict resolution techniques and receive peer feedback.

Adaptation and Improvement:

- **Local Contextualization:** Adapt the manual to reflect the social and political context.
- **Cultural sensitivity towards the target audience:** The training materials and activities must be culturally aware and respectful of diverse perspectives.
- **Feedback Mechanisms:** Establish feedback mechanisms to gather input from participants and trainers and continuously improve the manual and training delivery.
- **Pilot Testing:** Conduct pilot tests to evaluate the effectiveness of the adapted manual and make necessary adjustments.

Key Elements of a TOT Manual for Conflict Transformation:

- **Theoretical Framework:** Provide a solid foundation in conflict theory, peacebuilding, and negotiation principles.
- **Offer a range of practical skills,** such as active listening, empathy, mediation, and negotiation.
- **Outline effective training methodologies,** including lectures, group discussions, role-playing, and simulations.
- **Develop a detailed curriculum** that covers essential topics and aligns with learning objectives.
- **Resource Materials:** Provide various resources, such as handouts, worksheets, case studies, and videos.
- **Train trainers** on session planning, facilitation techniques, and participant management.
- **Include tools** for assessing participant learning, training effectiveness, and program impact.

By utilizing a TOT manual effectively, trainers can enhance the quality and impact of conflict transformation skills training. By incorporating the strategies outlined in this article, trainers can empower participants to become adept conflict mediators and peacebuilders who contribute to more peaceful and just societies.

SETTING UP THE LEARNING ENVIRONMENTS

Self-Introduction: Making a Memorable First Impression

A self-introduction involves more than stating your name and job title. It is a powerful tool that can influence how others perceive you, foster rapport, and create opportunities. Whether you're networking at a conference, starting a new position, or simply meeting someone for the first time, knowing how to introduce yourself effectively is invaluable.

Why Self-Introductions Matter

A well-crafted self-introduction can:

- Create a positive first impression: Your introduction sets the tone for the interaction.
- Build rapport: Sharing personal details can help you connect with others more deeply.
- Highlight your unique qualities: Showcase your strengths, skills, and experiences.
- Advance your career: A strong self-introduction can help you land a job, secure a promotion, or close a deal.

Different Ways to Introduce Yourself

The best way to introduce yourself depends on the context and your goals. Here are a few common approaches:

- The Classic Introduction
- The Elevator Pitch
- The Social Introduction

The Classic Introduction

- **Basic Information:** Your name, job title, and company.
- **Personal Touch:** A brief anecdote, hobby, or interest.
- **Call to Action:** A question or invitation to connect further.

The Elevator Pitch

- **Concise and Impactful:** A summary of your professional experience and goals.
- **Highlight Key Achievements:** Showcase your most significant accomplishments.
- **Memorable Closing:** End with a strong statement or question.

The Social Introduction

- **Light and Friendly:** Focus on shared interests and hobbies.
- **Ask Open-Ended Questions:** Encourage conversation and build rapport.
- **Active Listening:** Pay attention to the other person and respond thoughtfully.

Learning Contract

Let's establish a Learning Contract to ensure a productive and respectful learning environment. This contract outlines our mutual expectations and commitments.

Some Examples of the Ground Rules

- **Active Participation:** Engage in discussions, share insights, and ask questions.
- **Respectful Communication:** Listen attentively, value diverse perspectives, and avoid interrupting.
- **Timely Completion:** Submit assignments and meet deadlines.
- **Confidentiality:** Respect the privacy of fellow participants.
- Ask everyone to sign collective agreements to create a collaborative learning environment.

Some Examples of the Expectations

Learner Expectations:

- I will actively participate in class discussions and activities.
- I will complete all assignments on time.
- I will respect the opinions and ideas of my peers.

Trainer Expectations:

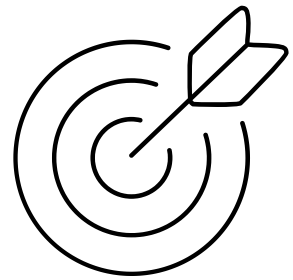
- I will provide clear and engaging instruction.
- I will create a supportive and inclusive learning environment.
- I will be available to answer questions and provide feedback.



GOAL AND OBJECTIVES

The aim is to equip participants with the knowledge, skills, and tools needed to facilitate effective conflict transformation processes, enabling them to train others and foster sustainable peacebuilding in their communities.

Objectives



1. Knowledge and Understanding

- Develop a comprehensive understanding of conflict analysis, root causes, and dynamics.
- Gain insights into various conflict transformation approaches and methodologies.
- Acquire knowledge of peacebuilding principles and practices.
- Understand the role of power and culture in conflict.

2. Skills and Competencies

- Develop effective communication and facilitation skills for diverse groups.
- Enhance active listening and empathy skills.
- Learn to design and deliver training programs on conflict transformation.
- Develop the ability to build trust and rapport with the conflict parties.

3. Attitudinal Change

- Cultivate a positive and constructive attitude towards conflict.
- Develop a commitment to peacebuilding and social justice.
- Foster empathy and understanding of diverse perspectives.
- Promote a culture of dialogue and non-violence.

4. Practical Application

- Develop the ability to apply conflict transformation tools and techniques in real world situations.
- Learn to design and implement community-based peacebuilding initiatives.
- Develop the capacity to train others in conflict transformation skills.

INTRODUCTION TO THE TRAINING COURSE

What Is Training for Conflict Transformation?¹

It systematically shares knowledge, skills, experience, and insights that empower trainers and participants to learn and undergo personal and professional transformation. This enhances their capability and motivation to address conflict creatively and work towards peace and justice.

The Purposes of Conflict Transformation Training²

Preparation and capacity building are vital when organizations organize workshops and courses to equip their staff and partners with the knowledge, skills, and attitudes necessary to expand their existing work or implement new initiatives related to conflict. This training typically takes place in-country, but there are advantages to occasionally bringing individuals out of their usual context, where they can share insights with others who are experiencing similar situations and realize that they are not alone.

Intervention is often one of the objectives when protagonists in a conflict attend the same training event(s). The training experience can directly influence the situation by allowing them to meet and discuss issues, understand one another better, build relationships, and discover practical ways forward. It is generally advantageous to start with a broader subject matter (such as resolving conflicts in general rather than focusing on our specific conflict) so that participants can first develop sufficient confidence in the process of addressing their shared conflict.

¹ Abdi, D., Fisher, S. & Smith, R., "*Training for Conflict Transformation*", RTC, 2000, p. 4.

² Adapted from Abdi, Fisher & Smith, op. cit., p.4.

Ten Key Principles of Conflict Transformation Training³

It is for real. It addresses the challenges and conflicts the training participants experience daily. It builds their skills, knowledge, and motivation to transform their situations.

It fosters dialogue and embraces diversity. The process encourages individuals to explore various viewpoints and to accept perspectives different from their own as legitimate. Listening to one another does not necessitate agreement; it is perfectly acceptable to agree to disagree.

It combines activity and reflection. It involves people actively acting and using oxidative techniques. It also provides opportunities for reflection and for seeking broader patterns through theory. A longer-term goal is for participants to develop and test their theories and become reflective practitioners.

It recognizes participants as a prime resource. Participants bring a wealth of experience to a training event, including knowledge of various methods of addressing conflict, both “customary” and “modern.” The process should assist them in critically articulating their knowledge and insight as they move in and out of teaching and learning roles.

It responds flexibly to the needs of the situation and the participants. It is adaptable enough, within the overall objectives, to change from the planned process as people’s conflict-related needs become more clearly articulated. It never underestimates the importance of humor and enjoyment.

It recognizes the importance of human emotions. Human initiatives in conflict arise as much from often unacknowledged feelings as from intellect. Many participants in conflict transformation training have suffered significant emotional harm, if not physical. The training aims to enhance awareness of emotions and the capacity to address them constructively.

It is both holistic and specific. It encompasses the connections between the past, present, and future, between the individual, the group, and the external environment, and between local, regional, and global levels, while focusing on case studies and the practical plans of participants.

It is committed, not neutral. It is motivated by a wish to reduce people’s suffering, present and future, and it is clear about its values and its goals.

³ Adapted from Abdi, Fisher, & Smith, op. cit., p. 11.

It is attentive to the present moment. The training group embodies and upholds the principles and values expressed by the trainees. “There is no way to peace; peace is the way.” Thus, developing interpersonal and group skills are essential.

It fosters self-awareness and self-development. These are an essential adjunct to knowledge about conflicts and the external environment. Action on conflict is inseparable from the character of the actor. Ego-dominated activity carries the seeds of its own destruction.

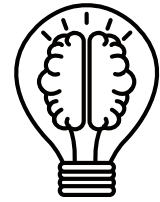


Definition of Knowledge, Attitudes, and Skills⁴

KNOWLEDGE

Information, theories, and facts that people need for their work or life.
In peacebuilding and conflict resolution, what type of information is this?

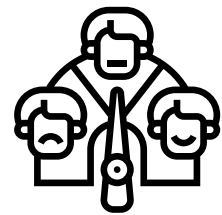
- Causes of conflict, understanding of the parties involved, familiarity with decision-making systems and structures, and awareness of the necessity for conflict-sensitive approaches and strategies.



ATTITUDE

Actions or behaviors that indicate the way the target trainees think and feel about their work and the people affected by their work.
What kinds of attitudes might this include if we consider conflict-sensitive approaches?

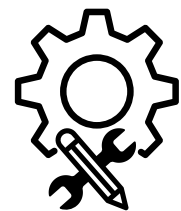
- Prejudice, stereotyping, commitment, equity, non-violence/violence, use or abuse of power, relationships with colleagues, constituents or superiors.



SKILLS

What people need to be able to do to do their job effectively.
In peacebuilding and conflict resolution, what kind of skills are required?

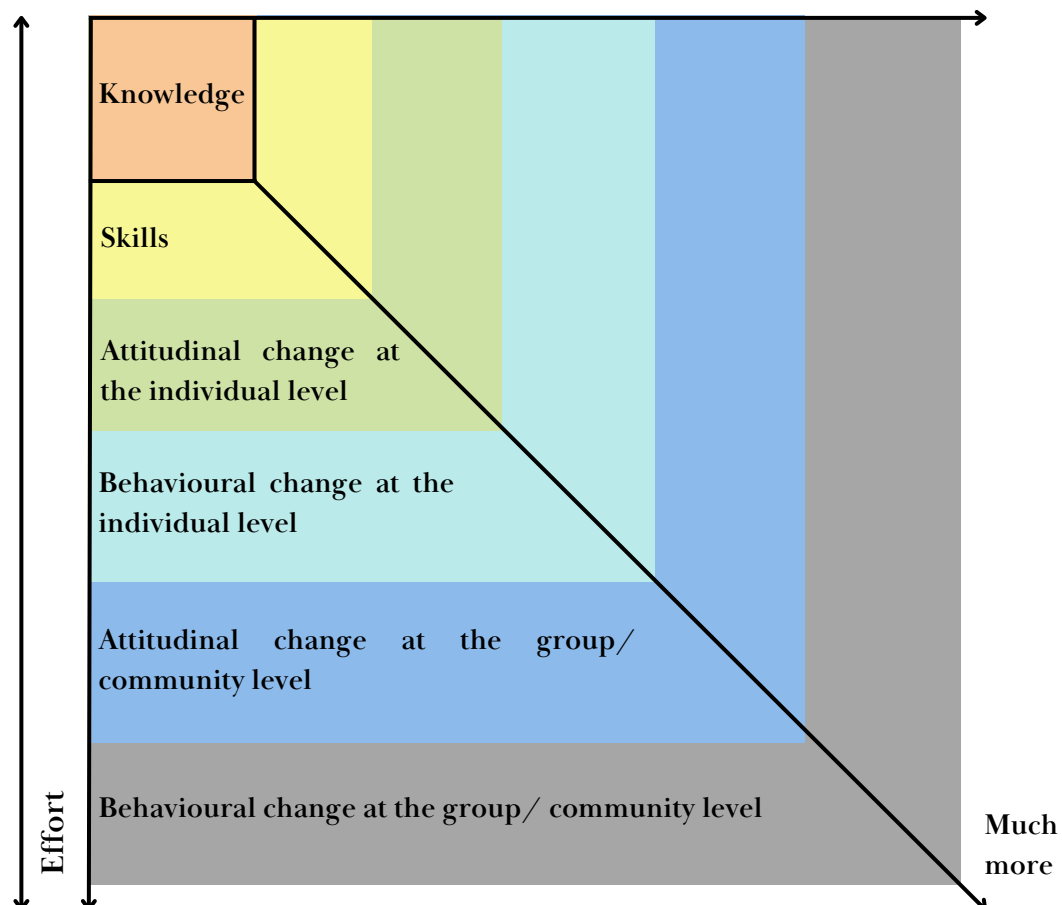
- Communication skills, decision-making, teamwork, problem-solving, leadership, mediation, negotiation, arbitration, conflict analysis.



⁴ Developed by Emma Leslie for CPD/CDRI training needs Assessment Workshop 2003

Changes in Attitude as a Result of Training

Often, one aim of Conflict Transformation training is to effect changes in attitudes and behavior. Fowler⁵ illustrates this, demonstrating the relationship between time, effort, and the depth of change:



Applying this model to conflict transformation training suggests that such training could be part of a process-oriented intervention aimed at systematically changing attitudes and behaviours. In this context, the focus is not on quickly resolving a conflict but rather on reducing violent behaviour and shifting people's attitudes. With this goal in mind, training for conflict transformation includes not only the transfer of knowledge and skills but also the facilitation of the processes involved in changing people's attitudes and behaviours. Behavioural changes often precede attitudinal shifts, yet addressing both is essential for successful conflict transformation.

⁵ Alan Fowler: *Striking a balance: a guide to enhancing the effectiveness of non-governmental organisations in international development* (London: Earthscan, 1997).

TRAINING FOR TRAINERS

An Outline Workshop Planning Process

1. Needs Analysis

Establish what is our analysis of the situation and what needs to happen.

2. Proposed Action

What do we propose to do to change or influence it? How does this follow from step one above? How is the training part of this?

3. Aims and Objectives

Set aims and objectives for the proposed training. What is the overall purpose? What specific, achievable objectives do you have? What knowledge, awareness, skills, and attitudes do you want to develop in the participants?

4. Overall Process

Decide on the overall process and time scale. How does it foster action rather than training for training's sake? Are we looking at a one-off event or a series? Do you have the resources to fund it?

5. Learning

Training is fundamentally about learning. Decide how you, the participants, and the sponsors will learn from what happens. Is a report necessary? What sort? How can you incorporate learning from "failures" and "successes" into future work?

6. Logistics

Where will you conduct the training? It involves funding that fosters both learning and outstanding work, enabling vital facilitators to focus on the workshop.

7. Participants

Define the criteria for the participants you want, considering the change you wish to bring about. Do the people you want to invite have the capacity and influence necessary to achieve your goals? If not, which participants would? How will you choose them: by public advertisement or through people or organizations you know already?

8. Facilitation Team

Decide on the facilitators: You need a team with varied experience, qualities, and... what else? Do they have the capacity to deliver the objectives you have set? Do you need more training for the trainers/facilitators first?

9. Content

Decide on the content of the first event in the proposed training. What precisely do you want to convey? This needs to be decided in the light of your overall planned process.

10. Process

What will be the process? The "how" is as important as the "what" in this field.

11. Materials

Locate existing training materials that you can use, and design and produce new materials if necessary.

12. Training Event

Do the training.

13. Follow-Up

Keep in contact after the event and support the good intentions and ideas participants may have expressed. Often, the pressure of other commitments or fear of failure prevents fully implementing plans of action, follow-ups from the trainers can greatly help.

14. Evaluation

Evaluate the training sincerely. Distinguish what you need to know from what funders or other external parties require. Create an opportunity for participants to reflect on how they have contributed to the event, the learning experience, and what they have learned and gained from it. Follow up on the evaluation with a further review after three or six months. Have participants engaged in any interesting work? Have they adapted and developed what was introduced during the training? Provide feedback on the results to both the participants and yourself.

And last but not least...

15. Nurturing Ourselves

How are we facilitators, organisers, and planners looking after one another? Are we fully supporting each other? Do we challenge one another when needed? Are we effectively managing the issues and conflicts that arise? Should we devise specific activities to address this?



A CYCLE OF COMPETENCE

In developing training skills, there are four crucial areas to focus on:

- 1 Content: What knowledge, awareness, attitudes, and skills do we wish for the participants to acquire regarding the subject?
- 2 Process: the methods, approaches, and specifics of exercises.
- 3 Planning: how we integrate these coherently, from recruitment through the event to follow-up, action, and beyond.
- 4 The trainer himself: what is our capacity to carry out this work? How are we developing it? How do we know? How competent are we? Are we “good enough”?

This fourth dimension is often the most challenging to address. It affects our self-esteem and can make us feel defensive; however, it is essential for progress. The following framework can assist in considering this fourth task.

As we embark on this work, we recognise that there is much for us to learn. We are deliberately unskilled.

Having dedicated time to developing our skills in various ways, we have uncovered more effective methods for being trainers whilst remaining keenly aware of these new abilities: we are consciously skilled.

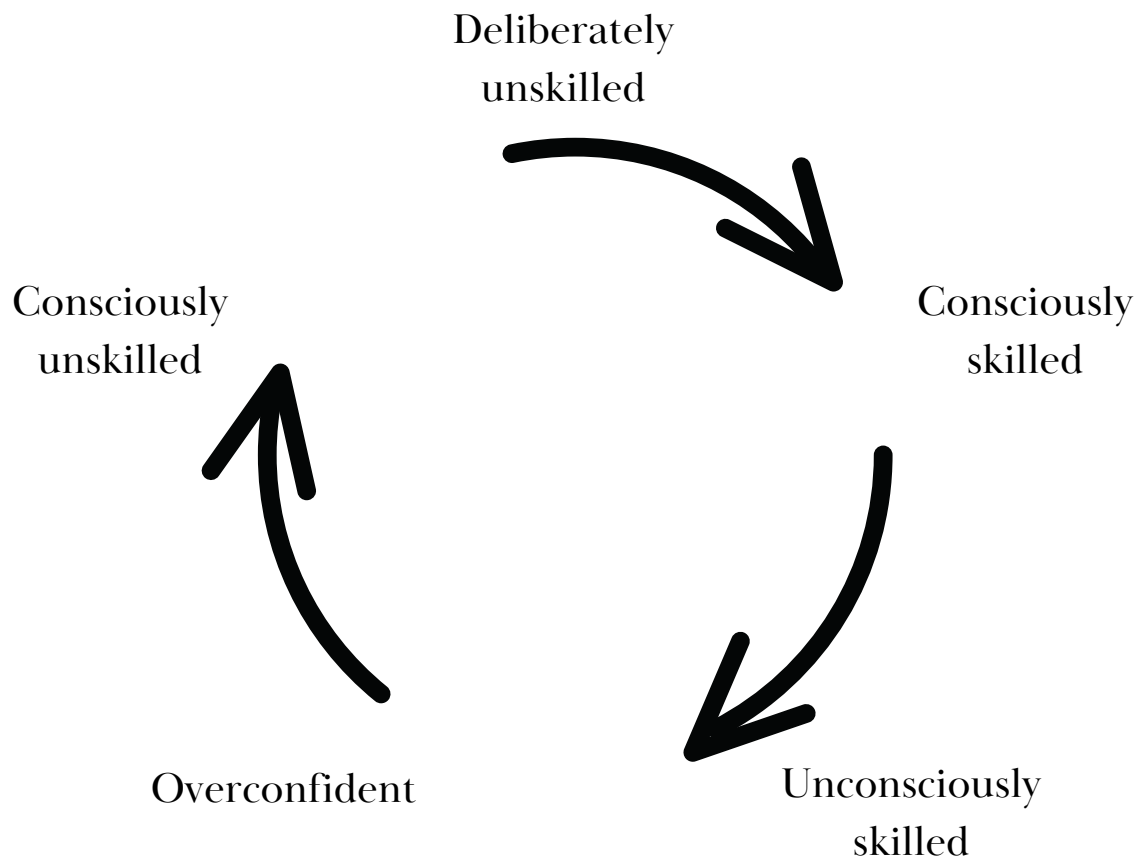
Once we have practiced these skills for a while, we start to perform them automatically (similar to walking or driving a car); at this stage, we become unconsciously skilled. We feel competent and confident in the training we undertake.

Nevertheless, it is possible to become overconfident. We may assume that we can carry out this work indefinitely, paying less attention to how we execute it and the details involved. While our skills develop, we do not necessarily keep pace with them. Our standards may decline, and, without our realisation, we might unintentionally become aware of our unskilled state. What then?

We may finally realise this ourselves, as some training has not gone as anticipated. Alternatively, someone (perhaps a colleague) may enlighten us through the feedback provided. We then become consciously unskilled, and the cycle begins anew.

As illustrated above, this sequence does not need to be sequential. It can occur simultaneously across various dimensions of our work.

We require a candid and transparent relationship with our colleagues to provide them with feedback while also being open to their input. Without this form of collaboration, we risk underperforming and diminishing the quality of our collective work. We can cultivate inspiring and mutually supportive teams that exemplify what we aim to demonstrate to others: that peacebuilding is dynamic and enjoyable.



PRACTICAL TIPS FOR TUTORS WHEN CONDUCTING EDUCATIONAL GAMES

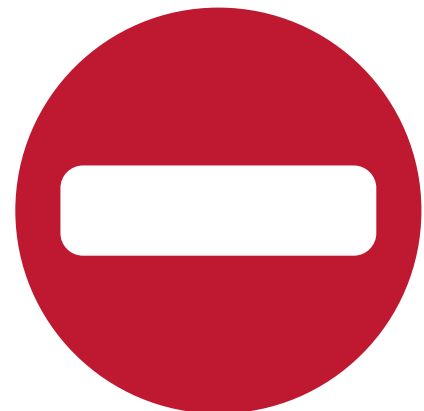
DOs

- Ensure that all participants know the objective of playing the game
- Ensure that everyone knows what the chance variables are.
- Explore other possible scenarios during the discussion, i.e. “What if...” situations
- Lighten the mood if it becomes too serious; remember to smile.
- If a surprise element is to be introduced, include that fact in the briefing without making a big thing of it.



DONT's

- Don't allow conflicts to go unresolved. If conflicts occur, work them through to completion.
- Don't introduce surprise elements without prior briefing.
- Don't allow the game to go on if it isn't any fun or doesn't have meaning.
- Don't play games without an objective.



My Personal Shield

A Values Clarification Exercise for Trainers in Conflict Transformation

Historically, shields protected a person's body in battle and during ceremonies. The design on the shield showed an observer of the shield where the bearer belonged.

The shield offered to you is to confirm and identify the values you want to display in your training approach.

Please draw pictures or symbols representing the four most important values in your approach as a trainer. In the scroll underneath the shield, please write your motto about yourself as a trainer.

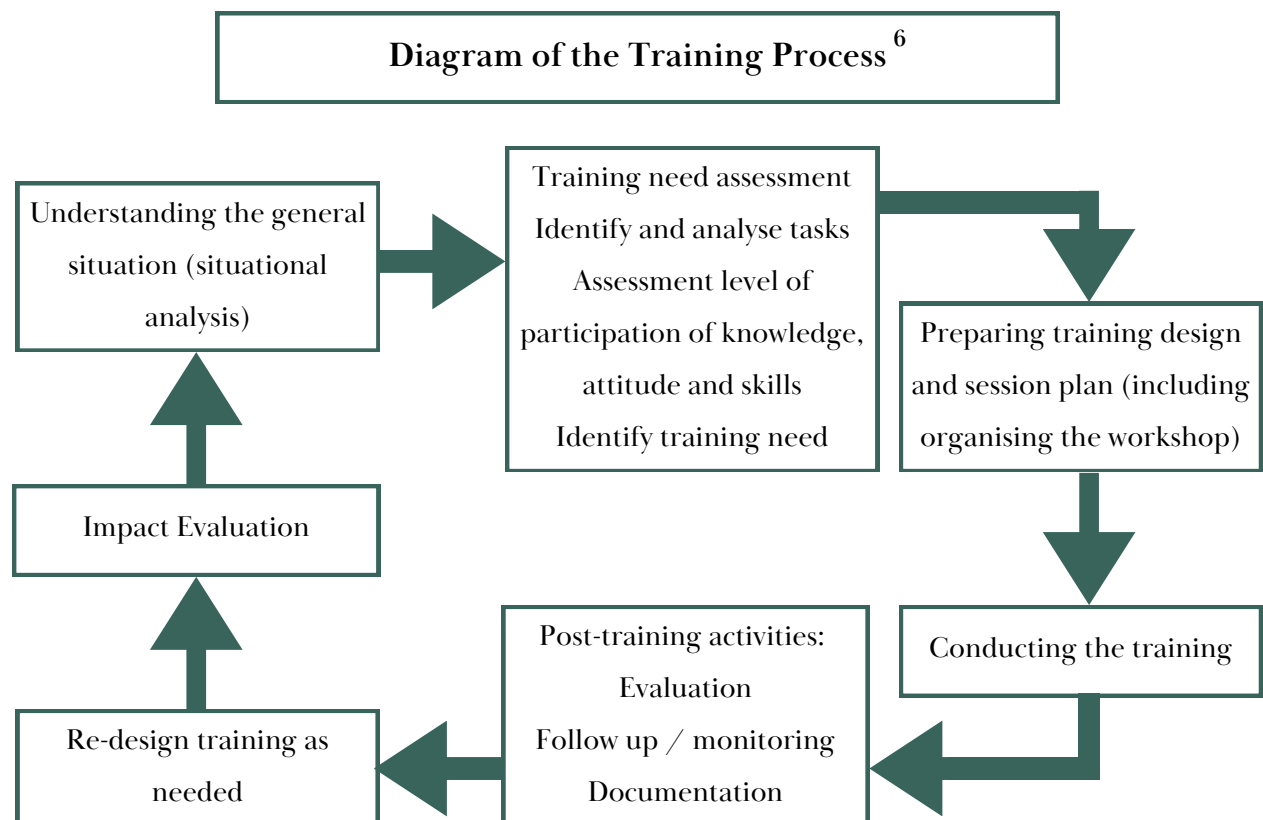
The form consists of two main parts. On the left is a shield-shaped area with a dark green outline. Inside the shield, the word "Values" is centered at the top. Below it, there are four numbered blanks arranged in a 2x2 grid: "1." at the top left, "2." at the top right, "3." at the bottom left, and "4." at the bottom right. To the right of the shield is a scroll-shaped area, also with a dark green outline. Inside the scroll, the word "Motto" is centered at the top. The scroll has a decorative rolled-up top left corner and a rolled-up bottom right corner.

TRAINING FOR CONFLICT TRANSFORMATION

Working For Change?

Training for conflict transformation inevitably involves striving for change. This change may be to revert to a previous situation or move toward an unachieved vision. Similarly, some individuals planning for training are clear and precise about the method to be employed, irrespective of the culture; others are more selective and seek to evolve the process with those involved.

When engaging in training, we must clarify our objectives and the processes we will use continuously, which turns into cyclical process. We must take ownership of our values and vision. The following diagram provides a clear, step-by-step visual representation of a comprehensive training process, emphasising the importance of preparation, execution, evaluation, and continuous improvement



⁶ The diagram is adapted from the PACT/JSI Partners in Creative Training

The Training Process

1. Understanding the General (Situational) Analysis

This is the starting point of the process, where the overall context or situation is analyzed to determine the need for training.

2. Training Need and Assessment

The next step involves identifying the specific training needs. This includes:

- Assessing the level of knowledge, skills, and attitudes of the participants
- Determining the training needs based on this assessment

3. Preparing and Organising the Workshop (Including Designing the Training Plan)

Once the needs are identified, the training program is designed. This involves preparing materials, organising the workshop, and creating a structured training plan.

4. Conducting the Training:

The actual training session is carried out. This includes:

- Engaging in training activities
- Monitoring the progress of participants
- Conducting post-training evaluations to assess the immediate impact of the training
- Documenting the process and outcomes for a follow-up

5. Follow-Up / Documentation

After the training, follow-up activities are conducted to ensure the training's effectiveness. This step also involves documenting the results and any feedback.

6. Re-Evaluation

The training program is re-evaluated to assess its long-term impact and effectiveness. This step helps determine if the training met its objectives and if further adjustments are needed.

7. Adapted as Needed:

Based on the re-evaluation, the training program is adapted or modified to better suit the needs of the participants or organization. This step loops back to the earlier stages if necessary, indicating a cyclical process.

New Situation

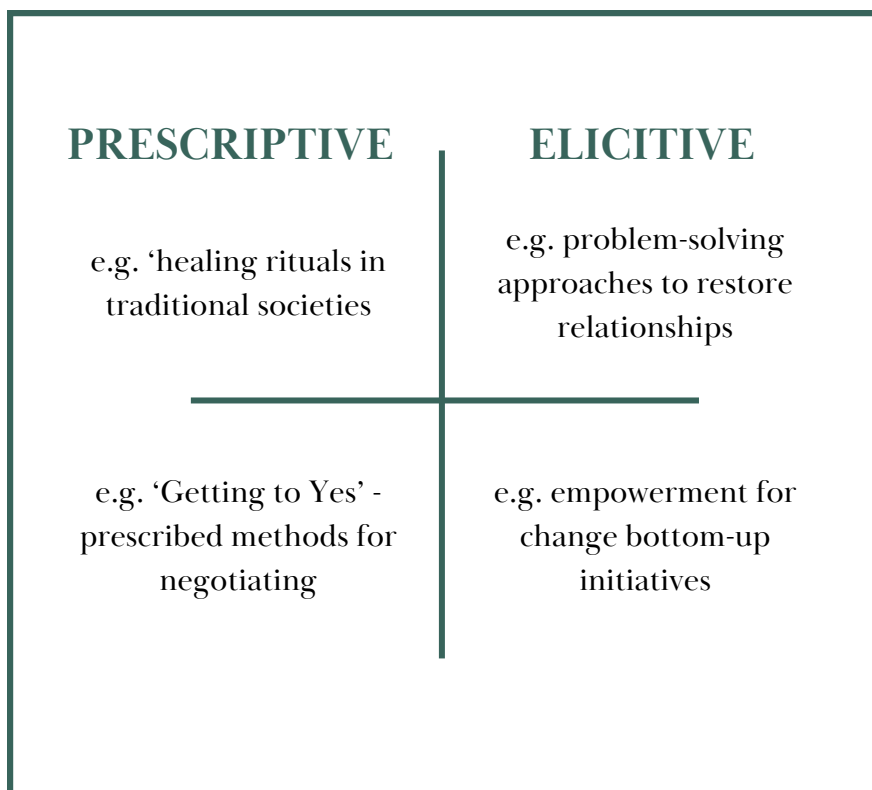
The quadrant 'Status Quo' offers one way to consider and clarify our response to these questions, redefining the training process as a way to change or transform the situation from the status quo. It also helps us identify allies in our work.

Task:

Consider your own work and that of your organisation.

- Where would you position yourself in this quadrant?
- Are you content with this position? Is this the 'right' place to be?
- Might another position in the quadrant be more suitable?
- Can you identify at least one change you would like to effect? (Self, organisation, community, society, etc.).

Status Quo



SOME SKILLS FOR GROUP WORK

SKILL

COMMENTS

Listen:

Hear what others say, ensuring you understand it before speaking or acting.

This could be followed by:

- summarising
- interpreting
- affirmation
- challenge
- feedback

Facilitate:

Lead a group discussion, not by focusing on the content, but by being in charge of the process.

This includes skills such as:

- Introducing/recognising speakers
- Keeping discussion on track
- Encouraging all the participants
- Keeping track of time
- Summarising conclusions/actions
- Letting the group know what to expect
- Sometimes, asking questions to begin the discussion
- Sometimes, taking reports from small groups

The fundamental skill. It isn't easy because we usually concentrate on our replies.

If everyone in a group manages to listen, the feeling in the group is very different.

Requires willingness not to contribute own opinions.

It needs many abilities and can be subdivided and shared amongst several people.

Record/Scribe:

Writing on board or paper so that all can see.

- Try to use people's own words
- Put similar ideas together
- Is the question/topic clear?
- Often, the scribe does not speak except to ask for clarification

Observe:

1. Look at events or dialogue without participating.
2. Report what you have seen, usually based on guidance.

Report/Report Back:

Tell the whole group a summary of ideas and observations of the small group (or yourself). Different from feedback, in that it focuses on more objective content.

Feedback:

Tell individuals or groups how you or others perceive or react to something. It is intended to help people understand how their actions and words are received and modify them accordingly.

It may help people to feel their ideas are being taken seriously.

It can decrease repetition and allow people to move on.

Be clear about what to look for. This is not advice; it is just reporting what happened.

Ensure the small group agrees on what will be reported and by whom.

Be brief: otherwise it is boring.

Concentrate on conclusions, not long stories. ("After trying the role play, we all agreed that we needed more work on mediation skills.")

Take into account the feelings of the feedback recipients – so give positive and negative reactions. Try to make clear links between the reaction and action or statement ("You did not raise your voice, but when you turned your back, he stood up and began to shout, and it seemed as if you had dismissed him entirely.")

Brainstorm

Rapidly generate a list without discussion.

Could be followed by:

- re-combining
- synthesising
- prioritising
- evaluating

Stop-Action

Freeze an action, have a dialogue interchange to focus attention on it and agree on what happened.

Could be followed by:

- Causality: Why did it happen this way
- Alternatives

Play a Role

1. From a briefing, imagine another person's point of view.
2. Act as you think they would.

Re-Live a Memory

1. Re-play an event in your mind as an observer
2. Analyse or extract particular aspects or observations

A quick way to get many ideas is to give many people a chance to offer something.

Is the question clear?

Is the purpose clear?

If issues are important, people may feel frustrated not to explain or ask questions

More immediate than waiting until the end to discuss it.

This can feel disruptive to the ongoing action.

Requires empathy and imagination.

It can bring different insights.

Be clear about what to look for.

Requires ability to observe self.

Draw / Diagram / Sculpt / Mime

Express ideas non-verbally.

Show the relationship between things.

This can bring out things one might not usually see.

Some people feel inhibited from the display.

Fishbowl

Part of a group does something while others observe and give feedback.

It offers good opportunities to see skills being used.

Some feel inhibited.

Requires empathy in feedback

Game

Games are rather like role-plays, with rules rather than roles given.

Some people feel freer to try something new.

Gives insights into the effect of one action on another.

Some people feel it's childish.

Modelling

1. Show a skill.
2. Analyse: break it down into the components.
3. Explain, if necessary.
4. Everyone tries it.
5. Feedback.

Requires acting as well as analytical skills.

It allows people to see the skill used before trying it.

Planning

Organising an event, including:

1. Plan of day:

- Objectives
- Activities to meet objectives
- How long will each part take?
- Good balance of activities

2. Resources needed: people, equipment, handouts, etc.

3. Who is responsible for what?

4. End with the feeling of closure.

Evaluation / Assessment

Judge the success of something against its objectives or some standard.

1. Participants often evaluate what was useful and what was not so useful. This helps to determine whether you've done what you intended and plan future events.

2. The training team or observers usually evaluate the work afterward. This is likely a comparison with a standard and objectives.

3. A follow-up to see whether people are using these skills.

It requires many skills that are best done in the team.

Be careful of overplanning, which leaves participants passive and/or frustrated.

It can give immediate reinforcement of what was useful or not.

It may make people feel more ownership of the training.

It may feel manipulative or empty if it is too simple or quick.

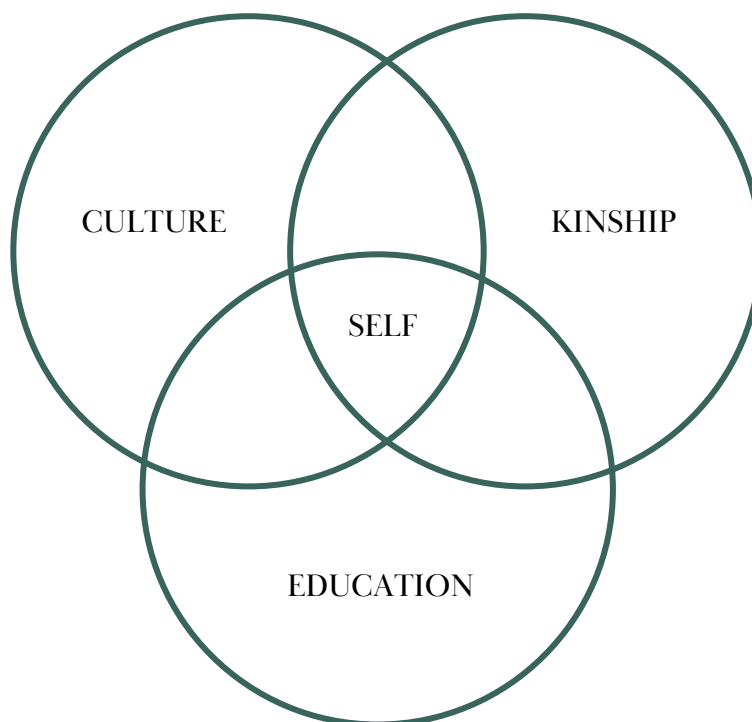
CONFLICT, VIOLENCE IN DEEP CULTURE

Thinking About Identity⁷

You must clearly understand your identity to address identity issues with others in conflict situations. As you gain a deeper understanding and recognition of the various components of your identity, you can expand your choices of strategy and action, whether in conflicts or beyond. Here, we present two works that explore different aspects of identity.

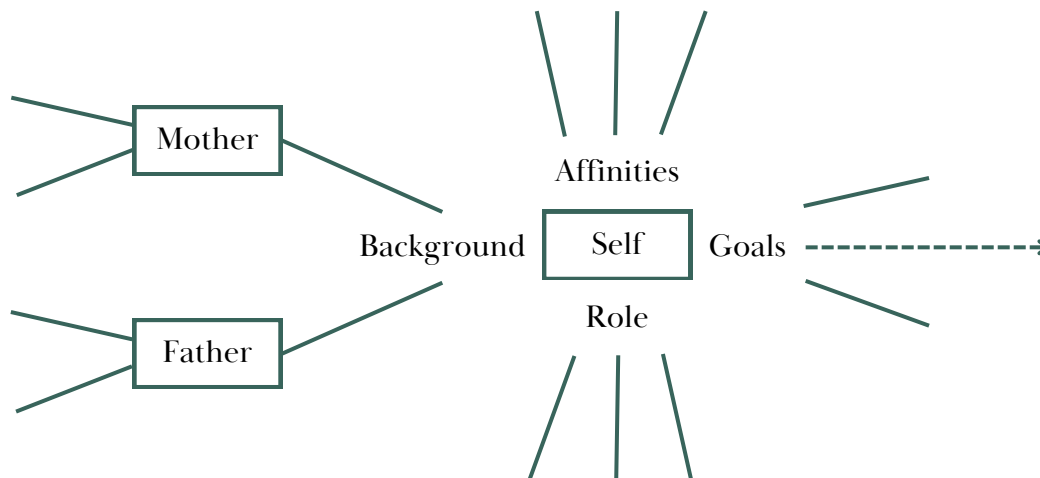
First, identify those parts of your identity which relate to:

- **Culture:** e.g. language, ethnicity, way of life, community values and customs, etc.
- **Kinship:** e.g. family roles and relationships, qualities inherited from parents, clan identity, and so on.
- **Education:** e.g. level of schooling, degrees or qualifications, skills training, non-formal learning, experience and so on.



⁷ The information and diagrams on this page are from *Working with Conflict*, by Simon Fisher et. al., RTC and Zed Books, Birmingham and London, 2000, pp. 45-46.

We have chosen these three areas, but others may be more useful. Another way of thinking about aspects of your identity is with the diagram below ⁸:



Draw a similar diagram for yourself, listing the different parts of your identity on lines extending from “SELF” in each category:

1. **Background:** What is your place of origin? What identity have you inherited? (e.g. German, Zulu, Muslim, Christian, high caste, working class)
2. **Roles:** What roles or positions do you have? Who are you when you are working? (e.g. mother, husband, teacher, administrator, human rights worker, chairman)
3. **Affinities:** Who are you when you unwind and enjoy leisure time away from work? (e.g. footballer, pianist, potter, mountaineer, poet)
4. **Goals:** What are you aiming to be, do, and achieve in life? How would you describe yourself by your personal goals and values, and how do you endeavour to embody these? (e.g. peacemaker, promoter of justice, entrepreneur, spiritual seeker, learner)

Having considered your identity through one of these frameworks, think about the following:

- What is the most important aspect of your identity at this moment? Why is that?
- In what ways has your sense of identity shifted over the past five years?
- What could bring about this change in the future?

⁸ Thanks to Judith Large for this diagram.

The Dynamics of Religious Conflicts

To fully understand the recent developments in the realm of religious-political interaction, we have classified religious activities into four categories: culturalist, community-oriented, syncretistic, and fundamentalist. Each of these categories shares two common factors. Firstly, leaders utilise religious precepts to convey a message of hope and a program of action to potential followers, which may carry political implications. Secondly, these religious movements are inherently oppositional; their leaders exploit existing dissatisfaction with the status quo. However, it is essential to note that not all four groups target the governing regime in a heavily politicised manner. Fundamentalist and culturalist groups exhibit an inherent antipathy towards existing governments; conversely, community-oriented and syncretistic groups tend to be more diffuse, often rural-based, and more focused on self-help issues rather than emphasising direct opposition to government policies.

Culturalist Groups

Culturalist groups emerge when a community sharing both religious and ethnic affinities views itself as a powerless and oppressed minority within a state dominated by outsiders. The mobilisation of the opposition group's culture, in which religion plays a significant role, aims to achieve self-control, autonomy, or self-governance. Examples include Tibetan Buddhists in China, Sikhs in India, Muslim Palestinians in Israel's occupied territories, followers of Louis Farrakhan's organisation, the Nation of Islam in the United States, and Bosnian Muslims in the former Yugoslavia. In each case, the religion adhered to by the ethnic minority provides part of the ideological foundation for action against representatives of a dominant culture, whom the minority perceives as seeking to undermine or eliminate their cultural identity. Culturalist campaigns strive to advance the interests of one cultural or ethnic group concerning either state power or that of other groups within the state. The driving force behind such movements is a desire for greater autonomy and a larger share of the political or economic resources compared to other groups perceived to be enjoying more than their fair share.

PREJUDICE AND DISCRIMINATION

A prejudice is an opinion formed in advance about something, someone, or a group without adequate reason, sufficient knowledge, or experience.⁹

Where does prejudice come from?

- Simplifying the complex world, as we lack the time or energy to regard each event or individual as unique.
- Emotions and beliefs shape perception; prejudice typically does not arise from experience; rather, it dictates how we interpret events.
- Family and social education, through which we learn to be accepted as members of a group,
- Authoritarian upbringing in a family or culture that does not allow for questioning, where self-respect is lacking, or where there is little opportunity to interact with people who are different from oneself.
- Stereotypes arise when individuals perceive all members of a group as sharing specific traits.

Individuals who display prejudice against one group are likely to hold prejudiced views towards others. Highly prejudiced individuals, or bigots, often remain unyielding in their beliefs, even when presented with evidence that contradicts them.

Governments often encourage prejudices that suit their politics.

The most important consideration is not whether we find it difficult to express affection towards traditional enemies due to our prejudices but rather whether these prejudices shape our behavior and the structures and institutions of our society.

⁹ This is adapted from Community Conflict Skills, by Mari Fitzduff, by Responding to Conflict, 1997

Discrimination occurs when a prejudice manifests as behavior. It can take place on an individual level between two people, on a social level (between groups), or on an institutional level when organizations are established to favor one group and disadvantage another.

- Our actions can discriminate in their effect, even if not by intention.
- The more powerful a group is, the more it can discriminate.
- Discrimination can be direct, like a law discriminating against a group.
- It can also be indirect, such as conditions of employment or qualifications that are impossible for attainment of both groups.
- It is easier to change structural discrimination than to show the existence of discrimination in practice.
- Institutions often refuse to admit discriminatory practices, claiming they are not intentional or beyond their control.

Discrimination can evolve into an **ideology**, asserting that it is acceptable to discriminate in certain ways. These are the "-isms": racism, sectarianism, tribalism, etc. Racists, for instance, might argue that it is right to discriminate against those of "inferior" races (specifically, individuals of a different race from the racist). In this ideological context, everything becomes blurred, making it challenging to convince ideologues that there is an issue, as the culture reassures them that their behavior is not wrong. It will be necessary to change not only prejudices, stereotypes, and discrimination but also the culture itself. Possible strategies include reinstating empathy, increasing opportunities for group meetings, institutionalizing rights and respecting those rights, and fostering spaces for tolerant and thoughtful dialogue.

List for Prejudice Exercise:

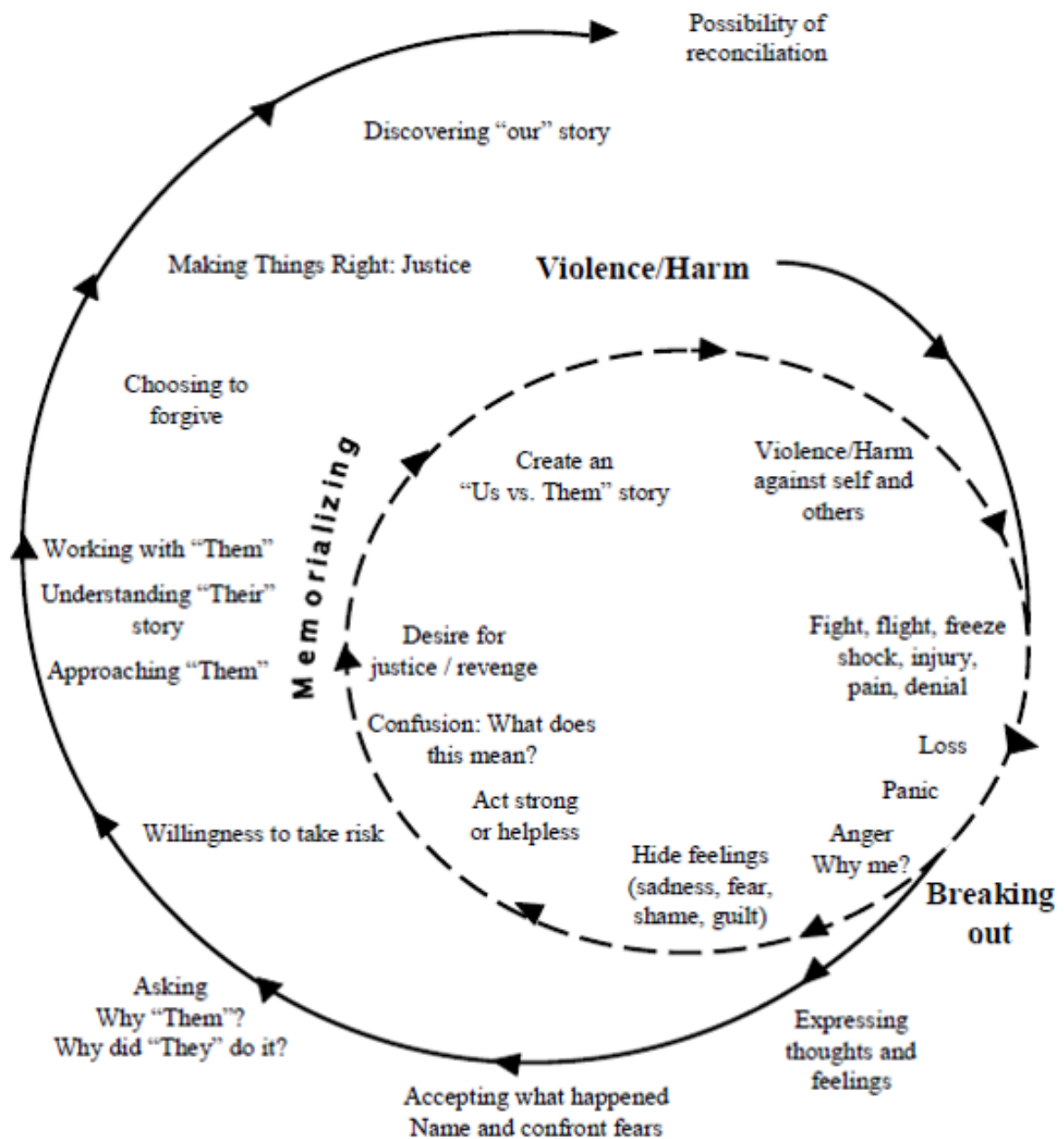
1. Osama Bin Laden	1. businessman
2. a prostitute	2. garbage collector
3. Kachin tribe	3. a smoker
4. an aids victim	4. an atheist
5. Chinese people	5. military general
6. Europeans	6. Africans
7. President George Bush	7. political oppositionist
8. a homosexual	8. Saddam Hussein
9. Muslim people	9. Britney Spears
10. Aung San Suu Kyi	10. Cambodians

Stereotyping simplifies judgments about a group of people so that we see all group members as having certain (usually negative) traits.

A prejudice is a feeling or attitude about a group or individual based on partial knowledge.



THE CYCLE OF VIOLENCE



Healing Journey: Breaking the Cycles of Violence/Harm

Adapted from model by Olga Botcharova ©1998 from *Forgiveness and Reconciliation: Religion, Public Policy and Conflict Transformation*, edited by Raymond G. Helmick, S.J., and Rodney L. Petersen (Philadelphia: Templeton Foundation Press, 2001).

CULTURE OF VIOLENCE AND CULTURE OF PEACE

- Value system
- Social norm
- Cognitive development
- Reaction and response to conflict situations
- Discussion: What constitutes the transformation of culture, and how does it occur?

Cycle of Unlearning¹⁰

Occasionally, we have incorporated a graphic into our work that illustrates a learning cycle consisting of Action, Reflection, Discussion, Hypothesis, Strategy, and New Action.

Yet it can be equally important to unlearn, to rid ourselves of things we have learned. How do we unlearn, for example, attitudes such as prejudices and behaviors like violence? It appears quite different from the learning cycle. Can others understand how to do this?

It begins with noticing: observing oneself or having something highlighted by another person. There is a contradiction here. We encounter a reality that clashes with our beliefs or notice that our actions contradict something else we do or believe.

Then comes a kind of investigation: noticing when this occurs again, studying whether our previous belief is true or false, or a mixture of the two. This also includes exploring how we came to believe or act this way, not as an inquisition but sympathetically, because we are human and can learn both right and wrong things. We examine the consequences: what has resulted from our attitude or behavior? Do we have the desired effect on others or the situation? This often reveals another contradiction, and now we try to resolve it by considering what we could do instead. This is the phase of alternatives.

¹⁰ With thanks to Steve and Sue Williams, representatives of Quaker Peace and Service in Uganda and Northern Ireland who have worked with local groups for peace via political mediation in many countries. Also with particular thanks to Richard Smith, and to the International Summer School.

This marks the beginning of a genuine decision to unlearn something. If we are prepared to discuss this openly, it may involve or be followed by further discussion and sharing. However, it seems crucial that we are not pushed into discussion too soon, as we may feel compelled to defend our behaviour and, consequently, be unable to change it.

When we are ready, we may appreciate other people's ideas about what attitudes or behaviours could replace those we want to unlearn. This also provides an opportunity to consider the likely consequences, allowing us to choose something more effective in the future.



TRUST AND TRUST-BUILDING

Trust Overview

Various disciplines within the social sciences, such as economics, social psychology, and political science, have thoroughly examined the phenomenon of trust. The scope of this literature provides valuable insights, particularly regarding the shared elements in the definition of trust.



For instance, Rousseau and her colleagues present the following definition: "Trust is a psychological state comprising the intention to accept vulnerability based on positive expectations of the intentions or behavior of another." Similarly, Lewicki and his colleagues define trust as "an individual's belief in, and willingness to act based on, the words, actions, and decisions of another." The necessity for trust arises from our interdependence with others. We often rely on individuals to help us obtain, or at least not undermine, the outcomes we value (and they rely on us). As our interests are intertwined, we must also recognize that risk is involved, as we frequently encounter situations where we cannot compel the cooperation we seek. Thus, trust can be exceptionally valuable in social interactions.

Trust has been identified as a key element in successful conflict resolution, including negotiation and mediation. This is unsurprising, as trust is linked to enhanced cooperation, information sharing, and problem-solving. The Origins and Development of Trust: With a definition of trust and an understanding of its benefits established, we now examine its origins and development. Theories regarding the origins of interpersonal trust have evolved broadly along three fronts: explaining differences in individual propensity to trust, understanding dimensions of trustworthy behavior, and suggesting levels of trust development.

Rebuilding Trust

Despite claims by some scholars that broken trust cannot be repaired, we draw on recent research suggesting a more optimistic perspective. However, we caution that rebuilding trust is not as straightforward as establishing it in the first place. Once trust has been damaged, two key considerations arise for the victim:

1. Managing the stress imposed on the relationship by the violation and,
2. Assessing the likelihood of future violations. Following a trust violation and the ensuing cognitive and emotional fallout, the first critical question is: is the victim willing to reconcile? If the victim believes that the violator will not make efforts to rectify the wrongs and minimise future violations, the victim has little incentive to seek reconciliation and restore trust.

Practical Implications for Building Trust (Brainstorming Exercise)

What can individuals do?

What can the media do?

What can the educational system do?



UNDERSTANDING CONFLICT

About Conflict

QUESTION

Conflict – what does it entail? What does it mean to you?



Who in the room has ever had a conflict?

Who hasn't had a conflict?

Who would prefer to have managed at least one of those conflicts differently?

Raise your hand to show that this is what you want participants to do.

Conflict surrounds us. We cannot choose to avoid it; it simply exists.

It may center on something that seems trivial, such as who leaves their dirty teacups in the sink, where to go for Christmas lunch, or whether to purchase a new piece of work equipment; or it may become more complex, as in how much forest will be logged, which national defense strategies we should adopt, or who will receive social security payments. This course is not about evading conflict. Evasion is not only impossible but also undesirable!

This course focuses on discovering productive methods for managing conflict, which can positively impact all areas of our lives, whether we are dealing with colleagues, friends, spouses, children, salespeople, doctors, or bosses.

Exercise: Reflecting on Personal Conflict Experiences

QUESTION

Consider a conflict that has been managed destructively. What are some possible outcomes in such a situation?

Discussion:

Encourage participants to share their responses and note them on the board. Furthermore, you may wish to consider:

- Tension - unresolved problems, stress, low productivity, sour relationships
- Time off - "sickies", ill health, anxiety
- Resentment etc.

Invite participants to jot down their responses and share them with the group. Highlight the various associations that participants have with conflict. Some may depict conflicts as fights, disagreements, or wars. Others might pinpoint causes, such as differing opinions or perspectives, and elucidate the emotions it generates, such as tension, anxiety, or stress.

QUESTION

Consider a conflict that has been resolved constructively. What are some of the outcomes in such a scenario?

Discussion:

Encourage participants to share their responses and note them on the board. Furthermore, you may wish to consider:

- Relaxation
- Openness, high productivity, expanding friendly relationships, vitality, good health empowerment.
- A sense of achievement.

We have all experienced conflict resolved in both constructive and destructive ways. The outcomes of conflict managed constructively are far more appealing, making it surprising that we ever settle for anything less!

Positive Conflict (Brainstorming Exercise)

Conflict is inherent to human nature, rendering it a normal and unavoidable aspect of life. At times, conflict can result in positive outcomes; however, it turns negative only when it escalates into violence.

What might be the positive outcomes of conflict?



Conflict can lead to learning

Conflict can bring about change

Conflict can bring about development and progression

Conflict can bring about trust and stronger relationships

Conflict can bring about better ways of doing things

Conflict can bring better policies and practices

Conflict can bring about respect and tolerance

Conflict can bring about clarity, dignity and integrity

Conflict can bring other positive things.....

UNDERSTANDING VIOLENCE

A Definition of Violence

VIOLENCE is a FORCE which is
INJURIOUS TO LIFE or the QUALITY OF
LIFE

Violence creates harm

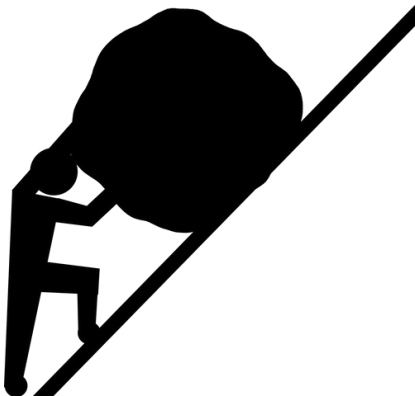
Violence is Associated with Force and Power

Forces:

- Positive (life-giving or life-preserving)
- Negative (destructive)

Power:

- Positive (power with others)
- Negative (power over others)



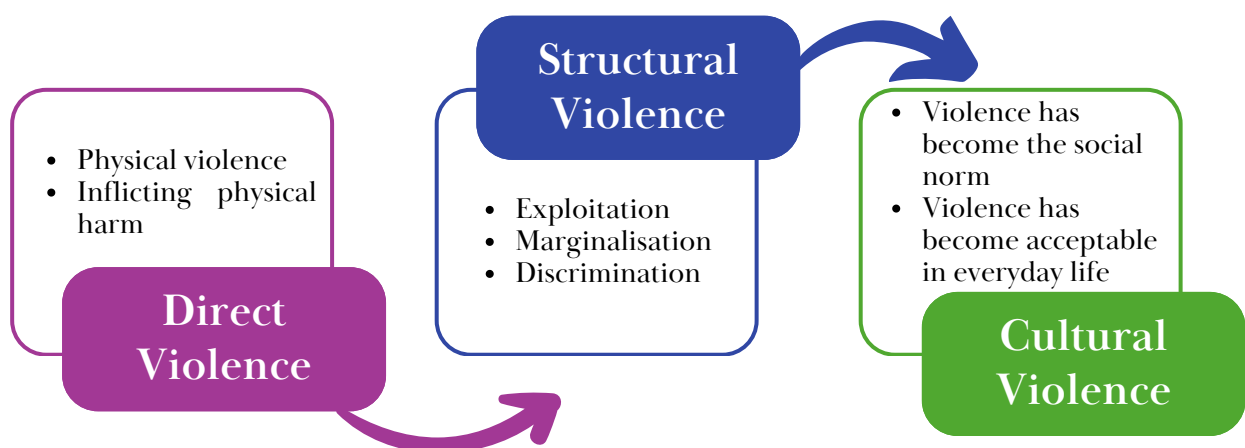
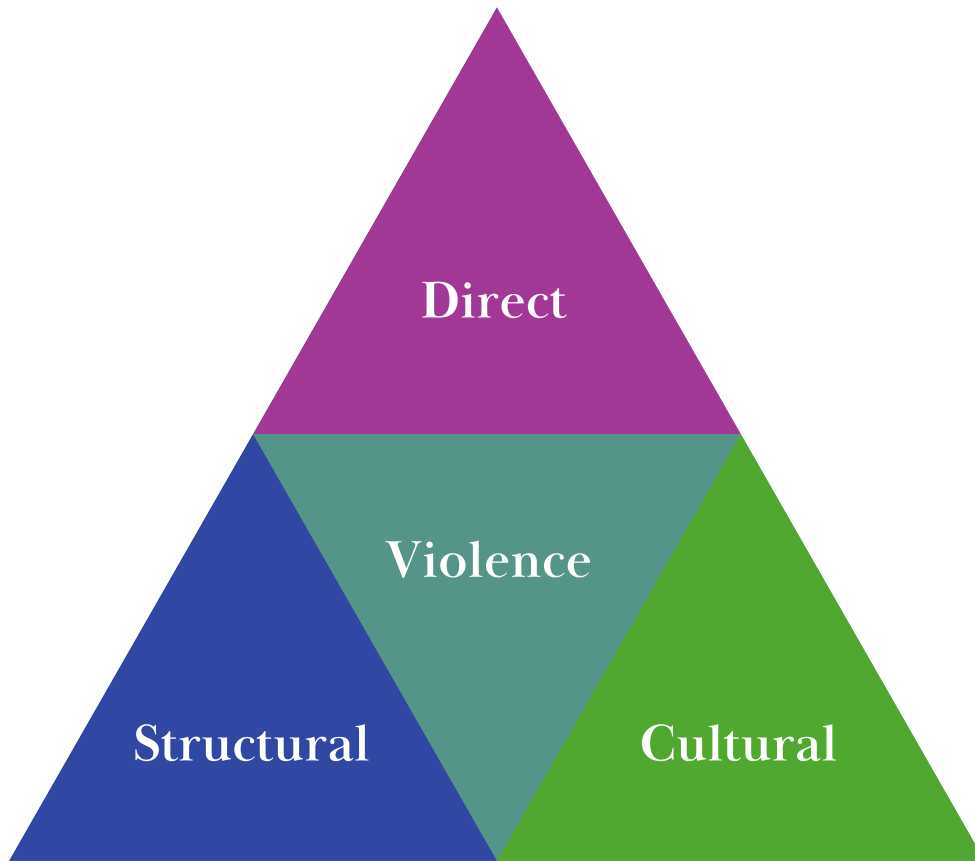
There is Violence When. . .

There is a willed destruction of LIFE, NAME, and PROPERTIES.

Systems and structures cause LIMITATION to potential human persons.

We transform a human being (subject) into an object.

Three Dimensions of Violence (Johan Galtung)



UNDERSTANDING PEACE

There is both negative and positive peace.

**Post-war peacebuilding and national reconstruction:
Considering all facets, including political, social, economic,
and security development.**

NEGATIVE PEACE

Negative peace is the absence of direct violence, such as war (physical, verbal, and psychological). Negative peace can sometimes be the precursor to genuine peace, however, it is also possible for new wars or acts of violence to arise.

POSITIVE PEACE

Positive peace encompasses more than merely the absence of direct violence; it also incorporates social justice and respect for human rights. It fosters happiness among the population and minimises discontent with social and political systems and sectors. However, peace is a process, not a product.

SKILLS FOR CONFLICT ANALYSIS

What is Conflict Analysis?

For many engaged in practical work on conflict, the concept of conflict analysis can seem quite distant from their experiences. It often requires objectivity and neutrality instead of personal involvement and strong emotions. However, this is not our interpretation of the concept. We perceive conflict analysis as a practical process of examining and understanding the reality of conflict from various perspectives. This understanding will serve as the foundation on which strategies can be developed and actions can be planned.

Participatory analysis conducted by groups that include participants from different sides of a conflict can also act as a form of intervention. By sharing their perspectives and gaining a better understanding of how 'the other side' views the situation, analysis diminishes misconceptions and fosters trust and a shared understanding between groups. Analysis can be facilitated with the aid of several simple, practical, and adaptable tools and techniques.

These tools and techniques are not rigid processes; you are encouraged to adapt them as necessary to the circumstances you analyse. Don't feel obliged to follow our suggested steps if they don't suit your context. You should be as creative as possible in your approach.

What do you Need to Analyse Conflict?

- To understand the background and history of the situation and current events.
- To identify all the relevant groups involved, not just the main or obvious ones.
- To understand the perspectives of all these groups and know more about how they relate.
- To identify factors and trends that underpin conflicts.
- To build a common understanding and reduce misconceptions between opposing groups in a conflict situation.

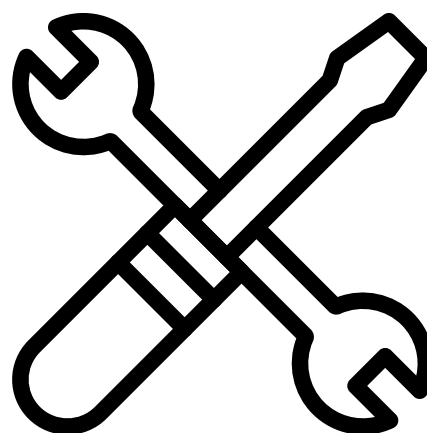
Conflict analysis is not a one-off exercise; it must be a continual process as the situation evolves, allowing you to adapt your actions to changing factors, dynamics, and circumstances.

What Are the Tools That Can Help You Analyse Conflict Situations?

As previously mentioned, some of these tools and techniques may be familiar to you from other sources, but you will notice that they have been adapted and employed in new ways. Some tools may be less familiar. However, all have been tried, utilised, and successfully applied in our courses and programs by individuals from various conflict situations. In many instances, groups have tailored them to meet their specific needs. There will be examples based on the experiences of individuals worldwide who have used and modified the tools to fit their requirements. Bear in mind that each example will reflect the perceptions of those who worked on it.

These are some of the available tools:

- Stages of conflict
- Timelines
- Conflict mapping
- ABC (Attitude, Behaviour, Context) triangle
- Onion (or the doughnut)
- Conflict tree
- Force-field analysis
- Pillars
- Pyramid
- Others developed and adapted locally



The order in which you use them can be flexible, depending on the situation you are analysing. Often, they are best used in combinations, with one tool highlighting certain actors, issues, or points in time, which can then be analysed using other tools. Remember that these tools are perceptions of the people who created them. They are not meant to represent the “right” analysis or the only one. Your analysis, along with that of your colleagues, will be informed by your own experiences, perceptions, and values. They do not claim to be scientific but instead pave the way for inclusive and effective action.

UNDERSTANDING CONFLICT – TOOLS FOR ANALYSIS AND INTERVENTION

TOOLS	APPLICATION ANALYSIS INTERVENTION	
Stages of conflict	<p>To see the stages and cycles of escalation and de-escalation of conflict.</p> <p>To assess where the situation is now,</p> <p>To try to predict future patterns of escalation to prevent these from occurring.</p> <p>To identify a period to be analysed using other tools.</p>	<p>Analyse stages from the viewpoints of different sides or different parts of a country in conflict.</p> <p>*Use a fire analogy, seeing these stages as a fire's increasing and decreasing intensity.</p>
Timelines	<p>To show different views of history in a conflict.</p> <p>To clarify and understand each side's perception of events.</p> <p>To identify which events are most important to each side.</p> <p>*A line for peace initiatives during the same period could be added as appropriate</p>	<p>To help people who disagree about events or don't know each other's history.</p> <p>It is used to help people accept their perspective as only part of the "truth."</p> <p>It can be used and shared by the parties themselves.</p> <p>This can be followed by a discussion about events highlighted by each side.</p>
Pillars	<p>To identify what each party brings that maintains the status quo.</p>	<p>To develop interventions that will enable change.</p>

Conflict mapping

To represent the conflict graphically.
To place the parties around the problem and each other.
To identify all the parties directly or indirectly involved.
To clarify the situation more clearly from one viewpoint and where power lies.

To look for openings or new strategies.
To see where our allies or potential allies are placed to find our niche.
To evaluate what has been done.
If people with different viewpoints map their situations together, they may learn much about each other's experiences and perceptions and move closer to a shared sense of reality.

ABC triangle (Attitude, Behaviour, Context)

To identify these three sets of factors for each of the major parties.
To analyze how these influence each other.
To relate these to the needs and fears of each party.
To gain a greater insight into what motivates the different parties.
To identify a starting point for intervention in the situation.

To identify what factors might be addressed by an intervention.
To reveal how a change in one aspect might affect another.

Onion (or the doughnut)

To identify the positions, interests, and needs of each party.
To identify possible common areas or areas of divergence in the interests or needs of parties.
To comprehensively understand each party's positions, interests, and needs.

To prepare for mediation.
To identify entry points for joint work.
To build on commonalities.

Conflict tree

To stimulate discussion about the causes and effects of a conflict.
It is important to help a group agree on the core problem.
To relate causes and effects to each other and the organisation's focus.
* Can be used to explore values.

To assist a group or a team in making decisions about priorities for addressing conflict issues.
To decide about which conflict issues they should try to address.

Pyramid/ multi-level triangle

To clarify the lines of communication and/or possible links between the different levels and within each level.
To indicate the various levels where the parties are situated.
To identify all the parties at each level.
To identify the links between the parties at the different levels.
To identify the interests of the parties at each level.

To develop strategies to enhance communication between the different levels.
To prepare for advocacy.
To make links between the parties on the different levels.
To see possibilities for linkages within and between levels.
To develop lines of communication between and within the levels.
To identify key actors for interventions.

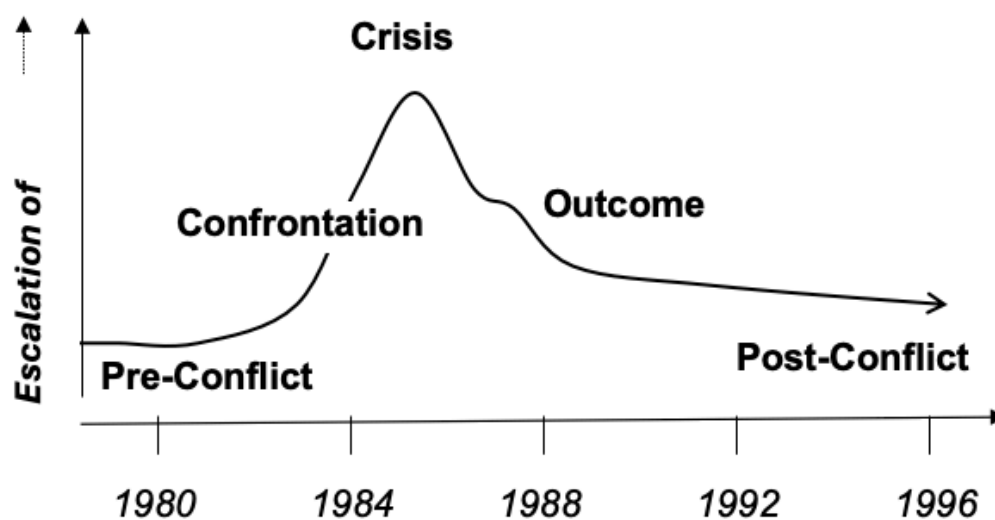
Impact of Interventions (Force Field)

To identify the forces for or against peacebuilding in a given situation.
To understand the impact of a program on existing forces for or against peace.
To identify the areas of peacebuilding requiring attention.

To be able to plan or adjust programs to minimise unintended negative effects and maximise the positive effects of programs on peacebuilding.
To ensure that all aspects of peacebuilding are being addressed.
To assist in seeking appropriate partners.

TOOLS/HANDOUTS

Stages of Conflict



1. Pre-Conflict

The conflict is hidden from the general view, although one or more parties will likely be aware of the potential for confrontation. There is tension in their relationship and/or a desire to avoid contact with each other.

2. Confrontation

The TCT has become more open. If only one side perceives an issue, it may initiate demonstrations or engage in other aggressive behaviour. Occasional skirmishes or low-level violence break out between the sides. Each side is consolidating its resources and perhaps finding allies, thereby halting confrontation and violence. Relationships between the sides are becoming increasingly strained, leading to polarisation among supporters of each side.

This is the peak of the conflict when the tension and/or violence is most intense. A large-scale conflict is a period of war during which people on all sides are being killed. Normal communication between the sides has probably ceased. Public statements tend to take the form of accusations against the opposing side. The crisis may even lead to two possible negative outcomes. One side might defeat the other, or perhaps they will call a ceasefire. One party may surrender or capitulate to the other. The parties might agree to negotiations with or without the mediator's assistance. An authority or a more powerful third party might enforce an end to the fighting. The levels of tension, confrontation, and violence decrease with the potential for a settlement.

4. Post-Conflict

Ultimately, the situation is resolved in a manner that concludes any violent confrontation, further alleviates tensions, and restores more normal relationships between the parties. However, if the issues and problems have not been sufficiently addressed, this stage could lead to another Pre-Conflict situation.

What Is It?

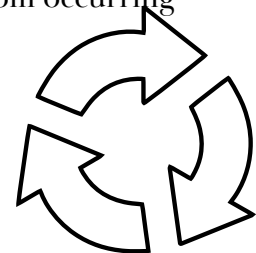
A graphic that shows the increasing and decreasing intensity of conflict plotted along a particular time scale

Purpose:

- To see the stages and cycles of escalation and de-escalation of conflict
- To discuss where the situation is now
- To try to predict future patterns of escalation to prevent these from occurring
- To identify a period to be analysed further using other tools

When to use it:

- Early in the process of identifying patterns in the conflict
- Later, to help in the process of strategy-building



Variations in Use

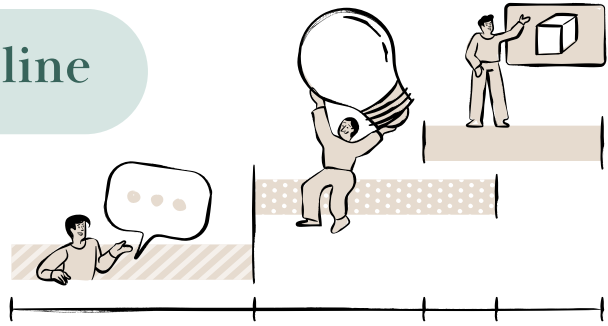
- Analyze stages from the viewpoints of different sides or different parts of a country in conflict.
- Utilize a fire analogy to illustrate the stages of a fire's increasing and decreasing intensity.¹¹

¹¹ Refer to *Playing with Fire* by Nic Fine and Fiona Macbeth, Youth Work Press, Leicester, 1992.

Timeline

What Is It?

A graphic that shows events plotted against a particular time scale.



Purpose:

- To show different views of history in a conflict.
- To clarify and understand each side's perception of events.
- To identify which events are most important to each side.

When to use it:

- Early in a process, along with other analytical tools,
- Later in the process, to help in strategy-building,
- When people disagree about events or don't know each other's history,
- As a way of helping people to accept their perspective as only part of the "truth".

Variations in Use

- Used by the parties themselves and shared.
- Followed by a discussion about events that are highlighted by each side.
- Adding a line for peace initiatives during the same time.

In principle, a timeline is a very straightforward tool. It is a graphic that illustrates events plotted against time. It lists dates (years, months, or days, depending on the scale) and depicts events chronologically. You could utilise this method to demonstrate a sequence of events in your own life, for instance, or the history of your country. In this context, you can apply timelines to depict the history of a conflict.

In a conflict, groups often have entirely different experiences and perceptions; they see and understand the conflict in unique ways. They frequently possess different histories. Individuals on opposing sides of the conflict may highlight or emphasise different events, describe them variably, and associate differing emotions with them.

The aim of using timelines this way is not to arrive at a "correct" or "objective" history but to understand people's perceptions. For this reason, the different events mentioned by different groups are important in understanding the conflict.

The timeline also allows individuals to discover each other's perceptions and histories regarding the situation. They will cultivate a deeper understanding of their shared circumstances by discussing their differing views of the conflict and the events each group contributed to.

Using The Timeline

As we use it here, a timeline is not primarily a research tool but a way to prompt discussion and learning. In conflict, people are expected to disagree about which events are important and how to describe them. We aim to reach a point where the parties in a conflict can accept that others may have valid perceptions, even when they oppose their own.

Below, you will find an example of how this tool was used to examine events in Uganda from the perspectives of the people of Teso, a region in the northeast, as well as from their national government. Note how each side recalls different events and has distinct interpretations of Youy. This illustrates how timelines can be constructed from varying viewpoints. Consider attempting this and see if you find yourself in agreement.

Timeline -Example

EVENTS AS VIEWED BY PEOPLE OF TESO

Retreating soldiers loot Teso

NRA disarms Teso local militia
Karamojong raid cattle

Former Army officers in Teso
form rebel army

People move to towns or leave
area to avoid fighting

Government soldiers herd
people into concentration
camps

- inadequate food, water
- forced people to inform on
rebels

Elders of Teso contact their
'sons' in rebel army to try to
stop the fighting

Rebels stop fighting for the
good of their people



EVENTS AS VIEWED BY UGANDAN GOVERNMENT

National Resistance Army
(NRA) takes Kampala, sets
up new government

NRA encounters armed militia
in Teso

NRA continues fighting
opposition in North

Government sends Army to
Teso to stop rebellion

Government ministers try to
mediate and are kidnapped by
rebels (one killed)

Church leaders try to mediate
between government and
rebels

Rebels surrender

Conflict Analysis Mapping

Mapping is one approach to analyzing a conflict situation. It forces one to represent the conflict graphically, placing the parties about the problem and conveying their relations.

We utilize various methods, including a better understanding of the situation, viewing it more clearly from one perspective, clarifying where power lies, identifying openings or new strategies, determining where our allies or potential allies are situated, examining what has been accomplished, and many others. If individuals with differing viewpoints collaboratively map their situations, they may uncover insights into each other's experiences and perceptions.

To Map a Situation

1. Decide what you want to map, when, and from what point of view.

If you try to map the whole history of a regional political conflict, the result may be so time-consuming, so large, and so complex that it is not helpful.

It is often very beneficial from various viewpoints, as this is how the parties experience it. The reality of working on the conflict is trying to reconcile these different viewpoints. It is good to ask whether those who hold this view would accept our description.

2. Besides the "objective" aspects, mapping perceptions, needs, or fears is useful.

This gives us greater insight into what motivates different parties. It helps explain most of the misunderstandings and misperceptions between parties. It can also be useful in supporting the reasons of parties toward whom we feel least sympathetic. Again, it is important to ask whether the parties agree with the needs, fears, or perceptions you ascribe to them.

3. Don't forget to place yourself on the map.

Putting ourselves on the map is a good reminder that we are part of the situation, not above it, even when we analyze it. Each of us comes from a particular background, belongs to certain groups, has particular needs and fears, and is perceived in certain ways by others. We also have special opportunities and openings.

4. Mapping is dynamic - it reflects a changing situation and points toward action.

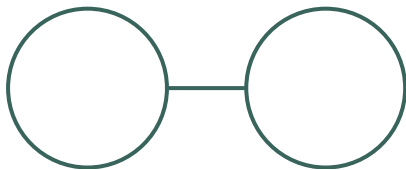
This kind of analysis should offer new possibilities. What can be done? Who can best do it? When is the best moment? What groundwork needs to be laid beforehand, and what structures are built afterwards?

Mapping: Examples and Components

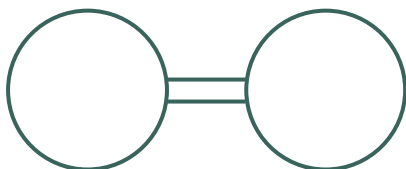
KEY: In maps, we use particular conventions. You may want to invent your own.



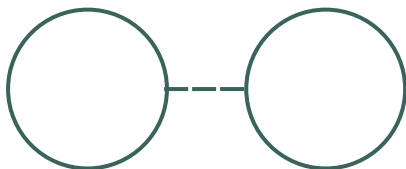
circles indicate parties to the situation;
relative size = power with regard to the issue



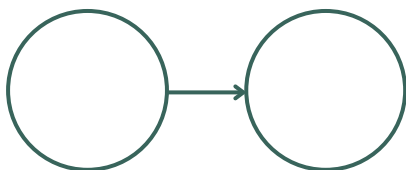
a straight line indicates a link, a fairly close
relationship



a double connecting line indicates an alliance



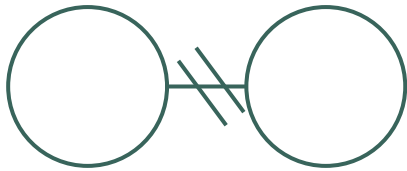
a dotted line indicates an informal or
intermittent link



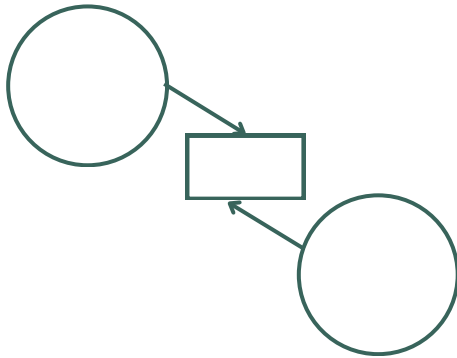
arrows indicate the predominant direction of
influence or activity



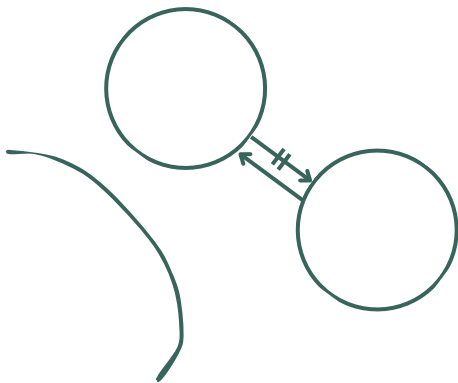
lines like lightning indicate discord, conflict



a double line like a wall across a line indicates
a broken connection



a square or rectangle indicates an issue,
topic, or something other than people



a shadow shows external parties which have
influence but are not directly involved

ABC Triangle

What Is It?

Analyzing factors related to Attitude, Behavior, and Context for each major party.

Purpose:

- To identify these three sets of factors for each of the major parties.
- To analyze how these influence each other.
- To relate these to the needs and fears of each party.
- To identify a starting point for intervention in the situation.

When to use it:

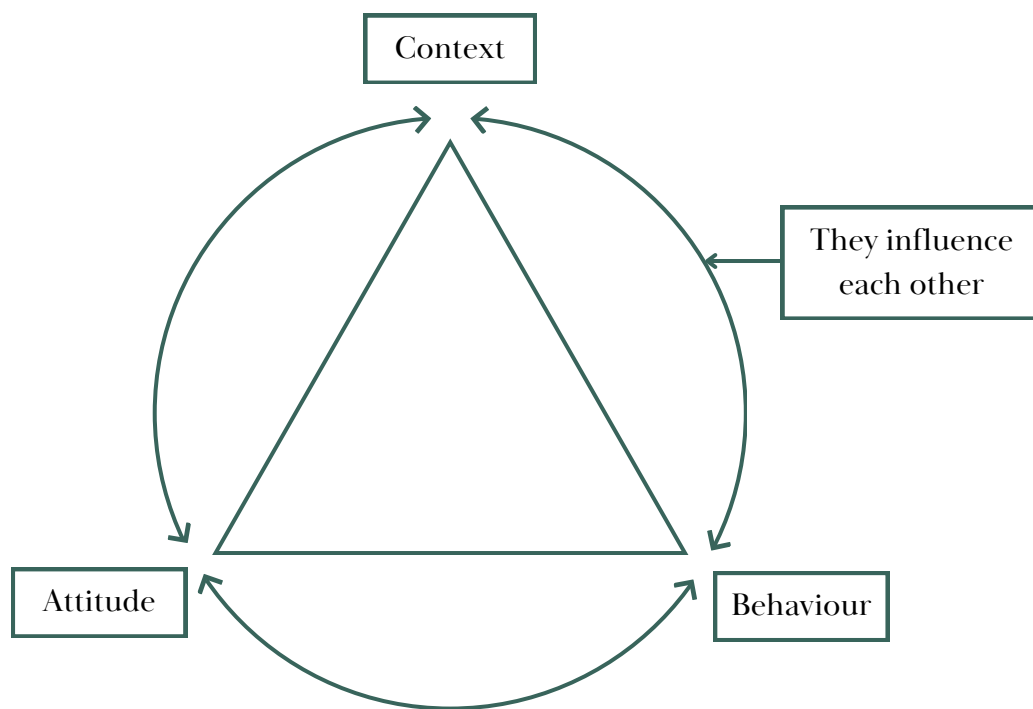
- Early in the process, it aims to gain a greater insight into what motivates the different parties.
- Later, to identify what factors might be addressed by an intervention.

To reveal how a change in one aspect might affect another.

Variations in Use

After listing issues for each of the three components, indicate a key need or fear of that party in the middle of the triangle.

This analysis is based on the premise that conflicts have three major components: the context or the situation, the behavior of those involved, and their attitudes. These are represented graphically as the corners of a triangle.

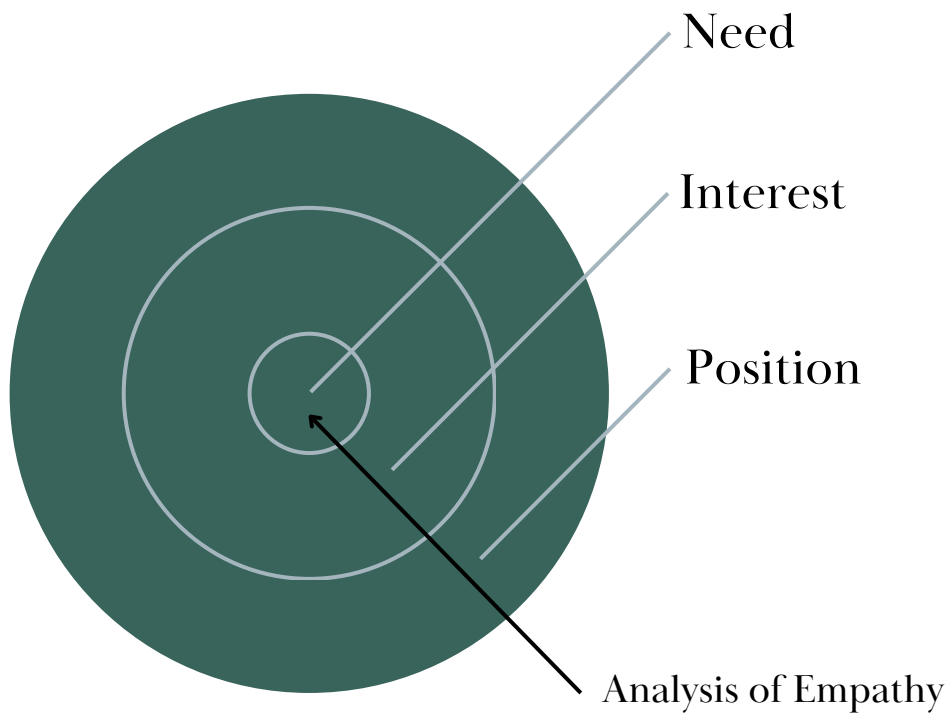


These three factors influence each other – hence, the arrows leading from one to another. My group's behavior influences your group's attitude; for example, if my group staged many protests demanding jobs, your group would react by becoming resentful. That attitude affects the context, as when your group is annoyed about job demands, it pushes legislation requiring all job applications be completed in a language unknown to my group. This legal context will, in turn, affect each group's behavior and attitudes, and so on. If the conflict situation is to improve, one or more likely, all of these will have to change.

How to Use This Tool

1. Make a separate ABC Triangle for each of the major parties in a situation.
2. On each triangle, list the key issues related to attitude, behavior, and context from the viewpoint of that party. (If the parties are participating in this analysis, they can each make a triangle from their perspective.)
3. Indicate for each party what you think are their most important needs and/or fears in the middle of their triangle.
4. Compare the triangles, noticing similarities and differences between the parties' perceptions.

The Onion: Needs, Interests and Positions



What Is It?

This graphic tool is based on the analogy of an onion and its layers. The outer layer represents public opinion, while the underlying interests we aim to achieve from the situation lie beneath. Lastly, at the core, the most critical aspects must be addressed. Conducting an “onion” analysis for each party involved proves to be beneficial.

When times are stable, relationships are good, and trust is high, our actions and strategies may stem from our most basic needs. If we trust others, we may be willing to disclose these needs to them and discuss them openly, and they may be able, through analysis and empathy, to grasp our needs even before we disclose them.

In more volatile or dangerous situations, and when there is mistrust between people, we may want to keep our basic needs hidden. To let you know our needs would reveal our vulnerability and put extra pressure on us to hurt us. If all of us are hidden from each other, we are also less likely to be able to grasp our needs through analysis or empathy because of a lack of knowledge and because our mistrust changes our perceptions of each other. In such a situation of conflict and instability, actions may no longer come directly from needs. People may consider the more collective and abstract level of interests and base their actions on these. When the interests are under attack, they may take up and defend a position that is still further removed from their original needs.

This type of analysis is useful for parties involved in negotiation to clarify their needs, interests, and positions. Then, as they plan their strategies for the negotiation, they can decide how much of the interior “layers” – interests and needs – they want to reveal to the other parties involved. As suggested above, they may choose to reveal more when the level of trust has increased. But, even if they are slow to reveal these interests and needs to the other sides, at least they know the most important needs for them. They can then also identify those interests for which they might be willing to compromise.

The analysis tool is employed with groups rather than as an individual exercise. It has been utilized by Peking in other fields, such as development, and is tailored to examine conflict issues.

In conflict situations, there will often be a range of opinions concerning questions such as:

- What is the core problem in this situation?
- What are the root causes of this problem?
- What are the effects that have resulted from this problem?
- What is the most important issue for our group to address?

The Conflict Tree

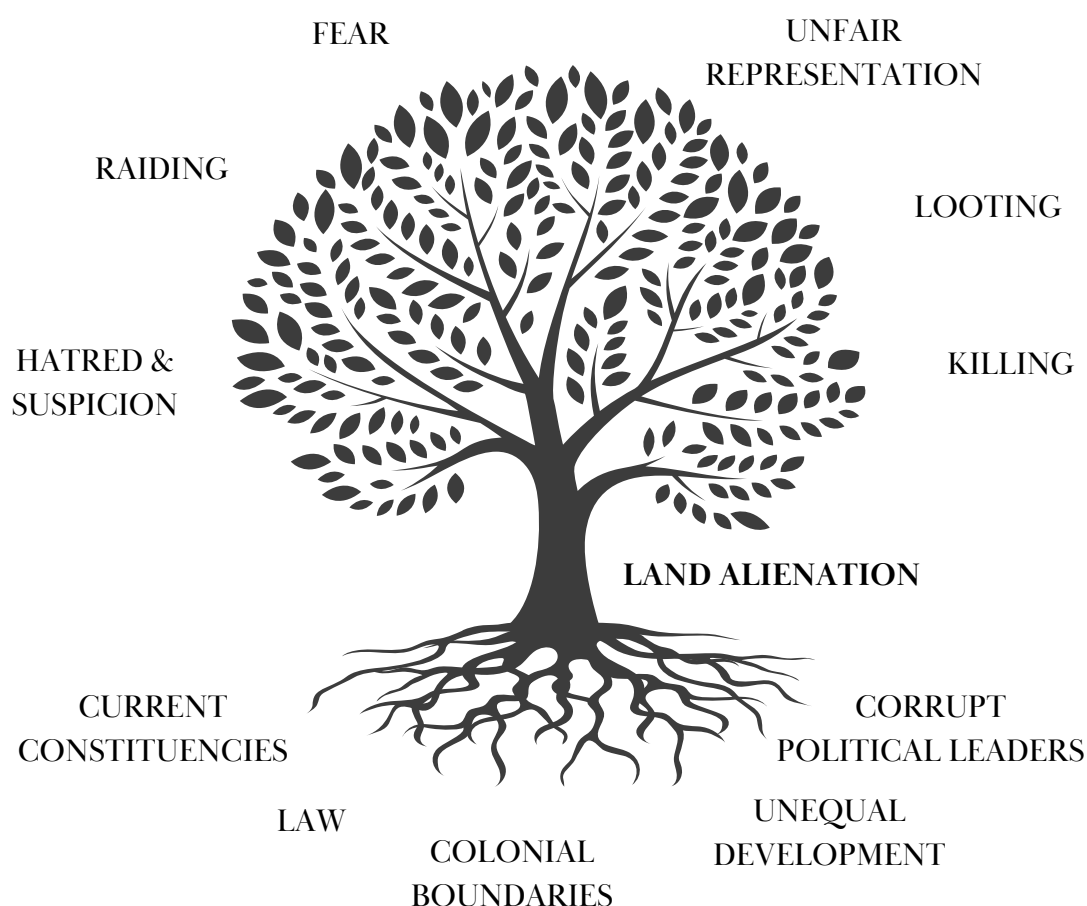
The Conflict Tree offers a method for a team, an organization, a group, or a community to identify the issues that each of them sees as important and then sort these into three categories: core problem(s), causes, and effects.

How To Use This Tool

1. Draw a picture of a tree, including roots, trunk, a thick band, and branches, on a large sheet of paper, a chalkboard, a flip chart, or the side of a building, on the ground, etc.
2. Provide each person with several index cards or similar papers. They should write a word or two or draw a symbol or picture on each card to represent a key issue in the conflict as they perceive it.
3. Then, invite each person to attach the cards to the tree:
 - On the trunk, if they think it is the core problem,
 - On the roots, if there is a root cause or
 - On the branches, if they think it is an effect.
4. After everyone has placed their cards on the tree, someone will need to facilitate a discussion so that the group can agree on the placement of issues, particularly for the core problem.
5. If they can reach an agreement, they might want to determine which issues to address first when dealing with the conflict.
6. This process might take some time and should continue in subsequent group meetings.

You would begin by drawing a tree that might look something like this:

The following is what this tree looked like after members of a community in Wajir, northeast Kenya, added the names of issues or problems. They agreed that, in their situation, “**Land Alienation**” is the **core problem**, with other issues being either causes or effects.



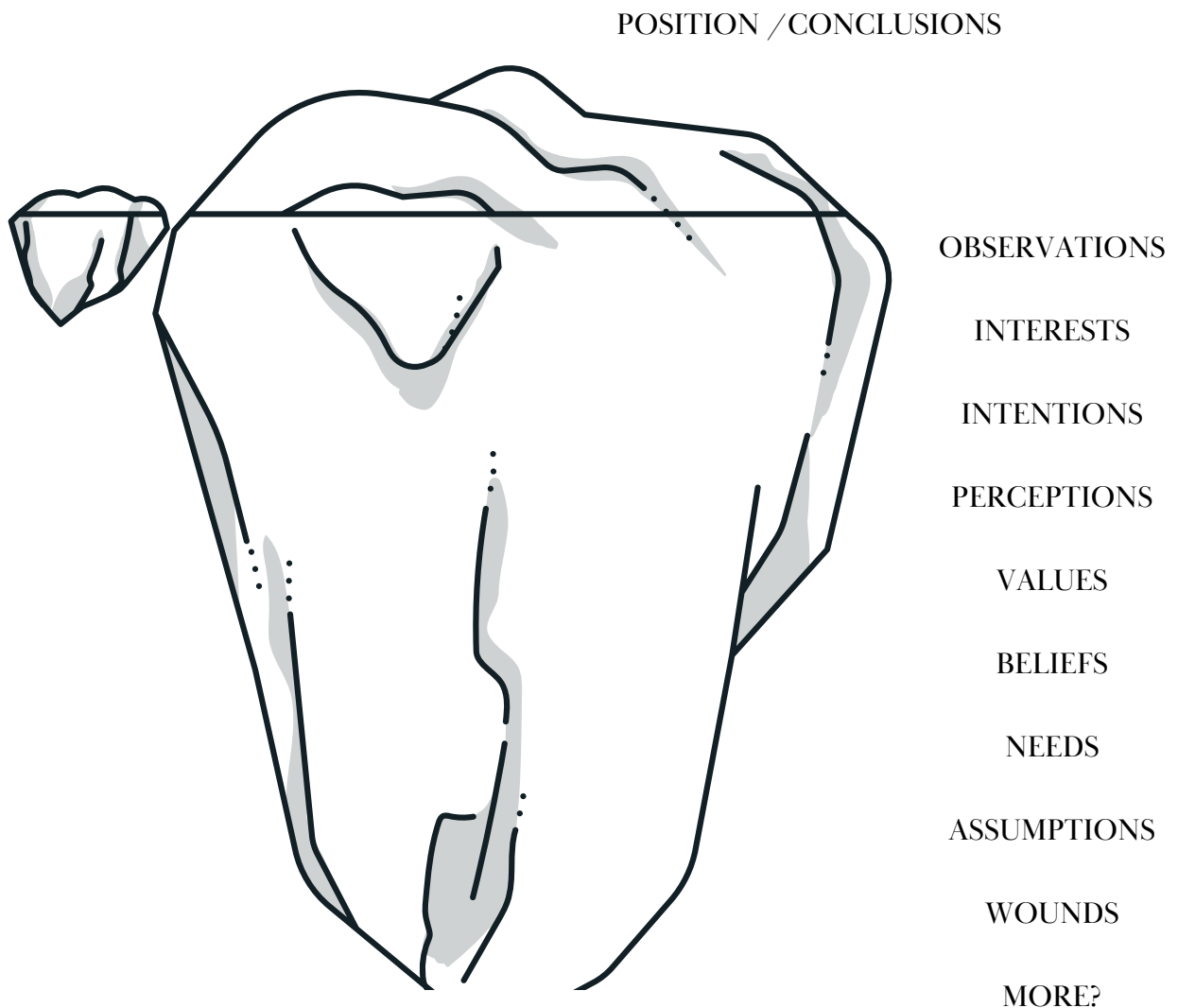
Write the problem statement on cards. What issues need addressing? What are the specific problems?

- Analyse each issue by determining the root cause of the problem.
- Sort the cards into effects, causes, and the core issue or problem.
- Place the cards by positioning the core issues in the center, the effects at the top, and the causes at the bottom.

The conflict tree is most effectively approached as a team, incorporating diverse opinions. It also serves as a valuable tool for community discussion and decision-making.

Visible and Invisible Conflict (Iceberg)

Using the Iceberg metaphor, conflicts that are easy to see lie on the surface; however, those beneath the surface can represent significant issues that require a long-term strategy to address them.

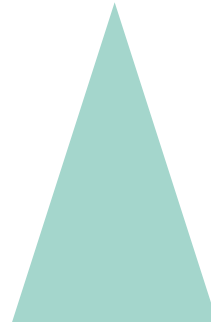


PYRAMID/Multi-Level Analysis of Conflict (Three-Level Triangle)

Level One: Top

Military/political/religious
leaders with high visibility

FEW



Level Two: Middle

Leaders respected in sectors
Ethnic/religious leaders
Academics/intellectuals
NGO leaders



Level Three: Grassroots

Local leaders/elders
NGO workers
Community developers
Local health officials
Refugee camp leaders

MANY



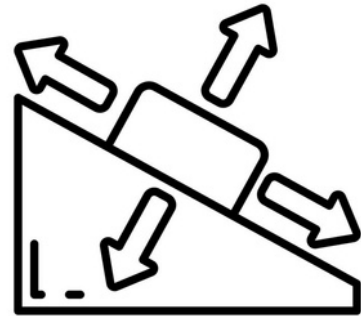
Affected Population

What actions might be appropriate at each level?

- **Top-level** negotiations, mediation, cease-fire agreement
- **Middle-level** problem-solving workshops, training in conflict resolution skills, peace commissions
- **Grassroots-level** peace commissions, training workshops, prejudice reduction work or psycho-social work to address post-war trauma
- Building processes and structures to facilitate dialogue within and between **all** levels

Force-Field Analysis

Whenever you take action to change a situation, other forces will either support or obstruct your efforts. This tool assists you in identifying positive and negative forces and evaluating strengths and weaknesses.

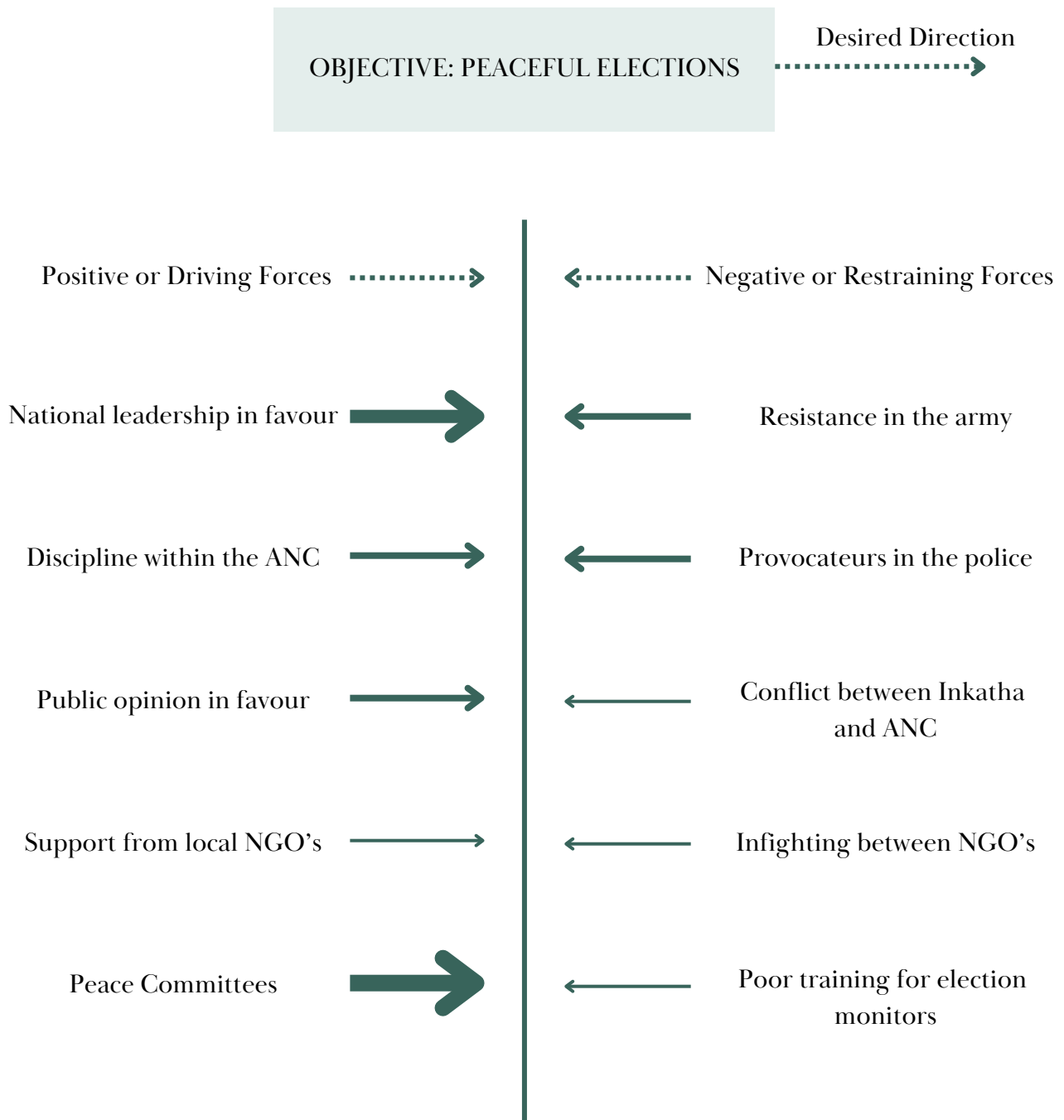


How To Use This Tool

1. Identify your specific objectives, such as the action you plan to take or the change you wish to achieve. Write this objective at the top of the page and draw a line down the center of the page.
2. On one side of the line, list all the forces that appear to support and assist the action or change. Next to each one, draw an arrow toward the center, varying the length and thickness of each arrow to indicate the relative strength of each force. These are pointing in the direction of the desired change.
3. On the other side of the line, list all the forces that seem to restrain or hinder the desired action or change from happening. Next to each one, draw an arrow pointing back towards the center, against the direction of the desired change. Again, the length of each arrow's thickness of each arrow is its relative strength.
4. Now, consider which of these forces you can influence, either to strengthen the positive forces or to minimise in some way the negative forces, to increase the likelihood of the desired change happening.
5. You may want to revisit your strategy and modify it to build upon the strengths of the positive forces while also trying to minimise or even eliminate the effects of the negative forces.

Force-Field Analysis Example

Following is an example of force-field analysis based upon a particular situation in one part of South Africa during the period leading up to their national elections in 1994:



The thickness of the arrows indicates the estimated strength of each force. After doing this analysis, the following strategies were suggested:

- National political leadership should exercise more control over their local membership and the negative elements in the army and police.
- Bring representatives of Inkatha and the ANC together in Peace Committees.
- Include members of the army and the police in Peace Committees at all levels.
- Mobilise public support through a national media campaign.
- Provide better training for and recruit more election monitors with the assistance of NGOs.



Pillars of Issues

This graphic tool is based on the premise that some situations are inherently unstable but “held up” by various factors or forces, including the “pillars.” If we can identify these pillars, we can find ways to minimise their effects or even see them in the situation. When we have removed enough of the pillars, the negative situation will topple over and be replaced by a more positive one.

How To Use This Tool

1. Identify the unstable situation (problem or injustice) and show this as an inverted triangle standing on one point.
2. Then, identify the forces or factors that seem to maintain this situation and show these as the “pillars” on either side of the triangle holding it up.
3. Consider how these pillars might be weakened or removed from the situation.
4. Also, consider what more stable situation might replace this unstable one.

Example of a Pillars Analysis:



The concept of "Unjust Rural Structures and Land Eviction" is precarious in this example. The foundations supporting it are the class distinctions between peasants and landlords, along with the power of the Church. Conversely, economic interests, including the IMF and World Bank, as well as political parties, are also at play. To undermine these foundations, we would need to explore ways to alter the economic class structures and diminish the influence of economic, political, and military forces.

COMMUNICATION SKILLS

Active Listening

In our active world of communication, one cannot afford to exclude the art of listening. As a trainer, you must listen to your trainees to be effective. It would help if you tried to listen and correctly understand every message from each group member.

Active listening differs from hearing. Hearing is the passive act of perceiving audible sounds with the ear. On the other hand, listening is the active pursuit of understanding what the other person is saying and feeling.

In active listening, the receiver endeavours to understand what the sender feels and the meaning of the message. The listener articulates their understanding in their own words and conveys it back to the sender for confirmation. It is vital to provide feedback solely on what the listener perceives the sender's message signifies, nothing more. This fosters an atmosphere of acceptance and understanding, enabling the sender to explore the problem and identify a solution.

Listening actively is not a simple activity. The following are important characteristics of a "good active listener."

Be There

Be present in heart, mind, and spirit with the other person. Begin with a clear intention to understand them before seeking to have them understand you, as you must first listen to what they have to say. If you do not have the time or do not wish to listen, wait until you can. It is crucial to exhibit the appropriate attitude through open body language and to match your tempo and tone with the person you are listening to.

Listen Carefully to The Person

Do not plan what you will say, do not think about how you might interrupt, and do not contemplate how to resolve the issue, how to admonish, how to console, or what the person "should" do. Restrain yourself from being blinded by your prejudices. Do not just think or struggle to react; instead, listen. Also, pay attention to what will never be expressed verbally. Interpret the nonverbal cues of others.

Accept the Person's Anti-Hero Feelings

The meaning of what the person tries to say combines content and feeling. Accept the person and their feelings without judgment or reservation. Don't stereotype the person even though they may be different. Also, accept the person's feelings or how they may differ from what you think a person "should" feel. Don't be afraid that the person will always feel that way just because the feeling is expressed. Remember that feelings are neither right nor wrong; they exist and can change, too.

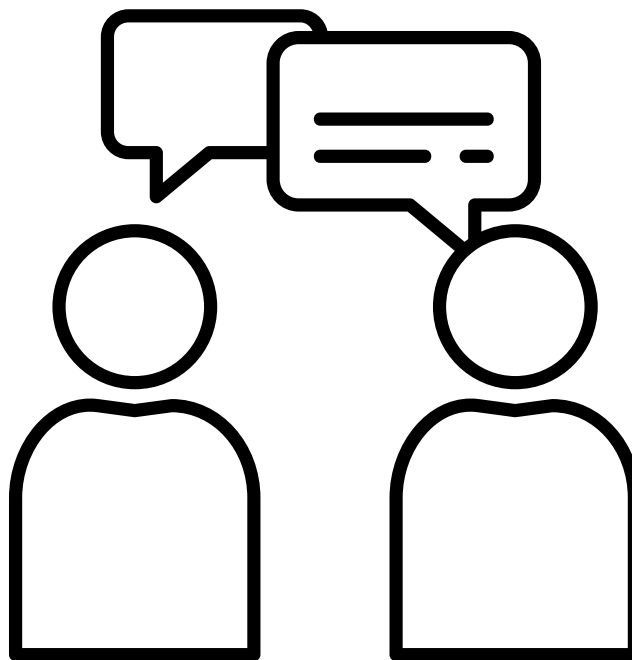
Stay With the Other Person's Point of View Without Becoming That Person

Put yourself in the other person's shoes at their point of reference. Don't become that person, but understand what they are feeling, saying, or thinking. For clarification, try translating what the other person is saying into your own words without being repetitious. Stay separate enough to be objective but involved enough to help.

Trust the Person Enough to Keep Out of It

Trust the individual's ability to manage their thesis, work through challenges, and find solutions to their problems. Remain objective. Avoid offering solutions to maintain your distance. Do not interrupt what the person is trying to convey.

Active listening allows the leader to understand the messages the group members are sending and is also the foundation for effectively returning feedback to those members.



Listening at Three Levels

To be effective listeners, we must learn to listen to the whole person—not merely to the words they speak but also to what the individual is striving to convey and what exists between or behind the actual words.

We must listen to thoughts, feelings, and intentions.



Listening for the Head - the Thinking Level - encompasses thoughts, facts, concepts, arguments, ideas, and the principles that underpin them.



"Listening for the Heart" - the Feeling Level - relates to feelings, emotions, moods, experiences, and the values that support them.



"Listening for the Feet" - the Will Level - refers to intentions, energy, direction, motivation, and handling. We are challenged to listen to these levels and express ourselves more clearly at each one.

Thinking Level



This is the most obvious way to listen - it appears to be “objective”, but it is not as effective as we imagine. Can you truly follow the speaker's thoughts? We think much faster than we speak; how do we use this extra mental time to build a picture and digest what we hear, to listen more deeply, to think our separate thoughts, or to construct hasty replies? How often do we have to call ourselves back from a daydream or a rehearsal of what we will say next in reply to the speaker?

Hindrances

Therefore, listening involves problems of attention and accuracy, but difficulties also arise from the different frames of reference held by the speaker and listener. Our knowledge, concepts, vocabulary, and way of thinking derive from our past education and experience. If we do not allow for the fact that the other person has his own, perhaps very different, frame of reference, it is all too easy to get our wires crossed or to assume a level of understanding that is not real. We continually run the danger of over-complicating or oversimplifying what we hear.

We have all had the experience of talking to someone, hearing them say, "I know just what you mean", and then describing something unrelated to your conversation.

Help

The listening process is supported on this level by cultivating a genuine interest in where the other person is coming from, an open-minded approach that does not hear their words according to my preconceptions, and listening non-judgmentally.

Feeling Level



Listening to feelings can give us important clues about what matters. Strongly expressed or strongly denied feelings can provide fruitful entry points to key issues behind experiences.

Listening on this level means penetrating deeper into the speaker's experience. Rational statements may cover feelings of anger, embarrassment, etc. These may be "heard" more through the tone of voice, facial expression, gesture, etc., than what is said. Eyes are also useful tools in the listening process!

Even strong emotions can be hidden, especially if we are not used to or shy about expressing feelings openly and honestly.

Silences are also important to "listen" to. They are very powerful in expressing the speaker's feelings –sometimes silence expresses feelings of disagreement or inadequacy, boredom, and anger.

Hindrances

When we listen, the message from the speaker does not land on even ground. Certain individuals, situations, and issues provoke strong reactions rooted in our unresolved feelings from past experiences, which can hinder our ability to hear the speaker's emotions.

Help

We can develop empathy when we calm our reactions and stop them from overriding our sensitive listening.

This involves placing ourselves in the speaker's position and comprehending what they express "from their perspective." Social sensitivity, a crucial skill for effective negotiators, depends on the capacity for empathy.

Empathizing does not shift; nothing will, so our ability to read a person's or group's will is a prime enabler of our ability to work at that level.

Intention Level



One of the most challenging aspects of the art of listening is another person's real intentions, what they want, and why they are telling you this or that. Often, speakers are only dimly aware of what they want in a situation. Skillful listening can help to discover the thoughts "below" the feelings involved.

These hidden levels are the true sources of potential energy attainment. Identifying them often involves sensing what is left unsaid.

The future lies dormant in the will of the people.

Hindrances

One impulse of the will, which awakens all too quickly, is the urge for power and conflict to impose our will and resist that of the other person. Resistance at the level of intention is often rationalized into arguments that can never be resolved, as the fundamental desire to reach an agreement is absent. If we allow these conflicting forces to arise within us while listening, we create an immediate barrier to a creative future working relationship.

Help

Suppose we can hold back from acting out and continually seek outside direction, understanding, and experience. In that case, we can have an open dialogue.

Ineffective Listening

SPEAKER SAYS



THOUGHT



FEELING



INTENTION

BARRIER/LISTENER HEARS

Closed mind
Fixed frame of reference
Inattention

Our liked and dislikes
Distrust

‘My way’
‘Conflict-ridden habits’
‘Rationalization’

Effective Listening

SPEAKER SAYS



THOUGHT



FEELING



INTENTION

BARRIER/LISTENER HEARS

Interest
Open-minded
Understanding of the past

Empathy
Sensitivity to the present

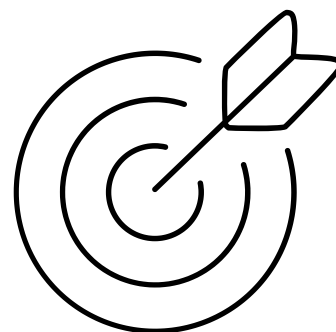
Cooperative attitude to the future
skilled in understanding behaviour

ACTIVE and EFFECTIVE listening (and expressing) on these three levels will be a substantial, creative contribution in many areas of social and professional life.

Levels of Listening Exercise

Goal

- To improve our active listening skills.
- To develop listening levels.
- We want to discuss how we could apply this in practice.

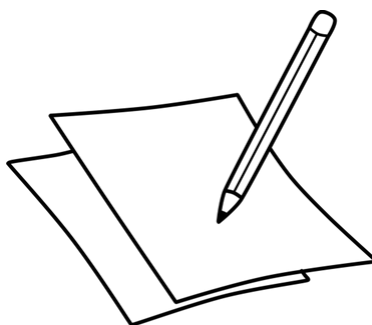


TIME REQUIRED

Short introduction on listening and exercise briefing.	30 minutes (steps 1 and 2 and briefing for step 3)
Individual prep	5 minutes (step 3b)
Four sessions so that each participant gets a turn.	60 to 80 minutes (steps 3c to 3h)
Debriefing, group discussion	45 to 60 minutes (step 4)

Materials Required

Paper, pencils and flipchart.



Physical Setting

There is plenty of space, so there will be no noise interference from the other groups.

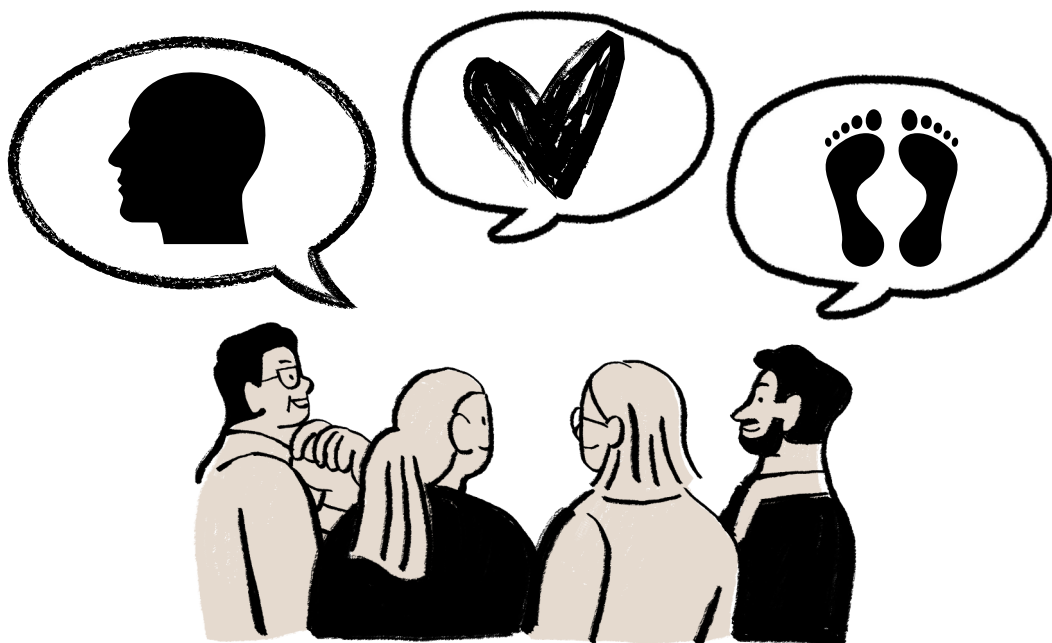
Process

- 1 You can begin by asking each person to pair with a neighbour while sitting and tell each other what they did last weekend. However, they must both speak at the same time! After half a minute (and some laughter), ask them whether this ever happens. Elicit responses which lead into a short input about what we do when we listen, what happens between the time we (think we) understand what the person is saying and the time they finish speaking, how other conversations happen in our heads in that space and how we tend not to listen deeply to each other – refer to the reading/handout as a source.
- 2 Give a little presentation on the three levels from the attached reading.
- 3 Brief the group on the exercise exactly as follows:
 - a) You will be divided into groups of four: one speaker and three listeners at a time. Each person will have their turn to be a speaker for approximately fifteen minutes, and everyone will have the opportunity to listen at each level.
 - b) Begin by allowing five minutes for the individuals to prepare their input. Each speaker should select a short story or experience that led to a question, struggle, or issue that can be described in about five minutes. The story should be genuine and preferably have some human interest pertinent to both the speaker and the listeners. It could be based on a question or theme relevant to the process of running your experience with this team or an area where they are struggling in their practice.
 - c) The first speaker takes their turn and gives their story in five minutes. The listeners (A, B, and C) must listen to different aspects of the story:
 - Try to listen to the content of the story. (Head level - to the thoughts, facts, concepts, arguments, ideas and the principles behind these)
 - Try to listen to the speaker's feelings during the story. (Heart level - to the feelings, emotions, mood, experience, and the values behind these)
 - Try to listen to the speaker's intentions, motives, and what lies in the speaker's will (Feet level)
 - d) They do not interrupt the speaker but allow them to finish their story. Sometimes, a speaker may take less than five minutes, but you might prefer the group to sit in silence to conjure up additional thoughts. Often, after such silence, a valuable insight emerges.

- e) The speaker has finished, and the listener now takes their turn to reflect to the speaker what they found interesting based on their level of listening– what resonated with them. The speaker should listen attentively and then comment on the accuracy or insightfulness of the feedback. These reflections should last a total of five minutes.
 - f) The group then has a five-minute open dialogue on any issues that emerged. This is often a very productive conversation.
 - g) Then, it is the next speaker's turn. The new roles (head, heart, feet) are rotated on a revolving basis, ensuring that each person receives fifteen to twenty minutes of focus.
 - h) Before returning to the plenary, the groups or individuals could be asked to reflect on insights or questions about listening itself derived from the process, which could then be shared with the larger group or plenary. Any relevant insights or questions could also be shared if appropriate.
- 4 Debriefing back in plenary: Depending on the focus, each group can speak about their experience, the listening experience they gained, and any content learnings or questions that emerged.

If the practice of listening itself is the important focus, then ask what implications their new learnings and questions (about listening) may have for their practice.

The handout could be used here as a resource.



ICE BREAKERS AND ENERGISERS

The Knots



Trainers' Information Only

Context:

This activity reflects conflict unravelling and people working together when used with an introductory session. It shows the value of cooperation for a session on win-win, an effort to reach an outcome in which everyone wins. For co-operative power, it involves people working together and sharing leadership roles to enhance problem-solving.

Time: Ten minutes

Aim: Sessions as described in "Context"

Instructions:

(If there are more than a dozen participants, it may be beneficial to divide them into groups, preferably between six and twelve in size). We will spend time loosening up, raising our energy, and working together. Stand in a circle, facing inward. Everyone closes their eyes, places their hands in the middle, and joins with two other people. Now, everyone opens their eyes to see a tangle of hands. Without letting go of anyone's hands, let us unravel the "knot". We will step over or under each other's arms, bending down, stretching up, and twisting around. The game concludes when everyone has unraveled into a circle, holding hands. Occasionally, there may be more than one circle at the end. If the unravelling takes a long time, the trainer can unlink one set of hands, and the group can then unravel into a line instead.

Discussion:

(It may be more appropriate to proceed directly to the session that this introduction is meant to accompany.) How did you achieve it? How did you feel at the outset and during the process? Was there cooperation or competition? Did everyone "benefit" from the result? Who guided the process? Did the leader's role evolve? What prompted those changes?

Rhythm, Rhyme and Association



Trainers' Information Only

Context:

This activity works best with a group that has already worked together. It invigorates participants and shows the importance of attentive listening and responding appropriately to what is said to us.

Time: ten minutes

Aim: To invigorate participants and to focus their attention. To practice listening attentively and responding appropriately.

Instructions:

We will practice listening accurately to what is said and responding appropriately. It is also a bit of fun, so when we have finished, we will be full of energy for the session ahead. Arrange yourselves in a circle, looking inward. We are going to set up a rhythm that goes like this: first, we clap our hands once on our knees, then we clap them once together, and then we point into the center using the index fingers of both hands. (Demonstrate this and practice it.)

We will build just one more step onto what we can do already. When pointing to the center, we will say "frog". We keep up the rhythm, and when we point next time, the person on my left says a word either rhyming with "frog", perhaps "log", or it could be a word that has something to do with "frog", like "green". We keep going around the circle, with the next person on the left saying a new word every time we point. If you get stuck, you can accept an idea from someone else, but try to keep up the rhythm.

Here is an example of how the word string might develop: frog, green, branch, bank, tank, plank, floor, house...

Variation

First, we clap our hands once on our knees, then clap them together. Then, we click the fingers of our right hand, followed by clicking the fingers of our left hand. (Demonstrate this and practice it.)

We will take one more step into what we can already do. When I click my right fingers, I say "frog." When I click my left fingers, I say a word that rhymes with "frog", like "log," or a word associated with a frog, like "green." Then, we repeat the last word, like "green," when they click their right finger, adding a new word when they click their left finger, and so on around the circle.

Group Story Telling

Trainers' Information Only

Context:

This activity builds cohesion in a group, especially when the group has met before. It encourages everyone to speak, which may be useful when some participants are reluctant or overpowered by others. It is also light-hearted and encourages spontaneity and listening to each other.

Time: fifteen minutes

Aims:

- To build cohesion within a group
- To encourage or allow everyone to participate
- To encourage listening
- To establish a relaxed atmosphere

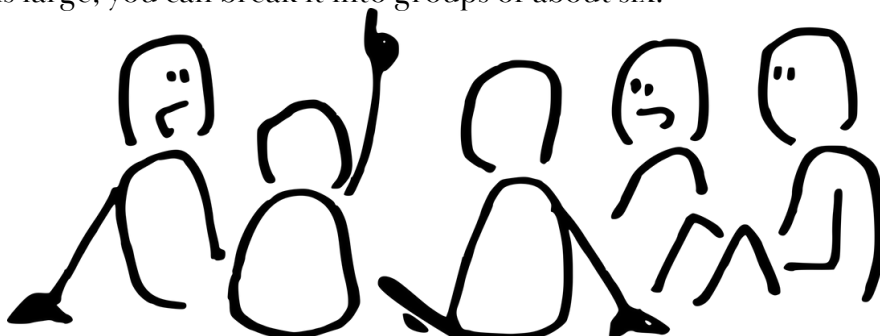
Instruction:

We will work as a group to create something. It is a chance for us to relax together as we build an effective team for the work ahead of us. The particular “something” we are going to create is a story. This will let us all have a say, add inputs, and contribute. I do not yet know the story or how it ends. Will someone please suggest a theme?

You may need to ask a particular person or the group for an idea. You may like to ask specifically for an object, a place, or an emotion. Or you could choose the story's theme in some way that is relevant to the group.

Who would like to start our story? You will speak for about twenty or thirty seconds, telling the first part of the story. The next person will pick it up and tell us what happened in the next twenty or thirty seconds. We will keep going around the group until we have all had a go. The lucky last person will have to make the ending.

If the group is large, you can break it into groups of about six.



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