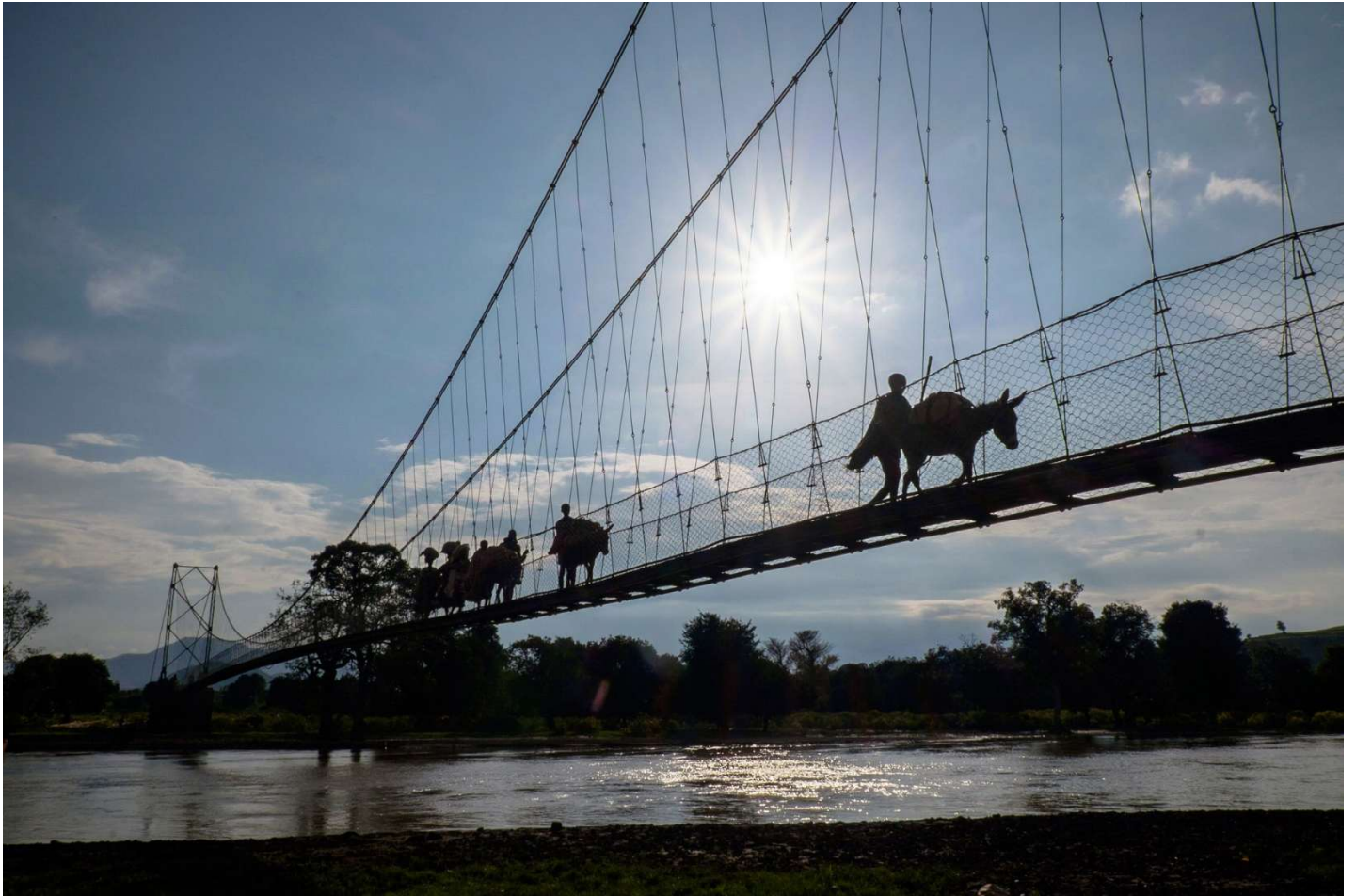




BEING CONFLICT SENSITIVE: ESSENTIALS TRAINERS' MANUAL



HELVETAS

© HELVETAS Swiss Intercooperation, 2025

Authors: Owen Frazer and Regula Gattiker

Acknowledgements: Thank you to Gércia Aboo, Leonel Albuquerque, Shariar Mannan, Hasanthi Kahandawala and all the participants in the initial pilots of this training course.

Cover photo: Building connections. Helvetas trail bridge capacity building program. Locals crossing the suspension N-type trail bridge Tankua-Ber in Dasra-Tis Abay Afrika Africa, Ethiopia, 2014. Photo: Christian Bobst

For further Helvetas-produced resources on conflict sensitivity please visit

<https://www.helvetas.org/en/switzerland/what-we-do/our-topics/voice-inclusion-cohesion/conflict-transformation/conflict-sensitive-program-management>

Contents

INTRODUCTION	3
Purpose of the manual	3
Structure of the training course	3
Guidance for trainers	5
INTRODUCING THE TOPIC.....	7
Creating a safe learning space	8
What is conflict sensitivity	10
Conflicts in your context.....	12
BEING IN CONFLICT	14
If I am conflict.....	15
Conflict styles.....	17
Multiple perspectives	19
IDENTITY AND PERCEPTIONS	21
In-group, out-group	22
Stereotypes.....	24
What makes me who I am.....	26
PRINCIPLES OF CONFLICT SENSITIVITY	28
Principles of conflict sensitivity	29
Wrap-up of the day	32
COLLECTING INFORMATION	33
Quiz recap	34
Conflict-sensitive information gathering.....	37
Questions	38
UNDERSTANDING OTHERS.....	40
Listening	41
Active listening.....	42
CONNECTING LANGUAGE	45
Non-violent communication: I-statements	46
Non-violent communication: looping	49
FINAL REFLECTIONS AND CONCLUSIONS	52
Personal takeaways.....	53
Shared responsibilities	53
Evaluation	55
AFTER THE TRAINING.....	56
ANNEX: ADDITIONAL EXERCISES AND MATERIALS	57
What is conflict.....	57
My identity	59
Eye contact.....	60
Corner game.....	62

RAFT in communication.....	63
Sources of information	65
Introduction to the 3 steps.....	67
Quiz questions for recapping full training course.....	69
REFERENCES	71

INTRODUCTION

Purpose of the manual

This manual provides the instructions for running an introductory course on being conflict sensitive. Conflict sensitivity is the awareness that our work, presence, and behaviour can have unintended consequences on social relations in the contexts where we are working. It means taking action to avoid negative effects and to reinforce our positive impact.

The training course introduced in this manual focuses on developing individual-level conflict sensitivity. The course takes an experiential approach, supporting participants to learn through action and reflection. It helps to develop the foundational mindset and behaviour that can contribute to the implementation of projects and programmes in a conflict sensitive manner. It therefore lays the groundwork for conflict sensitive project or programme management (CSPM). Guidance on CSPM, including conflict analysis and identification of risks of doing harm, can be found in other Helvetas publications such as the guide *Conflict-Sensitive Project Design* (2025) and the manual *3 steps for working in fragile and conflict-affected situations (WFCS)* (2013).

Course aim

Participants become conscious of the importance of personal behaviour and acquire the basic knowledge, skills and attitude required to think and act in a conflict-sensitive manner.

Target audience

All those involved in the implementation of development, humanitarian and peacebuilding projects. The training is designed for groups of 20 people.

Course facilitators

The course is designed to be delivered by those who have been through a training of trainers based on this manual. Ideally course facilitators have prior experience with training course facilitation, prior knowledge and experience with conflict sensitivity, and occupy a leadership or training function within the organization.

Structure of the training course

The course is designed to be delivered in 8 sessions of approximately 1.5 hours over two days. Each session has its own learning objective related to a specific topic and is broken up into 2-3 exercises. A suggested timetable is included below. The modular nature of the course design means that it can be easily adapted to a different schedule. Individual exercises can also be used on their own or integrated into other courses.

The manual describes the objective of each exercise, the time it takes, the materials required, and instructions on how to introduce, run and debrief the exercises. In some cases, additional alternative formats for the exercise are given. There is a PowerPoint presentation and handouts to accompany the guide. Where there is a PowerPoint slide from the presentation to accompany the exercise, this is mentioned in the text.

Suggested structure for a 2-day workshop

Time	Day 1	Time	Day 2
105'	INTRODUCING THE TOPIC <i>Acquire a common understanding of the course and the concepts of conflict and conflict sensitivity.</i> Creating a safe learning space (60') What is conflict sensitivity? (20') Conflicts in your context (25')	90'	COLLECTING INFORMATION <i>Understand how to collect information in a conflict-sensitive manner.</i> Recap (20') Conflict-sensitive information-gathering* (20') Questions (50')
30'	Break		Break
105'	BEING IN CONFLICT <i>Learn how and why people approach conflict differently.</i> If I am conflict (15') Conflict styles (45') Multiple perspectives (40')	90'	UNDERSTANDING OTHERS <i>Learn to demonstrate «curiosity and care» through empathic listening.</i> Listening (20') Active listening (70')
60'	Lunch	60'	Lunch
90'	IDENTITY AND PERCEPTIONS <i>Become aware of how identities and stereotypes can affect perceptions and behaviour towards others.</i> In-group, out-group* (15') Stereotypes (40') What makes me who I am (35')	90'	CONNECTING LANGUAGE <i>Learn how to communicate in a conflict-sensitive way.</i> Non-violent communication: I-statements (50') Non-violent communication: looping (40')
30'	Break	30'	Break
70'	PRINCIPLES OF CONFLICT SENSITIVITY <i>Become familiar with the 4 principles of conflict sensitive behaviour and recap day 1</i> The principles* (60') Wrap up of the day (10')		FINAL REFLECTIONS AND CONCLUSIONS <i>Consolidate what has been learned and be clear how it will be applied.</i> Personal takeaways (35') Shared responsibilities* (20') Evaluation (35')

Exercises marked with "*" can be omitted if time is running short.

Guidance for trainers

Preparation

Be well prepared and still ready to improvise.

Ideally, work with a colleague and share tasks and roles.

Set a clear agenda and communicate it to participants.

Clarify that this training is delivered to a maximum of 20 participants, as otherwise, to be effective it would need to be prolonged.

Arrange for refreshments during the breaks.

Find out about the context, the sensitive issues, and the relationships between participants in order to adapt the methodology to be inclusive, gender- and conflict-sensitive.

Familiarise yourself with the content of the guide and prepare reminders if necessary.

Plan enough breaks and opportunities for informal exchanges between participants.

Get the moderation materials you need (cards, markers, flipcharts).

Facilitation

Be courteous and patient.

Control the time.

Use simple language, avoiding jargon.

Establish a code of conduct with the participants at the beginning of the workshop (e.g. avoid interrupting, minimise distractions, mutual respect, no answer is wrong, no question is stupid, keep to time), and ensure that it is respected.

Keep people talking and listening. Do not monopolise the floor.

Observe body language, look for signs of boredom, confusion, shyness, tiredness etc.

Involve everyone.

Adopt an inquisitive attitude. Elicit ideas from participants. Ask questions.

Frame and lead the discussion. Clearly communicate the objective, key messages and instructions for each exercise.

Use lots of practical examples to illustrate concepts and ideas.

Thank people for their interventions and contributions.

Regularly summarise the discussions with a summary of the main points.

Use a flipchart to visualise the main points. Photograph them to document discussions.

Consider the value of diversity, the impact of hierarchies on discussions, gender and cultural considerations when forming working groups.

Consider that some participants may have experienced personal trauma or been affected by conflict. Be ready to navigate these sensitivities.

Formulate and reformulate statements in neutral form, without judgement or prejudice against particular individuals or groups.

Material and space needed

Spacious room that can be rearranged during the course to allow for sitting in a circle, standing and moving around, work in pairs and small groups and has walls on which flipcharts and drawings can be displayed

Check for gender and inclusive access and facilities

Arrange refreshments which are culturally appropriate and preferably locally produced

Chairs for participants (tables are not necessary and may get in the way)

Ball or another object to pass around

Flipchart paper and at least three flipchart stands

Tape for sticking up flipchart pages

Markers (at least 10)

Projector, computer and PowerPoint presentation

Printouts of handouts

Bell or another item for making audible signal

A4 paper

Colouring pencils or pens

A container that is easy to pass around (bowl, basket, box).

INTRODUCING THE TOPIC



InSpire project workshop, Sri Lanka, 20 September 2019. Photo: Helvetas Sri Lanka

The aim of this session is to establish a positive atmosphere and for participants to develop a common understanding of the course and the concepts of conflict and conflict sensitivity.

Exercise	Time	Materials and space needed
Creating a safe learning space	55 minutes	• Spacious room, chair circle • Ball or another object to pass around, • 2 flipcharts • Markers • Handout of course programme • Projector and PowerPoint presentation
What is conflict sensitivity?	25 minutes	• PowerPoint presentation.
Conflict in your context	25 minutes	• Pens and papers for participants. • Flipchart and markers. • PowerPoint presentation.

This session is 15 minutes longer than the standard 90 minutes. To compensate the final session of the day is shorter than 90 minutes.

Creating a safe learning space

Aim of the exercise

- Participants get to know each other
- Expectations are gathered
- Guidelines for a safe space are established¹

Duration

55 minutes

Material and space needed

- Spacious room, chair circle
- Ball or another object to pass around,
- 2 flipcharts
- Markers
- Handout of course programme
- Projector and PowerPoint presentation

Preparation

- Update the "programme" slide to reflect the programme you have planned
- Title one flipchart "Expectations" for collecting participants' expectations.
- On another flipchart draw a "Collaboration frame" consisting of an empty picture frame. The collaboration frame consists of two components: a frame and a picture. The frame is proposed by the facilitator and cannot be changed. You can already add these elements on sticky notes that you stick to the frame you have drawn, e.g. logistical arrangements, course times, etc. The participants will determine everything else, and their suggestions will be added to the picture part during the exercise.
- Draw a giant fridge on one flipchart and stick it to a wall at the side.
- Display the opening slide of the PowerPoint presentation

Description of the exercise

Introduction (5')

- Introduce the aim of the course: "Participants become conscious of the importance of personal behaviour and acquire the basic knowledge, skills and attitude required to think and act in a conflict-sensitive manner." (show PowerPoint slide "Aim of the training")
- Emphasize the course is about personal awareness and transformation. Share PowerPoint slide with quote from Rumi: "Yesterday I was clever, so I wanted to change the world. Today I am wise, so I am changing myself."
- Explain the aim of the first exercise is to get to know each other better, learn about each other's expectations, and to also set the frame for a good atmosphere for learning and collaboration.
- Acknowledge that there may be participants with certain traumas and therefore triggers. Emphasize the importance of establishing a safe and inclusive atmosphere.
- Display PowerPoint slide "introducing ourselves, expectations and contributions" and introduce:

¹ For further ideas see Gattiker, *Tune In! Youth United for the Future - Trainers' Manual*, 33 & 88; 'Do No Harm Workshop: Trainer's Manual', 175.

- Flipchart with “Collaboration frame” and appoint somebody to take notes
- Flipchart for expectations and appoints somebody to take notes
- The ball
- Things to share when someone is holding the ball (see ppt slide):
 - Their name, position and organization
 - One expectation for the training
 - One suggestion for how to ensure a productive training atmosphere (if they have nothing to add to what has already been said they can skip this point)

Exercise (40')

- The ball (or another object) is then passed from the facilitator to the first participant
- After each participant speaks, they pass the ball to another participant
- While the participants are speaking, rapporteurs write the expectations and contributions for the collaboration frame on the two prepared flipcharts

Debriefing / Reflection (10'):

- Once all participants have spoken, invite the collaboration frame rapporteur to summarize the elements they noted on the flipchart.
- Ask if there any important additions or objections, and then asks if everyone agrees to adopt these as common working guidelines
- Invite the other rapporteur to summarize the expectation.
- Give feedback as to whether the expectations are covered by the scope of the course by presenting the PowerPoint slides of "topics covered" and "programme".
- Introduce the "fridge" as a place for storing ideas and suggestions that come up during the course that require follow-up after the course (e.g. replicating the training course for partner organizations, discussing a particular risk of doing harm that several projects face, etc.). Invite participants to add to the fridge throughout the course by writing their ideas and suggestions directly into the fridge or on cards that can be stuck on the fridge.

Possible variations

Use a long thick cord, rolled up as a ball, instead of a ball to pass around. Ask the participants to hold the end of the cord, while throwing the cord ball. The string will gradually form a web of connections. You can introduce the exercise as a form of connecting all members of the group, and that these relations we create now will be strengthened by the end of the training.²

² Gattiker, *Tune In! Youth United for the Future - Trainers' Manual*, 31.

What is conflict sensitivity

Aim of the exercise

Participants understand what conflict sensitivity is and why it is important.

Duration

25 minutes

Material and space needed

PowerPoint presentation.

Description of the exercise

Introduction (1')

- Tell the participants you are going to tell them a story and invite them to relax, close their eyes and listen (show PowerPoint slide "what is conflict sensitivity").

Exercise (9')

Tell the following story:

- **Talking to a commander in Liberia** (show PowerPoint slide)
"In Liberia, one agency field director had to deal with a particularly unsavoury commander. Instead of avoiding him or demanding his compliance with humanitarian aid terms, this field director made an appointment and took a quiet, explanatory tone, talking about why humanitarian assistance matters and his own and his agency's commitment to help suffering people. He sought "permission" to work in the area and it was granted. He asked for regular appointments with the commander "so we can keep you abreast of what we are doing," and the commander agreed. Over the weeks, as they spoke, this commander—once thought to be only a thug – began to ask questions about people's needs. "How do you know that malnutrition is a problem? How do you know what the people want?" As the aid staff explained their methods of working with people, this commander who had previously only had an interest in control through arms, began to accept responsibility for civilian welfare. He ultimately went to the villages with the aid director to "see for himself" and he began to adopt better policies."³
- Invite participants to share their thoughts on the story. Display PowerPoint slide "What lessons does the story offer?"
- Share with the participants some key lessons from the story:
 - Although the commander had a bad reputation, the agency director decided to speak with him anyway. He put aside his prejudices and the stories he had heard.
 - The agency director engaged with the commander in a respectful way, allowing that the commander might be interested in his agency's activities and the situation of the civilians.
 - The behaviour of the agency director changed the behaviour of the field commander who began to adopt better policies. How we behave affects how others behave. Not only towards us, but sometimes also towards others.

Reflection and input (15')

- Explain the story illustrates the importance of "being conflict sensitive" and ask participants what this term means to them.

³ 'Do No Harm Workshop: Trainer's Manual', 199.

- Present the slide "Conflict Sensitivity definition":
 - "Conflict sensitivity is the awareness that our work, presence and behaviour can have potential positive and negative effects on the context in which we are working and acting according to this awareness."
 - We are always part of the context.
 - Actions and Behaviours have Consequences (ABC)
 - Conflict sensitivity is not only relevant in contexts with violent conflicts.
- Give a few examples of conflict sensitivity, e.g.:
 - Insensitive: talking and listening only to the village head when visiting a community. Sensitive: talking to a wide range of people to make sure you get a variety of perspectives and do not look like you are favouring one perspective
 - Insensitive: explaining that you have chosen the beneficiaries of humanitarian assistance based on the list of the government.
 - Sensitive: explaining clearly the criteria according to which beneficiaries for humanitarian assistance have been selected.
- Share the following messages (show PowerPoint slide "Being conflict sensitive"):
 - When we are conflict sensitive, we need to: i) understand the context in which we are working, ii) understand how what we are doing and how we are doing it, affects the context, iii) Adapt our activities and behaviour to ensure we do not negatively affect the context, but we have a positive influence on the conflict
- Introduce Helvetas' visualization of the 3-step approach to conflict sensitive project management (CSPM) and make participants aware of the Helvetas manual that explains how to apply this approach, as well as other resources available (see PowerPoint slide)
- Show the slide with the two graphics "Helvetas at glance" and the "working fields". to explain the distinction between "conflict sensitivity" and "conflict transformation"
 - "Conflict sensitivity" is an institutional approach to be applied to all our activities to helps us navigate in conflict in order to avoid doing harm
 - "Conflict transformation" is a working field concerned with activities that work on conflict to address causes and drivers of conflict, and its escalation, and to promote peace.

Possible variations

If you have more time available, you can make use of the longer "Introduction to the 3 steps" in the annex.

Conflicts in your context

Aim of the exercise

Participants recognize that conflict is inevitable and can happen at a variety of levels.⁴

Duration

25 minutes

Material and space needed

- Pens and papers for participants.
- Flipchart and markers.
- PowerPoint presentation.

Description of the exercise

Introduction (5')

- Introduce a proposed definition of conflict (show PowerPoint slide "conflicts in your context") and facilitate a small discussion on the usefulness of the definition:
 - "Conflict is a relationship between two or more parties (individual or groups) who have, or think they have, incompatible goals, values, interests or claims to status, power or scarce resources. (...)" (Chris Mitchell, 1981)
- Introduce the slide "levels of conflict"
 - Intra-personal (within oneself)
 - Inter-personal (between individuals)
 - Intra-group (within a group, community, organization)
 - Inter-group (between groups, communities, organizations)
 - International (between countries)
- For each level, invite participants to propose an example

Exercise (10')

- Split participant into groups of 4-6
- In their groups, participants should try to find short examples from their professional life that illustrate each level of conflict. (7 mins – the time may not be sufficient for them to find examples for all levels but should generate sufficient material for the next step)
- In plenary, invite one example for each of the levels. Be careful to avoid getting sucked into details on specific conflicts. Stay at the level of illustrative examples (3 mins)

Reflection (10')

- Facilitate a reflection using the questions below to encourage the participants to highlight the most relevant conflicts in their context:
 - Was there a particular category for which your group could think of lots of incidents?
 - Which categories did you find most difficult and why?
 - Were there any categories for which you could not think of examples?
 - Which categories do you think are most relevant to your work?
- Share following final reflection if not already discussed:

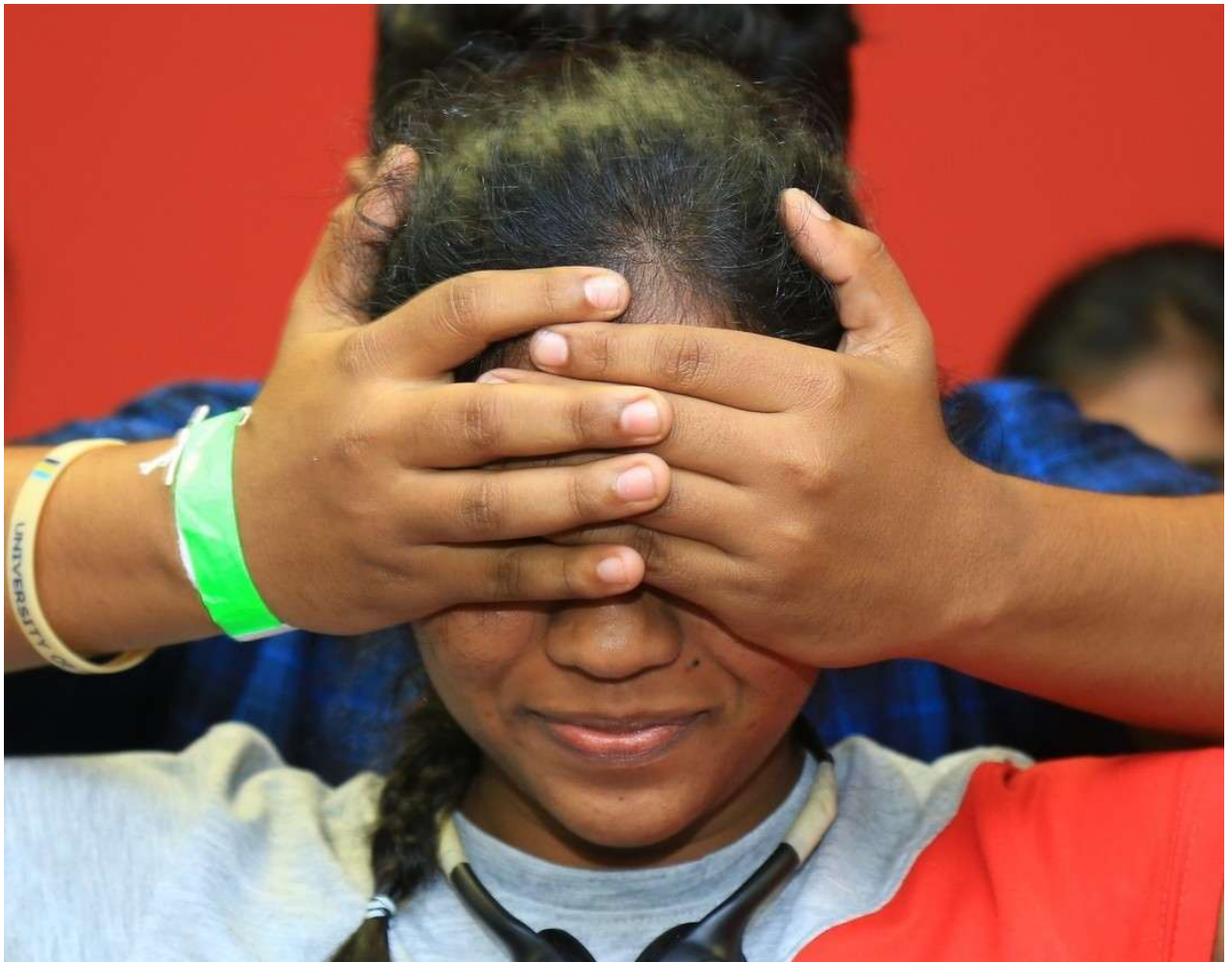
⁴ Adapted from Fitzduff and Williams, *Dialogue in Divided Societies*, 144; For a similar exercise with additional types of conflict see Biess and Nolden, *Peace Education Meets Religion: Manual for Multipliers*, 36–37.

- conflict sensitivity is most concerned with intra-group and inter-group conflicts, as this is the level at which NGO humanitarian, development and peacebuilding interventions normally take place. Interpersonal conflicts between key stakeholders can also be relevant.

Possible variations

Exercise “What is conflict” (see annex) is a fun and interactive way to explore the definition of conflict and different perceptions people have of conflict.

BEING IN CONFLICT



Lankan Youth CAN workshop, InSpire project, Sri Lanka, 20 September 2019. Photo: Helvetas Sri Lanka

The aim of this session is that participants learn how and why people approach conflict differently.

Exercise	Time	Materials and space needed
If I am conflict	20 minutes	• A large open space in the middle of the room
Conflict styles	45 minutes	• 5 sheets of paper • Sticky tape to stick up sheets of paper
Multiple perspectives	40 minutes	• 5 flipcharts and markers • PowerPoint presentation

This session is 15 minutes longer than the standard 90 minutes. To compensate the final session of the day is shorter than 90 minutes.

If I am conflict

Objective

To explore participants' attitude to conflict.

Duration

20 minutes

Materials and space needed

A large open space in the middle of the room

Preparation

No preparation needed

Description of the exercise

Introduction & Exercise (15')

- Show the PowerPoint slide "If I am conflict..."
- As the facilitator, stand in the middle of the room and say, "I am conflict. Where do you position yourself?"
- Invite the participants to position themselves in the room, in front of, behind, next to yourself, looking towards you or somewhere else, etc.
- Once the participants have positioned themselves, ask them to explain why they chose to stand where they did, and explore with them what conflicts are, what they are not, whether they always perceive them as something negative, etc.

Reflection/debriefing (5')

- Ask the participants about their reflections and conclusions about the exercise.
- Share the following reflections if they have not already been discussed:
 - Often, we overlook situations that are already conflicts because the situations are not highly escalated or don't involve violence. However, we need to train our perception to become aware of latent and even hidden conflicts to be able to anticipate challenging situations and to be able to calm the situation through our interventions.
 - People differ in their perceptions and whether they perceive a specific situation as a conflict. In the same situation, one person might perceive it as a conflict while the other may not.
 - Conflict is a natural and inevitable part of life
 - Conflict is neither bad, nor good. It is the way that people behave in conflict that matters.
 - While conflict can lead to destructive behaviours, it is also an opportunity for change. When managed constructively, conflict can lead to positive change.
 - We cannot avoid all conflict. However, we can learn to avoid escalating it and how to deal with it constructively.
 - We each have our own attitude to conflict, and this will influence how we behave when conflict occurs. Being aware of this helps us to be conflict sensitive.

Possible variations

- Similar to above but instead of having the participants physically taking positions, give out a handout with a picture of «the conflict tree» (or display it – see slide at end of PowerPoint presentation). The picture has lots of figures in different places in the tree.
- Invite the participants to imagine the tree is conflict and to choose a figure.
- Invite participant to say which figure they chose and why.
- And explore, as described above, the nature of conflict and in what way our perception of conflict shapes our behaviour when conflict occurs.

Conflict styles

Objective

Participants learn about different conflict styles, their pros and cons, and reflect on their own default style.

Duration

45 minutes

Material and space needed

- 5 sheets of paper
- Sticky tape to stick up sheets of paper

Preparation

- On each sheet of paper draw one of the five animals representing one of the five conflict styles
 - Shark: competition
 - Tortoise: avoidance
 - Fox: compromise
 - Owl: collaboration
 - Teddy bear: accommodation
- Stick four of the sheets in the four corners of the room and one in the centre (as per the layout on the PowerPoint slide "Conflict Styles")

Description of the exercise

Introduction (10')

- Explain that in this exercise the participants are going to explore their personal styles of dealing with conflict
- Either show the short (2.5 minutes) video "Thomas Kilmann Conflict Mode Instrument" (<https://www.youtube.com/watch?v=PFIydyH2H8Y>) or introduce the Thomas-Kilmann model of conflict styles yourself by displaying the PowerPoint slide "Conflict styles...".
- Explain that the styles are distinguished by the extent to which they emphasize assertiveness (interest in getting what you want) and co-cooperativeness (interest in maintaining a good relationship)
- Introduce the five animals that represent the five styles:
 - Shark: approaches conflict as a competition. Engages in combative behaviour. Prioritizes getting what it wants over maintaining a good relationship
 - Tortoise: avoids conflict. Engages in evasive behaviour. Neglects what it wants and the relationship.
 - Teddy bear: is accommodating. Prioritizes good relationship over its own interests.
 - Owl: favours collaboration. Approaches conflict as a joint problem to be solved. Seeks to maintain a good relationship while getting what it wants. Will look for win-win solutions.
 - Fox: favours compromise. Seeks to find a solution where everybody gets something of what they want, and a reasonable relationship is preserved.

Exercise (20')

- Ask the participants to think about the last conflict they were directly involved with.

- Invite them to reflect on how they approached it and stand next to the piece of paper with the conflict style that best describes their approach.
- Invite a volunteer from each conflict style to briefly share why they are standing where they are.
- Invite the participants to now stand by the paper that best describes the conflict style they usually use.
- Invite a few of those who changed position to explain why they shifted.

Reflection/debriefing (15')

- Lead a reflection using some of the following questions:
 - How easy was it to identify your usual style?
 - What factors affect which style you use?
 - Which conflict style do you think is the best?
 - What are the pros and cons of each style?
 - Which styles work well together and which combinations are likely to lead to bad outcomes?
- Conclude with some final reflections if they have not already been mentioned
 - Different styles suit different situations, particularly depending on whether the issue or the relationship is most important in that situation. We should therefore seek to adapt our style to the situation, rather than just adopt our default style.
 - In many situations, the owl is the most advantageous style as it enables getting what we want and preserving the relationship. However, adopting this approach involves investing time and effort.
 - One of the foundations to the success of the owl style is being able to understand the perspective of the person we are in conflict with. This helps us to preserve the relationship by understanding what is important to them and look for ways of getting what we want, while also meeting their concerns (a win-win outcome). Appreciating multiple perspectives is the topic of the next exercise.

Multiple perspectives

Aim of the exercise

Participants learn to better understand people who think and act differently than themselves.

Duration

40 minutes

Material and space needed

- 5 flipcharts and markers
- PowerPoint presentation

Preparation

Prepare a flipchart with the iceberg model to demonstrate what they should draw on their flipchart for the exercise.

Description of the exercise

Introduction (10')

Introduce the key messages:

- Tell “the orange story” to illustrate the idea of a win-win solution -- the outcome favoured by the owl's conflict style.: “Two children are arguing over an orange. There is only one orange left in the house. One of their parents intervenes and asks the children why she wants the orange. The first child says she wants it because she was looking forward to some freshly squeezed orange juice. The second child wants to bake a cake and needs the orange zest for the batter. The parent suggests the second child have it first to grate off the zest and then he gives it to his sister to squeeze out the juice. The children agree, realizing that this solution meets both their needs. This is known as a win-win solution.
- Show PowerPoint slide “The orange story” that summarizes the story.
- Explain that to get beyond people's positions and better understand what they want we can think of people like icebergs. We can only observe someone's behaviour – what they do and say. This corresponds to the 10% of an iceberg that is above the surface of the water.
- The part of the iceberg under the water represents all the reasons why people behave in the way that they do and say what they say (show slide “The iceberg model”).
- These underlying reasons are linked to people's thoughts, emotions, needs and values, based on their personal experiences and the context in which they grew up and live (socialisation).
- Because these underlying reasons are invisible, we often misinterpret or misunderstand people's behaviour. This can lead to conflict.
- Uncovering and understanding the reasons behind people's behaviour is often the first step to building a relationship with them and may help to prevent or resolve conflicts.
- Often conflicts seem unresolvable because what people say they want (their positions) often seems incompatible with what other people say they want.
- Uncovering and understanding the reasons behind people's positions (the part of the iceberg under the water) is often the first step to finding a solution to a conflict.
- There are often many ways of addressing needs and interests and, in some cases, solutions can be found that satisfy the interests & needs and minimise the fears of all parties in a conflict. This is called a win-win solution.

Exercise (20')

- Present the participants with the scenario on the PowerPoint slide "Scenario: multiple perspectives":
 - Your organization has supported the local district authorities to build a new drinking water system for a village in the district.
 - You are planning an inauguration ceremony of the water system.
 - Your local project officer visited some key local actors and invited them to attend the ceremony and say some opening remarks.
 - The project officer has reported back that he has visited each of the key actors individually.
 - They all declined to attend the ceremony.
 - They did not explain why.
- Split the participants into 5 groups. Show the PowerPoint slide "Exercise: multiple perspectives" and encourage each group to take a picture of the slide with their phone.
- Each group is attributed one of the following key actors:
 1. Head of the village where the water system was built
 2. Head of the local water committee responsible for the management and maintenance of the system
 3. Head of the local village women's committee
 4. Head of the local health centre that will be directly connected to the water system
 5. Head of the construction company that built the water system
- To make clear to participants what they are required to do, show them the PowerPoint slide "multiple perspectives exercise: an example" which is an example of the iceberg completed for the District Head.
- On a flipchart, each group should draw an iceberg. Above the water line they should write the key actor they have been attributed and "I am not coming to the ceremony". Under the waterline they should write as many reasons as they can think of why that actor may be refusing the invitation to the ceremony. Encourage them to consider the categories of thoughts, emotions, needs and values. (10 minutes)
- When they have finished brainstorming, have the groups circulate to view each other's flipcharts (5 minutes)

Reflection (10')

- Lead a reflection using some or all the questions below.
 - Was it hard to come up with reasons?
 - What kinds of reasons were the most common?
 - Were there any kinds of reasons that other groups came up with that surprised you?
 - How could you find out which imagined reasons might be correct?
 - What is the value of this exercise?

Possible variations

"Corner game" or "Brain swap game"⁵

"Two sides to a story" or "What's it all about"⁶

De Bono's 6 thinking hats exercise as a method for exploring multiple perspectives on an issue.⁷

⁵ Lindgren Helde, *The Dialogue Handbook: The Art of Conducting a Dialogue and Facilitating Dialogue Workshops*, 156–61 & 162–65.

⁶ Fitzduff and Williams, *Dialogue in Divided Societies*, 54 & 149.

⁷ Biess and Nolden, *Peace Education Meets Religion: Manual for Multipliers*, 50–51.

IDENTITY AND PERCEPTIONS



Participants engaged in an exercise on stereotypes in a Being Conflict Sensitive workshop, Nampula, Mozambique, April 2022. Photo: Owen Frazer

The aim of this session is that participants become aware of how identities and stereotypes can affect how they are perceived and treated and how they perceive and treat others.

Exercise	Time	Materials and space needed
In-group, out-group	15 minutes	- Open space for participants to circulate - A bell to ring (or any other clear signal) to notify the group on beginning and end of dividing into groups.
Stereotypes	45 minutes	3 flipcharts and markers. - PowerPoint slides
What makes me who I am	30 minutes	"What makes me who I am" handout and pens. - PowerPoint slides - Space for participants to circulate.

In-group, out-group

Aim of the exercise

Participants explore the basis of group identities.⁸

Duration

15 minutes

Material and space needed

- Open space for participants to circulate
- A bell to ring (or any other clear signal) to notify the group on beginning and end of dividing into groups.

Preparation

Prepare criteria in advance (see suggestions below), adapting them to the context. Consider that in certain contexts it may be sensitive to ask about criteria (family situation, ethnicity, religion, political views).

Description of the exercise

Introduction (2')

- Explain that this introductory exercise is about the basis of group formation.
- Explain that you will ask the participants to form groups based on individual features, tastes, views and interests.
- Ask participants to be truthful and not follow the crowd.
- Reassure them that to be alone in a group is a sign of uniqueness.

Exercise (7')

- Ask the participants to split into groups according to one of the following criteria:
 - shoe size (or another visible features such as body size or eye colour)
 - hobby (or another interest such as favourite activity, music, sport)
 - number of siblings (or another family characteristic, e.g. grew up with both parents, one parent, grandparent, etc.)
 - where they grew up (or another location such as where they live now)
 - how many hours they sleep (or other habit: such as which side they sleep on (belly, back, side), whether they cook or not, how many times they brush teeth).
 - Dream job (other dream such as where to travel, future visions (house, children etc.)
 - other criteria you can think of.
- As soon as the groups have formed, summarize the result: quantity and size of groups as well as features of formed groups.
- Repeat the group formation exercise several times using different criteria from the list above or other criteria that you have come up with.

Reflection (6')

At the end of the exercise, lead a short reflection, asking guiding questions like the following:

- What did you like in this exercise? Why?

⁸ Based on Gattiker, *Tune In! Youth United for the Future - Trainers' Manual*, 47.

- Were you surprised about some things?
- What did you learn about yourself and each other?
- How did you feel during the group divisions?
- Did you always choose exactly what is true, or did you try to add yourself to the groups? Why? Was it difficult to stand alone?

Important to remember

Observing the process, the trainer must:

- Remind the participants to decide quickly.
- Support those who stay alone in a group.
- Emphasize uniqueness of the participants.
- Emphasise the richness of the diversity of the group.

This is a warm-up exercise for the next one so no need to spend too long on the reflection.

Stereotypes

Aim of the exercise

Participants identify biases and prejudices they have towards each other and become more aware of how we all hold stereotypes.

Duration

45 minutes

Material and space needed

- 3 flipcharts and markers.
- PowerPoint slides

Preparation

Position three flipcharts with markers in different parts of the room. On each flipchart write the name of a different identity group relevant in the context. This could be based on gender, place of origin, ethnicity, language, religion, professional function, etc.

Description of the exercise

Introduction (5')

- Explain the group is going to do an exercise about prejudices and stereotypes and introduce the slide "definitions"
 - "Prejudice is an opinion held in advance about something, someone or some group without good reason or adequate knowledge or experience."
 - "Stereotyping is what happens when we so simplify our prejudgements about a certain group of people so that we see all members of that group as having certain traits."
 - "Discrimination is what happens when a prejudice is translated into behaviour."⁹

Exercise (25')

- Divide the participants into around 3 groups according to an important identity marker in the context, e.g. place of origin, ethnicity, language, religion, function. Invite them to stand at the relevant prepared flipchart. Each should choose the group they identify with most.
- Ask each group to now move clockwise in the room to the next flipchart. (5 mins)
- On the flipchart of the other identity group, they should write characteristics that are commonly associated with that group.
- Emphasize that they are not writing their personal opinion but just stereotypes that are commonly heard about the group. They should not filter but just try and fill the flipchart with as many ideas as they can. (10 mins)
- Have the groups return to their original flipchart and reviews the list of identity characteristics associated with their group. They should put a tick by the characteristics they agree are correctly associated with them and a cross against those they disagree with. (5 mins)
- Invite each group to present their review to the other groups. (10 mins)

Reflection (15')

⁹ Fitzduff and Williams, *Dialogue in Divided Societies*, 61–63.

- Lead a reflection discussion using some of the questions below. Be careful that the discussion does not get stuck on debating particular stereotypes. Some discussion is useful and can be important to clarify feelings and misunderstandings. However, the focus should be on the role of prejudices and stereotypes in social relations:
 - How did it feel to read what others had written about you?
 - How much did each group get “right”?
 - Was it difficult to achieve consensus within the group?
 - Why do we hold prejudices and stereotypes?
 - In which situations might stereotypes be helpful?
 - What implications do the stereotypes and prejudices we hold have for our work?
 - How can we counter the potential negative influences of our prejudices?
- Final messages to emphasize during the discussion or at the end:
 - Prejudices are beliefs which influence our perceptions.
 - Stereotypes affect how we are perceived and how we perceive others.
 - Everybody has prejudices. None of us can escape being prejudiced, due both to our family and societal upbringing and our need to belong to a group.
 - My spontaneous reactions to conflict situations will be shaped by my own life experience and the prejudices and stereotypes I have been exposed to (show slide “Being conflict-sensitive involves identity work”).
 - “Because the world is so complicated, we often have neither the time nor energy to treat each event or individual as unique and so we simplify our lives by pre-judging them.”¹⁰ This is particularly relevant when we perceive danger. We need to decide quickly whether to fight, flee or freeze – and have no time to reflect in emergency situations. Prejudice is a form of quick judgement. It could be lifesaving!
 - “The first step to not allowing our prejudices to dictate our behaviour is to become aware of them.”¹¹ We can then reflect on them and assess their “truth”.
 - When we feel judged we react emotionally. Conflicts involve emotions. Being aware of our emotional reactions, and how they affect our behaviour, is important if we want to train ourselves to behave in a conflict sensitive manner. (Show PowerPoint slide “Being conflict-sensitive involves self-awareness”)

Important to remember

This exercise can trigger strong emotional reactions. It is most powerful when done based on identity groups where there are sensitive issues and relationships to be addressed. It is important to know your group well enough to pick identity groups that are relevant but that are not overly sensitive to discuss. Emotional reactions are to be expected, and even welcomed: the more emotional the experience, the higher is the potential for it to transform people's attitudes and behaviour. If there is a strong emotional reaction, be ready to address it, allowing the person to express themselves, and allowing time for discussion in the group.

Possible variations

“Us and Them”¹²

“Prejudices game”¹³

“Not me” and “The Others”¹⁴

¹⁰ Fitzduff and Williams, 61–63.

¹¹ Fitzduff and Williams, 61–63.

¹² Fitzduff and Williams, 46.

¹³ Lindgren Helde, *The Dialogue Handbook: The Art of Conducting a Dialogue and Facilitating Dialogue Workshops*, 152–55.

¹⁴ Fitzduff and Williams, *Dialogue in Divided Societies*, 64 & 66.

What makes me who I am

Aim of the exercise

For participants to reflect on what makes them who they are and how this may shape their perceptions and behaviour.

Duration

30 minutes

Material and space needed

“What makes me who I am” handout and pens for participants.

PowerPoint slides

Space for participants to circulate.

Preparation

Complete the “what makes me who I am” example slide with elements about yourself

Description of the exercise

Introduction (5')

- Display the slide "Don't judge a book by its cover!"
- Explain that while the previous exercise was about groups, this exercise will focus on our individual identities.
- Introduce the “what makes me who I am” handout by displaying the PowerPoint slide, explaining it is to help participants reflect on their individual identity characteristics and what shaped them.
- Explain participant should fill in the list of three characteristics on the solid lines by the symbols on the sheet:
 - Heart = a value they strongly hold / a personal trait they believe makes them special
 - Hand = something they like doing or are good at
 - Head = a trait that characterizes their thinking (e.g. creative, logical, pragmatic, practical, philosophical, visual) / an interest they have
- For each trait they should link it to an event or influence in their life and fill that event or influence on the dotted line linking the trait to their life journey. For example, someone might believe strongly in justice because they were bullied at school, someone else may like playing sport because their parents were sports enthusiasts, someone may be excited about visiting new places because they were never able to leave home when they were young because they had to care for an elderly relative
- Adjust the example slide to reflect your own identity and present it.

Exercise (15')

- Give each a participant a copy of the life journey handout and five minutes to fill it in.
- Invite the participants to stand up and find a partner.
- Each member of a pair has 2 minutes to explain to their partner what makes them who they are. Then the partner has 2 minutes to do the same.
- After 4 minutes break up the pair and have participants find a new partner and repeat the exercise, sharing this time three new characteristics for head, heart and hand.

Reflection (10')

- Debrief in plenary with following questions
 - Were you surprised at the different sources of influence people named?
 - What kinds of influences do you think are the most important?
 - Were you influenced in different spheres of life (home, school, work, etc.) and times in life (related to spheres)? In which time spans of your life do you think you were influenced most, and by whom?
 - What consequences does the fact that people's life experiences can be so different - and shape our attitudes and behaviour - have for our work?
- End by emphasizing that our own individual identities (this exercise) and the group identities in our environment (previous exercise), shape how we respond to situations.

Important to remember

This is a nice exercise to do after the prejudices exercise. It helps to humanize people and rebuild connections after any tensions that may have arisen.

Possible variations

"My identity" in annex

"My guiding values"¹⁵

¹⁵ Biess and Nolden, *Peace Education Meets Religion: Manual for Multipliers*, 73.

PRINCIPLES OF CONFLICT SENSITIVITY



Prem from Helvetas discusses water user master plan with the Water Users Group in Uppaloo, Talomarang VDC (new: Ward No. 6), Nepal, 22 March 2018. Photo: Flurina Rothenberger

The aim of this session is that participants become familiar with the 4 principles of conflict sensitive behaviour and reflect on what they have learned during the first day.

Exercise	Time	Materials and space needed
Principles of conflict sensitivity	60 minutes	• 4 Flipchart pages and markers • Handouts of “Exercise: principles in practice”
Wrap up of the day	10 minutes	• Office supplies (paper, markers, pencils, tape) • A space to display drawings (wall, empty floor, pinboards)

This session is 20 minutes shorter than the standard 90 minutes as the first two sessions of the day are longer than 90 minutes.

Principles of conflict sensitivity

Aim of the exercise

Participants become familiar with the attitudes and behaviour associated with conflict sensitivity.

Duration

60 minutes

Material and space needed

4 Flipchart pages and markers

Handouts of “Exercise: principles in practice”

Preparation

Print copies of the handout/slide “Exercise: principles in practice”

Description of the exercise

Introduction (10’)

- Show PowerPoint slide with quotes of President G.W. Bush and Dr Martin Luther King Jr and explain we can broadly differentiate between two mindsets, the **dividing mindset** and the **connecting mindset**.
- Show slide "mindsets"
- Explain the dividing mindset looks for, and emphasizes, difference and dominance. It is based on a sense that there must be winners and losers and implies that hostile competition is needed to bring about change. Fighters and people who incite conflict carry these attitudes and express these behaviours. When people observe hostility in others they often slip into this mindset and come to expect meanness and aggression.¹⁶ The dividing mindset is well-illustrated by the statement of US President George W. Bush after the attacks of 11 September 2001: “Every nation, in every region, now has a decision to make. Either you are with us, or you are with the terrorists.”
- Explain the connecting mindset looks for and emphasizes collaboration, equality and responsibility. Even in violent conflicts, individuals collaborate and care for each other as some elements connect people rather than divide them. Their behaviour presents messages that run counter to conflict narratives and messages.¹⁷ The connecting mindset is well-illustrated by the statement of US civil rights leader Dr Martin Luther King Jr. “It really boils down to this: that all life is interrelated. We are all caught in an inescapable network of mutuality, tied into a single garment of destiny. Whatever affects one directly, affects all indirectly.”
- Emphasize that being conflict sensitive requires adopting a connecting mindset. It requires thinking beyond **what** we do, to focus also on **how** we do it.
- Show the slide "Conflict Sensitivity Principles (RAFT)", explaining the 4 principles (known in English as RAFT) are a helpful guide for **how** to do things in a conflict sensitive manner:
 - **Respect:** Giving positive attention, trusting others, remaining calm in the face of anxiety, listening

¹⁶ Wallace, ‘From Principle to Practice: A User’s Guide to Do No Harm’, 80.

¹⁷ Wallace, 81–82.

- **Accountability:** taking responsibility for actions and decisions, respecting laws and regulations and ensuring others do too, acknowledging mistakes and working to fix them.
 - **Fairness:** Treating people as equal and doing so in ways that are seen by everyone to be “fair”, listening to everyone and taking them seriously, following the rules
 - **Transparency:** Being open about what we do and why, communicating in appropriate language about selection criteria, project goals, project timeframes, funding sources and allocation
- Go through the dos and don'ts on the four slides "Respect", "Accountability", "Fairness" and "Transparency"¹⁸

Exercise (40')

- Split participants into 4 groups. Each group receives a principle and a scenario with a challenge related to that principle. Introduce the scenarios using the PowerPoint slide "Exercise scenarios: principles in practice":
 - **Respect:** As part of a WASH needs assessment in a village, you would like to conduct a participatory assessment that ensures you get the input of all different groups in the camp. The village head says he will call a meeting for you. However, you are worried that he may not invite representatives of marginalized groups, or that not everyone may feel comfortable attending. How do you ensure your assessment includes all points of view without being disrespectful to the village head?
 - **Accountability:** A water tower that is part of a community water system your organization rehabilitated collapsed damaging two neighbouring houses. The community is very angry, and the affected residents are demanding compensation. Upon investigation you discover that the company you contracted to build the water tower took shortcuts in the construction and bribed the project supervisor not to say anything. What steps do you take to rectify the situation?
 - **Fairness:** your organization is planning to implement a market systems development project in the agricultural sector, working with groundnut producers, processors, sellers and buyers. You become aware of concerns in the targeted communities that your project is unfairly helping those working with groundnuts and discriminating against those in other agricultural sectors. What steps do you take to address these concerns?
 - **Transparency:** As part of a new project on preventing violent extremism, you will support training in religious literacy for young people. They will learn about the beliefs and practices of religions other than their own. What steps do you take to ensure that you and your partners are not accused of religious proselytization, i.e. trying to spread religion or even convert people?
- Give out a handout of the instructions and scenarios or have the groups take a photo on their phone.
- Instruct the groups to go for a walk together and spend 15 minutes brainstorming options for responding to the challenge. They should then pick their preferred option(s) (show "Exercise instructions: principles in practice").
- Each group should nominate a rapporteur and a peer reviewer.
- The rapporteur has three minutes to present the groups ideas to the plenary.
- Before the rapporteur presents, nominate a peer reviewer from another group to give feedback, sharing one thing they liked and one suggestion for further improvement.
- After each rapporteur's presentation, one peer reviewer has up to two minutes for feedback.

¹⁸ More detail and handout available from 'Do No Harm Workshop: Trainer's Manual', 45–47, 177 & 187; Wallace, 'From Principle to Practice: A User's Guide to Do No Harm', 83–106.

Reflection (10')

- Facilitate a plenary discussion using the reflection questions below.
 - How easy was it to come up with options?
 - Are you satisfied with the options you came up with?
 - Which of the ideas mentioned do you consider important aspects to remember? Is there anything missing, in your view? (add a few more, if necessary)
 - Was it easy to agree in the group on which were the best options?
 - What new ideas did you come up with that you have not considered before?
 - What other similar challenges have you encountered in your work and how did you deal with them?
- Concluding points to emphasize:
 - There are not always perfect solutions
 - There are often different perspectives on how best to apply these principles. It is therefore important to involve multiple perspectives in decision-making.
 - Show PowerPoint slide "Helvetas Code of Conduct and Behaviour" to emphasize existence of institutional regulations relating to corruption, bullying, sexual harassment, and abuse of authority, and child protection. These documents outline the ethical principles, attitudes and behaviour Helvetas staff should observe. These documents and a training video are available on Pamoja.¹⁹

¹⁹ <https://pamoja.helvetas.org/pages/viewpage.action?pageId=83296446>

Wrap-up of the day

Aim of the exercise

To help participants to remember the highlights of the day and what was achieved. ²⁰

Duration

10 minutes

Material and space needed

- Office supplies (paper, markers, pencils, tape)
- A space to display drawings (wall, empty floor, pinboards)

Preparation

Distribute coloured markers, a piece of scotch and A4 paper.

Description of the exercise

Introduction (1')

- Thank the participants for their active participation throughout the day.
- Explain that the final exercise should prompt reflection about what has been learned over the course of the day.

Exercise (5')

- Invite the participants to spend one minute drawing on a piece of A4 paper a picture that represents something interesting, useful or surprising from the day.
- After completing their drawing, ask the participants to stand up and display their work (depending on the space this could be on a pinboard, a wall, the back of their chairs, or in a circle on the floor).
- When everyone is ready, play some music and ask the group to walk around and look at all the artworks in the gallery.

Reflection (4')

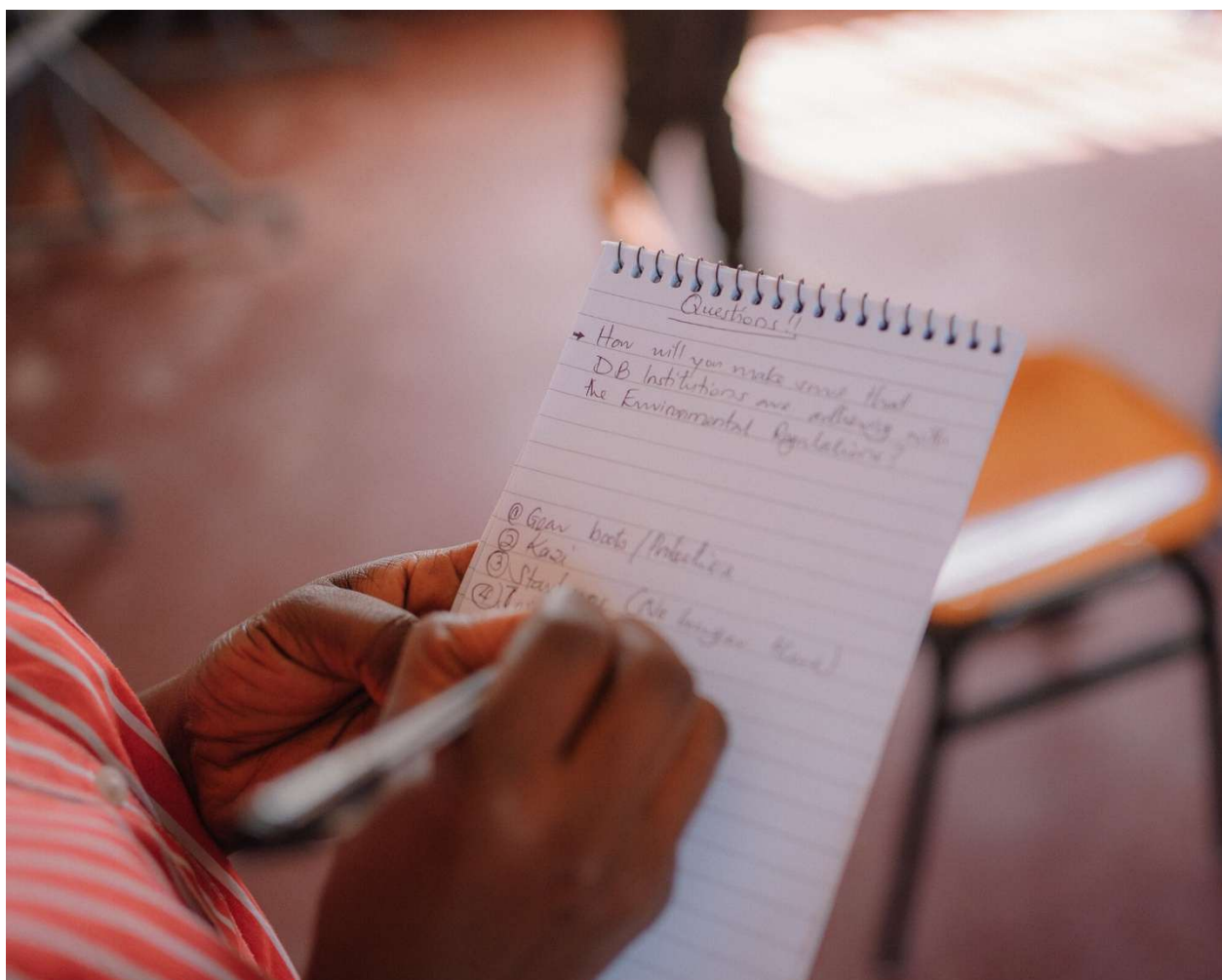
- When the participants have finished the gallery walk, the trainer facilitates a discussion and asks the following questions to recap on the last day:
 - Which drawings were interesting for you? Why?
 - Are you surprised by some drawings? What was unusual?
 - Were there some pictures you would like to learn more about?
 - Were some works unclear to you?

Possible variations

See "Thinking Hats" in annex.

²⁰ Source is "1-minute drawing" exercise from Gattiker, *Tune In! Youth United for the Future - Trainers' Manual*, 59.

COLLECTING INFORMATION



Mary May Msigwa, 33 yrs, at Don Bosco Technical Institute conducts weekly monitoring visits of trainees in YES project, Tanzania, 28 April 23. Photo: Yusuf Msafiri

The aim of this session is that participants understand what information is relevant for conflict sensitivity and the importance of gathering it in a conflict-sensitive manner.

Exercise		Time	Materials and space needed
Recap		20 minutes	• A container that is easy to pass around (bowl, basket, box). • Print out of questions • Music and speaker
Conflict-sensitive gathering	information-	20 minutes	• Flipchart and marker
Questions		50 minutes	• Flipchart and markers. • PowerPoint slides • Handout with list of question types (to be distributed at end).

Quiz recap

Aim of the exercise

Remind participants of the main messages regarding conflict sensitive behaviour.

Duration

20 minutes

Material and space needed

- A container that is easy to pass around (bowl, basket, box).
- Print out of the table on the next page
- Music and speaker

Preparation

- Print out and cut up the quiz questions in the table below into individual questions (without the answers)
- If you like, add some of your own.
- Fold up each question and put it into a container.

Description of the exercise

- Explain you are going to spend 20 minutes refreshing the participants memories of what they did the day before (display "Recap" ppt slide)
- Have the participants sit in a circle and pass the container full of questions around.
- While they are passing the container around play some music.
- Stop the music and whoever is holding the container must pick out a piece of paper, read it out and answer the question or do the assigned task.
- Start the music again and repeat until everyone has had a go, the questions run out or you are out of time.

Possible variations

- 1) Instead of putting the questions in a bowl you can print or write them on separate sheets of paper. Then scrunch up one sheet of paper to be the last question. Wrap it in another question sheet. Then another. Continue until all the question sheets are used up, forming a single ball. Have the participants throw the ball to each other. Each time the catcher must take off the outer sheet and answer the question.
- 2) Split the group into two teams. Pose the teams the quiz questions, alternating between teams for each question. If the team at which the question is directed cannot answer, the other team gets a chance. Correct answers earn a point. The team with the highest score wins.
- 3) If time is too short to run an exercise you can simply invite several participants to share a main take-away of the preceding day, something that particularly surprised them or made them think, or a question they are left with.
- 4) In the annex there is a longer list of questions that recaps the whole course, so it would also be possible to do this exercise at the end of the course.

Question	Answer
Name 3 of the 4 principles of conflict sensitive behaviour (RAFT)	Respect, Accountability, Fairness Transparency
What were 3 of the guidelines in the collaboration frame agreed at the beginning for ensuring a productive workshop atmosphere?	[Refer to agreement made at beginning]
Name two different levels of conflict	Intra-personal (within oneself) Inter-personal (between individuals) Intra-group (within a group, community, organization) Inter-group (between groups, communities, organizations) International (between countries)
Name a characteristic of conflict	“Conflict is a relationship between two or more parties (individual or groups) who have, or think they have, incompatible goals, values, interests or claims to status, power or scarce resources. (...)” Conflict is a natural and inevitable part of life. Conflict is neither bad, nor good. Conflict is not necessarily violent. Involves an incompatibility between two or more people.
What is conflict sensitivity?	“Conflict sensitivity is the awareness that our work, presence and behaviour can have potential positive and negative effects on the context in which we are working and acting according to this awareness.”
Name two of the five conflict styles and the animals associated with them	Shark: competition Tortoise: avoidance Fox: compromise Owl: collaboration Teddy: accommodation
Name two common sources of influence on how we think and act	Family, educational background, community, religion, friends, colleagues ...
How can we overcome our own prejudices and stereotypes?	Become aware of them, get to know people as individuals, inform ourselves
Name three reasons why a district head might say your organization should not proceed with its plans to fix the water supply in a specific village in his district.	Village X supports another political party, and he doesn't want them to be helped. He is from village Y which also needs its water supply fixed. Village X already had their water supply fixed but they did not look after it. He already reported to the governor that the water supply had been fixed.

Why are people in conflict like icebergs?	Only about 10% of what people want is visible - what people say they want. The other 90% - their interests, needs and fears – is hidden.
Give a specific example of acting according to one of the four RAFT principles	[Could be an example presented during the course, or a new example]
What are the three steps of the conflict sensitive approach?	understand the context, analyse the interaction between the intervention and the context, adapt the intervention
Name two workshop participants whose name begins with a vowel	
How many people are in the room?	
What is the favourite food of the person on your right?	
What was the childhood dream of the person on your left?	

Conflict-sensitive information gathering

Aim of the exercise

Participants understand the importance of collecting information in a sensitive way.

Duration

20 minutes

Material and space needed

Flipchart for facilitator

Preparation

Title a flipchart page “Guidelines for conflict- and gender-sensitive information-gathering”.

Description of the exercise

Introduction (1')

- Explain that gathering information is an important part of our work and that it is also a sensitive activity.

Exercise (5')

- Ask participants to discuss for five minutes with a partner and make a list of important points to pay attention to in order to gather information in a conflict- and gender-sensitive way, i.e. without doing harm.

Reflection (14')

- Stand at the flipchart and invite each pair to share in turn one point they came up with. Write (or have your co-facilitator write) each point on a flipchart. Keep going until all points have been collected.
- Review the list with the participants. If not already listed, emphasize the following points by displaying "Collecting information" slide:
 - **Critical thinking:** be aware of the interests and motives that people have. Why might they be saying what they are saying?
 - **Triangulation:** having multiple sources in order to cross-check information. Do not rely on only one source of information when taking a decision. Be sure to include the perspectives of groups who are often marginalised.
 - **Confidentiality:** be clear with interviewees what you will do with the information you collect from them and whether they are happy for it to be shared.
 - **Transparency:** collecting information can lead to accusations of spying. Be transparent about why you are collecting information and only collect information that you need to do your work.
 - **Inclusivity:** be sure to include the perspectives of groups who are often marginalised (e.g. women, young people, people living with disabilities). Reflect on how practical, security and cultural considerations may affect when, where and how interviews are conducted with them, and by whom.

Possible variations

If you have more time available, you could do the exercise “Sources of information” in the annex.

Questions

Aim of the exercise

Participants can use questions effectively to gather information.²¹

Duration

50 minutes

Material and space needed

- Flipchart and markers.
- PowerPoint slides

Description of the exercise

Introduction (10')

- Display the "Questions" slide and explain that there are different types of questions with different purposes and that in this exercise participants are going to learn about some of them and practice them in groups of three.
- Introduce the first two categories of question.
 - Closed: invites a yes or no answer.
 - Open: invites many possible answers. Usually begins with a question word such as who, what, where, when, how, why.
- Invite participants' thoughts on what each kind of question is good for and then show the slide summarizing the two question types (see ppt slide "types of questions 1")
- Group the participants in threes. Explain that the groups should designate one member as the speaker, a second person as the interviewer, and a third person as the observer.

Exercise, round 1 (5')

- Explain that in the first round of five minutes, the interviewer should interview the speaker about their job or an idea they would like to implement at work. The listener should ask different questions to try and gather information and the observer should note down the different questions the interviewer asks, paying attention to what types of question are used and the reaction each question gets, and which questions work well.

Feedback (10')

- Invite the observers to share examples of open and closed questions that were used in the first round of the exercise and the effect of the questions on the speaker.
- Introduce three additional categories of question (display PowerPoint slide "types of questions 2):
 - clarifying questions
 - probing questions
 - circular questions

Exercise, round 2 (5')

- Ask the groups to repeat the exercise with a new speaker, listener and observer. Encourage the listener to practice asking the different types of questions. The observer should continue to note down the questions asked.

²¹ Based on Gattiker, 115–19; 'Do No Harm Workshop: Trainer's Manual', 77.

Reflection (20')

- Collect in plenary from the observers some examples of questions that worked well, and then those that did not work so well. Have them identify which kind of questions they were when they share them.
- Lead a final reflection using the following questions. If you like, you can note the main conclusions on a flipchart.
 - How was it for the speakers?
 - How was it for the listeners?
 - What conclusions do you draw about asking questions and gathering information?

Possible variations

As additional information, at the end you can distribute a more comprehensive list of question types.²²

²² Such a list can be found in Gattiker, *Tune In! Youth United for the Future - Trainers' Manual*, 194–95.

UNDERSTANDING OTHERS



Inter-generational exchange, Youth United for the Future Project, Kyrgyzstan, 19 May 2018. Photo: Helvetas

The aim of this session is that participants learn to demonstrate «curiosity and care» through empathic listening.

Exercise	Time	Materials and space needed
Listening	20 minutes	• Enough space for to discuss face-to-face
Active listening	70 minutes	• Enough space for groups of three participants to discuss face-to-face • PowerPoint slides

Listening

Aim of the exercise

Participants reflect on the importance of good listening.

Duration

20 minutes

Material and space needed

Space for pairs and groups of three participants to discuss face-to-face.

Preparation

Arrange chairs in pairs, so that two participants will sit face-to-face

Description of the exercise

Introduction (2')

- Refer to how the preceding exercises have illustrated how our perceptions and judgements often differ from others.
- Emphasize that being conflict sensitive requires understanding how others perceive things.
- Explain that central to understanding others is listening well.

Exercise (8')

- Have the participants find a partner and sit down face-to-face on a pair of chairs.
- Invite one participant from each pair to go outside.
- Join the half of the group that is outside. Instruct them that they should think about an interesting story that they will share with their partner inside. When they go in, the others will be awaiting them and be curious about their story. Tell the outside group you will let them know when to come in. (If you are two facilitators one can simultaneously instruct the inside group.),
- Re-join the inside group. Explain that they will soon be re-joined by their partner who will tell them a story. Instruct them that, when their partner sits down, they should first pay close attention and listen to their story attentively. Then, after about two minutes, stop listening (for example, by always interrupting, by falling almost asleep, by starting to move around nervously, by taking your phone out and writing to a friend, by starting a conversation about something else, etc.)
- Invite the outside group to come in and re-join their partners.
- The group from outside goes in, re-joins their partners, and starts talking. After around two minutes, those who were inside stop listening.
- After around five minutes, stop the exercise and asks everyone to sit back in a circle.

Reflection (10')

- Lead a plenary discussion with following questions:
 - What has just happened?
 - How did it make you (storytellers) feel?
 - What did the listeners do that made clear they had stopped listening?
 - What did you the storyteller do to try to get the listeners attention back?
 - Have you experienced this type of behaviour in everyday life? In which type of situation? Were you the speaker or the listener?
 - What are the dos and don'ts of "good listening".

Active listening

Aim of the exercise

Participants learn to demonstrate «curiosity and care» through empathic listening.

Duration

70 minutes

Material and space needed

Space for pairs and groups of three participants to discuss face-to-face.

Preparation

Arrange chairs in pairs, so that two participants will sit face-to-face

Description of the exercise

Introduction (15')

- Display the PowerPoint slide "Active listening" and introduce the three steps (10 mins):
 1. **Listen ("I am all ears")**: Person A listens empathically to person B. This does not only imply not to talk or interrupt, i.e. only to listen. It also means engaging with the speaker non-verbally, with body language, through para-verbal signs of attention and sometimes even through a question:
 - a. Non-verbal signs of active listening are, for example: forward inclination, eye contact, open arms, etc.
 - b. Para-verbal signs of active listening are, for example: "hmm-mmh", "ah", etc.
 - c. Verbal form of active listening: Asking questions. Do not ask too many questions, as the idea is to give the floor to the speaker and focus on listening, yet, where needed, a short interruption to introduce a clarifying question is fine and shows the speaker that you are really interested to understand him or her.
 2. **Summarize ("Boil it down")**: summarize what you have heard, paraphrase it where necessary (when you need to reframe a negative formulation), with your own words. Boiling it down means to concentrate on the essentials, not to repeat everything. It is important to check with the speaker if the summary is accurate and give them a chance to correct it. For boiling it down, it is important to find the right moment, not too early, as it might disturb the speaker and there is not yet enough information to summarize – but also not too late, because you might not remember all the essential information.
 3. **Name feelings ("Speak from the other's heart")**: say how you perceived the other's emotions. The aim of the 3 steps is that at the end of your third step, the speaker sighs and says: "Yes, that's exactly how I feel". If this does not happen, then we need to ask questions to better understand the person, until our summary leads to this aim. It is important not to judge in this step and this happens very often when people start practicing. There is a difference between:
 - "I felt this made you really angry!"; "...and you felt disappointed" (Speaking from the other's heart)AND
 - "Oh, I agree, that was a really stupid decision!"; "I would have told that person a few truths! How can s/he do that?" (judging)

- Emphasize that at the beginning this way of listening might feel a bit artificial. It can also sound artificial when you have not practiced enough. Yet, it improves communication strongly and is worth the effort of training it. This can be trained in any situation in everyday life. In small talk with the shopkeeper, a neighbour, a friend etc. We only need to use the opportunities to practice!
- With the help of a co-trainer or participant, demonstrate the process of active listening; (5 mins).²³

Exercise (35')

Practice 1 (10'):

- Divide the participants into small groups of three people.
- For each group, explain that one of them is a 'listener', the second is a 'speaker', and the third is an 'observer'.
- For four minutes, the speaker should share a challenge they are facing at work.
- After the four minutes of talking and listening the observers should spend two minutes to share with their group members their observations on how the model of active listening was applied.

Feedback (10'):

- In plenary ask for some short reflections in response to the following questions:
 - How did it feel to be "actively" listened to?
 - How was it to be a listener?

Practice 2 & 3 (15'):

- Have the participants repeat the exercise twice, with the participants remaining in the same groups but changing their roles.

Final reflection and input (20')

- Invite some initial reflections by asking some of the following questions:
 - How did you find the exercise?
 - Which role did you prefer? Why?
 - Was it hard to apply the active listening model?
- Invite some pairs to demonstrate their skills in front of the rest of the group and invite feedback from the group
- Elicit from the group and some key lessons learned that emerge from the demonstrations they have just seen and their own experience practicing. These may include:
 - Don't
 - Interrupt or summarize too soon
 - Let the person speak too long so that you are unable to remember and summarize everything they said
 - Give your opinion or pass judgement
 - Do
 - Repeat similar words to what the speaker used
 - Rephrase judgemental statements into more neutral language
 - Be comfortable with silence
 - Name their feelings
 - Use verbal and non-verbal ways to show you are listening
- Display slide "managing emotions" to explain that practising active listening is very difficult once our emotions are raised above a certain point. When our emotions are heightened to 70% of their maximum, we will not be able to take in what the other is saying or express

²³ See also Gattiker, 60–64, 107–10; Fitzduff and Williams, *Dialogue in Divided Societies*, 147–48; 'Do No Harm Workshop: Trainer's Manual', 79.

ourselves constructively. In such a case, we need to take a break to cool down before listening and talking.

- Optional: explain that active listening can be a very useful technique for showing empathy in challenging and stressful situations. Present slide on "How to empathise in challenging situations" (additional slides "Paraphrasing Exercise I & II" available at end of presentation if needed)
- Optional: Conclude with the observation that practising active listening requires us to have a certain level of calm. Present the slide on "stress management DURING challenging situation" and go through the points on how to manage stress.

CONNECTING LANGUAGE



Crecencio Ordoñez Montan discussing with Saavedra Ordoñez Escobar, Norte Potosi, San Pedro, Bolivia. Photo: Simon Opladen

The aim of this session is that participants learn how to communicate in a conflict-sensitive way.

Exercise	Time	Materials and space needed
Non-violent communication: I-statements	50 minutes	• Power-point slides
Non-violent communication: looping	40 minutes	• Enough space to create a circle of chairs for all the participants. It can also be done standing if space is tight. • Power-point slides

Non-violent communication: I-statements

Aim of the exercise

Participants learn to express themselves in a conflict-sensitive manner.²⁴

Duration

50 minutes

Material and space needed

- Power-point slides
- Moderation cards or sticky-notes

Preparation

- Prepare copies of the demonstration scenario below and practice it with a co-trainer or a volunteer you have selected from amongst the participants.
- Set-up two chairs facing each other at the front of the room, with a semi-circle of chairs for the audience.

Description of the exercise

Introduction (2')

- Explain that you previously introduced the distinction between a dividing and a connecting mindset and that these mindsets can also be expressed through our communication.
- Explain that you and a co-trainer or assistant are going to act out a short scenario to illustrate how the divisive mindset can be expressed in communication.

Divisive role-play demonstration (3')

- With your co-trainer/assistant sit in the two chairs at the front and role-play for participants the following scenario about late-arriving colleagues:
 - Colleague A: You're late. Where the hell have you been?
 - Colleague B: Don't talk to me like that. I'm barely late. We agreed 8 am and it's not even 8.10 am.
 - Colleague A: Yes, you are. You're always late. Every time we have a trip, the rest of us are always ready to go and then have to hang around waiting for you. You're not even ready. You still have to get your equipment and probably do a hundred other things. It's unprofessional and just typical of you. You should be more respectful of others.
 - Colleague B: Whoa, whoa. How dare you call me unprofessional. You're the one who is being unprofessional talking to me like that. You have a serious attitude problem. You're not my boss. And you're not exactly well-placed to criticize. Okay, I might be a couple of minutes late but at least I do my work properly. Turning up on time isn't what matters. Being punctual doesn't count for much if you're not even good at your job.
 - Colleague A: How dare you! Are you saying I am not good at my job? Unlike you, I respect my colleagues. Which is definitely not the case for you. You rude, thoughtless idiot.

²⁴ Based on Gattiker, *Tune In! Youth United for the Future - Trainers' Manual*, 67–69.

- Colleague B: That's it. You've crossed a line. I'm going to tell the boss that I'm not joining the trip because I cannot work with you anymore. Let's see how you get on without me.
- Colleague A: Fine. Do that. See if I care.

Input (5')

- Invite the participants to share their reflections on the characteristics of divisive language.
- Display PowerPoint slide "divisive language" to summarize the characteristics of divisive communication using an example from the scene
 - Contradicts: "Yes, you are."
 - Generalizes: "You're always late."
 - Emphasizes we are right: "The rest of us are always ready..."
 - Blames (others, or ourselves): "You're not even ready."
 - Makes demands: "You should be more respectful."
- Explain that a connecting mindset can be expressed through the non-violent communication (NVC) approach, developed by Marshall B. Rosenberg.
- Explain that NVC is a combination of self-connection, empathy, and self-expression (honesty). It can help us to clearly and honestly express ourselves and to show empathy and respect to others.

Connecting roleplay demonstration (3')

- With your co-trainer/assistant, role-play for participants the following connecting-mindset version of the earlier scenario using NVC:
 - Colleague A: It is 08:08 and we agreed we would leave at 8am sharp. I am annoyed because I had to make special child-care arrangements to be here on time and I need some sort of reliability, not to have wasted my effort. I would appreciate that when we agree a departure time you arrive beforehand and ensure you are ready to go at the agreed time.
 - Colleague B: I understand that my delay has upset you because of the effort you took to be here on time. I appreciate that you would like me to make sure I am punctual in the future. I agree that I was a few minutes late and I am sorry. However, when you express your annoyance with me without first trying to understand the reason for my lateness, I feel unfairly attacked. I had a good reason for being late that I would like to explain to you. I would appreciate in the future that when something I do upsets you, you first try to understand the reason for my actions.
 - Colleague A: I'm sorry, I realize that when I criticize you without first trying to understand the situation you feel I am treating you unfairly as you want to explain yourself and you would like me to give you that chance. So, please, what happened this morning?
 - Colleague B: Thanks for understanding. I was all set to be here early but then when I went out to my car, I found someone had slashed the tyres. I had to run to the bus stop and then the bus took ages to come. And that's why I'm late. It was certainly my intention to be on time as I know how important it is to you.
 - Colleague A: I'm sorry to hear about your car. It does sound like the situation was out of your control. Thank you for acknowledging the importance of being on time. Hopefully something like this won't happen again and we will be able to leave on time for our future trips.

Input (10')

- Ask participants what differences they noticed between this the first version of the roleplay.
- Show PowerPoint slide "Non-violent communication" to introduce the 4-step formula of non-violent-communication for constructing "I-statements": statements that focus on your personal perspective and don't make assumptions about the other person
 1. Observation: describing a situation like a movie, without judgement, using facts
 2. Feeling: naming your feeling that the situation triggered

3. Needs: sharing the need that caused this feeling
 4. Request: expressing a concrete wish, without demanding it (accepting a no)
- To explain how the steps are applied, give an example using the PowerPoint slide "NVC "model"":
 - "When I saw you going out of the door with her" (observation)
 - "...I felt disappointed" (feeling)
 - "...because I wished to accompany you" (need)
 - "...Would you mind, next time, letting me know when you are planning to leave?" (request)
 - Re-emphasize the four components of the NVC formula by showing the slide "non-violent communication: example" showing an excerpt from the scene you just roleplayed

Exercise (15')

- Explain that non-violent communication can be used to give constructive feedback (show slide "practicing constructive feedback ...")
- Ask participants to form pairs.
- Ask them both to think about situation at work where they feel annoyed with someone and tempted to communicate in a judging way.
- Invite them to write down on cards or sticky notes a statement using the NVC formula (observation, feeling, need, request) of what they would like to say to the person they are annoyed with).
- First one of them should share their statement with their partner. The partner should give feedback on how well the statement matches the NVC formula. Where it does not perfectly match, they should try to adjust it together until it does.
- Then they should repeat the exercise with the second person sharing their statement.

Feedback and input (12')

- Invite some participants to share their examples of NVC statements
- Invite some participants to share reflections on applying NVC
 - How was it?
 - What was challenging?
 - What is unclear?
- Explain that NVC helps us to both clearly express ourselves and to build empathy.

Non-violent communication: looping

Aim of the exercise

Participants learn to communicate in a conflict-sensitive manner.²⁵

Duration

40 minutes

Material and space needed

- Enough space to create a circle of chairs for all the participants. It can also be done standing if space is tight.
- PowerPoint slides

Preparation

Prepare copies of the demonstration scenarios below and practice them with a co-trainer or a volunteer you have selected from amongst the participants.

Set-up two chairs facing each other at the front of the room, with a semi-circle of chairs for the audience.

Description of the exercise

Introduction (2')

- Explain that by combining NVC with the notion of active listening we get the model of the NVC loop (show slide "The loop of Non-Violent Communication")
- Explain we can use the NVC formula to expand on the active listening model ("I am all ears, "boil it down", "speak from the other's heart") to paraphrase what the other person is saying, thus translating people's aggressive statements or actions into needs, making it possible for us to respond to them and create connection.
- In applying the NVC loop we should first "empathetically listen" by summarizing what the other person has said using the NVC formula, and then honestly express our own point of view, also using the NVC formula.
- Explain that you and a co-trainer or assistant are going to replay the short NVC scenario you presented before to illustrate how it uses the NVC looping model.

Connecting roleplay demonstration (3')

- With your co-trainer/assistant re-play for participants the connecting-mindset version of the scenario from before, deliberately adding comments to highlight the two parts of the looping:
 - **Colleague A:**
(To audience): *I start by honestly expressing...*
"It is 08:08 and we agreed we would leave at 8am sharp. I am annoyed because I had to make special child-care arrangements to be here on time and I'd need some sort of reliability, not to have wasted my effort. I would appreciate that when we agree a departure time you arrive beforehand and ensure you are ready to go at the agreed time."
 - **Colleague B:**
(To audience) *I start by summarizing to show I am empathetically listening...*

²⁵ Based on Gattiker, 67–69.

"I understand that my delay has upset you because of the effort you took to be here on time. I appreciate that you would like me to make sure I am punctual in the future.

(To audience) Then I continue by honestly expressing my own perspective...

I agree that I was a few minutes late and I am sorry. However, when you express your annoyance with me without first trying to understand the reason for my lateness, I feel unfairly attacked. I had a good reason for being late that I would like to explain to you. I would appreciate in the future that when something I do upsets you, you first try to understand the reason for my actions."

- **Colleague A:**

(To audience) I also first summarize...

I'm sorry, I realize that when I criticize you without first trying to understand the situation you feel I am treating you unfairly as you want to explain yourself and you would like me to give you that chance.

And then make a request...

So, please, tell me what happened this morning.

- **Colleague B:** Thanks for understanding. I was all set to be here early but then when I went out to my car, I found someone had slashed the tyres. I had to run to the bus stop and then the bus took ages to come. And that's why I'm late. It was certainly my intention to be on time as I know how important it is to you.
- **Colleague A:** I'm sorry to hear about your car. It does sound like the situation was out of your control. Thank you for acknowledging the importance of being on time. Hopefully something like this won't happen again and we will be able to leave on time for our future trips.

Exercise (20')

- Introduce the following scenarios or have participants make up their own (show "non-violent communication scenarios" PowerPoint slides 1 & 2):
 - A is a parent and B a teenager. The teenager is out late with friends and comes home to a worried parent.
 - A is a project manager and B is the finance manager. A needs to submit the annual project report today and has the finance manager for the necessary financial figures but hasn't received them.
 - A is a construction project supervisor and B is the head builder. The supervisor visits the construction site and finds that only half of the promised construction has been completed.
 - A is the head of the local women's association and B is the representative of an organization implementing a water project in the village. A was not invited to a community meeting deciding where the new points would be placed.
 - A is the supervisor and B is a team member. They are meeting for the annual appraisal meeting. A is not happy with B's performance because B has not met their objectives set for the year.
 - A is a finance manager and B is the finance focal point of the project partner. They are meeting to discuss why the project partner has not submitted their financial reporting.
 - A is an employee and B is their male team leader. A is requesting to work only half time for the next month due to urgent family commitments even though the project is behind on its implementation schedule.
 - A is the parent of an arrested protestor and B is the police officer in charge of the police station where the protestor is detained. A is requesting for her child to be released.
- Invite two volunteers to occupy the seats in the middle of the circle and to roleplay one of the scenarios using the NVC loop model (empathically listening and then honestly expressing)

- Invite the audience to give feedback on how well the non-violent communication model was followed and suggestions on how to improve.
- Then invite two of those who gave feedback to come and replace the participants in the middle and either replay the same scenario or another one.
- Invite the audience to give feedback and then invite two more people to have a go.
- Repeat until all, or all who can be persuaded, have had a go in the middle of the circle.

Reflection (15')

- Lead the group in a reflection
 - What was easy and what was difficult in this exercise?
 - What are the pros and cons of NVC?
 - In which situations do you think it would be most helpful?
 - What is the most important element of NVC?
- If time allows, show the slide with the Marshall Rosenberg quote "there are always good reasons for bad behaviour" and the 1-minute video linked there of him singing "See Me Beautiful (PowerPoint slide). This emphasizes that NVC is about communicating an understanding for others.

Important to remember

The NVC model can feel quite unnatural and so the role-players may struggle to apply it. Make sure you encourage and support the role-players to really try it, jumping in again to roleplay again yourself to demonstrate it again if necessary. Emphasize, however, that this is just an introduction and that it takes a lot of practice to get it right.

Possible variations

See following exercises in Biess, and Nolden. *Peace Education Meets Religion: Manual for Multipliers*.

- "Appreciative or Offensive" p.61
- "Paraphrasing", p. 64
- "Mirroring", p. 66
- "Active reply", p.67
- "Controlled dialogue", p. 70

FINAL REFLECTIONS AND CONCLUSIONS



Capacity building of Councils, Getachew Simeneh, is making notes while leading the assembly in Wotet Abay, Ethiopia, 2014. Photo: Christian Bobst

The aim of this final session is for participants to consolidate what they have learned and to be clear how they will apply it in their work.

Exercise	Time	Materials and space needed
Personal takeaways	35 minutes	- Handout and pens for participants. - A space to display drawings (wall, empty floor, pinboards)
Shared responsibilities (Give as "homework" if time is short)	20 minutes	Printed copies of "Training Course Memo" handout and pens for participants
Evaluation	35 minutes	- PowerPoint slide or flipchart "Fridge" on wall

Personal takeaways

Aim of the exercise

Participants reflect about their own conflict sensitivity and what they have learned.

Duration

35 minutes

Material and space needed

- Handout and pens for participants.

Preparation

None

Description of the exercise

Introduction

Explain you are going to do a short exercise for participants to reflect on what they have learned and share it with a colleague.

Exercise (20')

- Distribute the handout "4 essentials for a conflict sensitive me" and show slide
- Explain that in each box participants should fill in one thing they will personally pay special attention to in the future (10 mins)
 - **Self-awareness:** what about themselves must they bear in mind when engaging with others?
 - **Behaviour:** what behaviour must they make a special effort to practice or avoid?
 - **Information gathering:** what will they pay special attention to when collecting information?
 - **Communication:** what aspect of their communication will they pay special attention to?
- When participants have completed their handout, ask the participants to stand up and find a partner.
- Invite the pairs of participants to spend five minutes sharing what they wrote.

Reflection (15')

- Lead a group reflection using some or all of the following questions
 - What struck you in your conversation with your partner?
 - What can you do to make sure you apply these lessons in your work?
 - Which area do you think requires the most attention?
 - What open questions do you still have?
 - To what extent has the course met the expectations gathered at the start?
- Conclude with the slide "in a nutshell" to recap key techniques they have learned

Shared responsibilities

Aim of the exercise

Participants realize that conflict sensitivity is about both individual and team commitment.

Duration

20 minutes

Material and space needed

Printed copies of “Training Course Memo” handout and pens for participants.

Preparation

Distribute a copy of the handout to all participants

Description of the exercise**Introduction (2')**

Introduce the exercise with the following points:

- Being conflict sensitive requires us to make concrete commitments as individuals to do certain things differently.
- It also requires a team commitment and a recognition that everyone has their part to play.

Exercise (15')

- Invite the participants to draft a short memo to their team, using the handout.
- Explain you will collect the memos and several weeks after the course they will receive a digital copy as a reminder. A compilation of the main commitments in the handouts will also feature in the workshop report (if one will be produced).
- Go through the handout explaining the main elements of the memo.
 - What the training they attended was about
 - Why the training was important
 - Which lesson they will take home and never forget
 - What they commit to doing that will contribute to the conflict sensitivity of their team's work.
 - One suggestion for what the team should do differently, based on what they have learned in the training
- Give the participants 10 minutes to complete the memo and then collect them

Possible variations

If time is short, this exercise can also be given as “homework” to be completed and sent to the facilitator by a defined date.

Evaluation

Aim of the exercise

Conduct a feedback session and evaluation of the training with participants.

Duration

35 minutes

Material and space needed

- PowerPoint slide
- "Fridge" on wall

Preparation

Instead of the PowerPoint slide you could draw a hand with fingers on a flipchart

Description of the exercise

- Begin by reviewing the "fridge", highlighting the ideas and points to be followed up later.
- Suggest evaluating the training in the following way (flipchart or ppt visual to help):
 - If you want to express something you liked, show the "Thumb".
 - If you want to point something out on this training, show the "index finger"
 - If you want to voice something you did not like, show the "Middle finger" (not in the offensive way!)
 - If you want to voice some important things and something you value, show the "Ring finger".
 - If there was something you would have wished to have had more of, show the "Little finger".
- After that, the participants take it in turns to share their thoughts, picking the appropriate finger for the point they want to make
- After evaluating the training, the trainer thanks the participants for their openness and active participation.
- If present, a co-facilitator or assistant may take notes of participants' observations.

Possible variations

Set up the chairs in a circle. Put five chairs with some A4 paper with a symbol in the circle. Make sure nobody sits on those chairs. The five chairs represent the same things as the fingers above. Participants who want to speak sit on the corresponding chair before expressing their opinion. When they have finished, they sit back on their chair.

String exercise:

- Have all participants stand in a circle.
- Give one participant a ball of string. Invite them to share one final reflection on the training.
- Once they have shared, they throw the ball of string to another participant across the circle who share their reflection.
- And so on.
- At the end the participants should be joined by a complex web of string. Invite the participants to share their thoughts on what they think the string symbolizes.

AFTER THE TRAINING

Feedback questionnaire

If technologically feasible, send participants a short feedback questionnaire using a digital tool such as Microsoft Forms or Survey Monkey. Suggested questions:

- On a scale of 1 to 10, how satisfied were you with the training (1=extremely disappointed, 10=extremely satisfied)
 - Content
 - Facilitation
 - How safe and inclusive the atmosphere felt
 - Possibility to engage / participate actively
 - Possibility to exchange with colleagues
 - Logistics
 - If applicable: translation

(For all aspects, give a possibility for written explanation of the answer.)

- What were your personal highlights of the training course?
- To what extent do you feel capable of being and acting conflict-sensitively?
- If anything, what would you still need to feel 100% capable?
- What would you like to share with/teach your colleagues after this course?
- What specific things do you plan to do differently as a result of this training course?
- What follow-up would you suggest to your organization/team on the points discussed in the training course?
- What suggestions do you have for improving the training course? Or any other kind of suggestions?

Commitment reminder

Scan the completed handouts from the “shared responsibilities” exercise and send to each participant as a reminder of their commitments and encouraging them to share it with their team.

Report for participants

Compile a short aide-mémoire for the participants summarizing the main points of the training and the main points for follow-up. This can include photos of exercises and flipcharts from the course (see example).

Recommendations to management

Share with relevant managers in your organization recommendations arising from the course, such as those collected in “the fridge”. This might include:

- The need for further training courses, e.g. a refresher training, a course on conflict sensitive project management or more training in conflict management, NVC, mediation, etc.
- Suggestions on who else should take the course in the future
- Identifying specific conflict sensitivity issues or questions that arose in discussion with participants. Highlight what these are and make suggestions about when and how they could be discussed and addressed.

ANNEX: ADDITIONAL EXERCISES AND MATERIALS

What is conflict

Aim of the exercise

Participants discuss and develop their understandings of conflict.²⁶

Duration

30 minutes

Material and space needed

- Large, open space, at least 10m wide.
- 2 sheets of paper (e.g. A4), tape or string, marker

Preparation

- Prepare two sheets of paper. On one of them write 'No conflict (0)' and on the other 'serious conflict (10)'. Stick them on the ground at opposite ends of the room. Lay a strip of tape or string on the floor between the two papers.
- Prepare five context-specific scenarios that illustrate different aspects of the term 'conflict'. You can find inspiration from the following list:
 - A parent tries to decide whether to stay with the family or to take a job alone in another country that will provide a better life for the family.
 - You are sick, but your boss needs you to complete a project.
 - Due to a drought, a village has no water. Its inhabitants attack the neighbouring village because its inhabitants have refused to share their water.
 - Protesters peacefully take to the streets to defend their rights as citizens, but police and national security forces attack them.
 - In a sports team, only the players belonging to the majority religion are allowed to compete in public matches.
 - Your partner's family wants you to convert to your partner's faith before marriage.
 - Two children shout at each other in a school playground.
 - A president refuses to step down at the end of their term, despite their opponent having clearly won a free and fair election to elect the next president.
 - A group of young people have an intense debate on who has the best ideas.
 - One country declares war on another.

Description of the exercise

Introduction (5')

- Introduce the exercise to the participants, asking them to listen to the scenarios and then position themselves on the line between no conflict to strong conflict, according to how they assess the situation.

²⁶ Adapted from Biess and Nolden, *Peace Education Meets Religion: Manual for Multipliers*, 32.

- Provide an example, which is very clear, for example, if there is war somewhere close by, you can mention this war and then position yourself at the highest point. Or for a situation that is not a conflict, you can mention a situation that is clearly no conflict, like “Marla and John are getting along very well” and then position yourself at 0.

Exercise (20’)

- Read out one of the scenarios.
- After reading out the scenario, invite participants to place themselves on the spectrum.
- Once everyone is positioned, invite a few people to explain their choice of position. (2 minutes)
- Read out some more scenarios, repeating the same steps. (20’)

Reflection (20’)

- Once all scenarios have been read out, moderate a group discussion using some of the reflection questions below.
 - Were there any scenarios that were easier or more challenging to decide on? If yes, why? What characteristics made them easier or more challenging?
 - In general, how do you perceive conflicts (as negative, as opportunity)?
 - What influences your perception?
 - What do you take with you from this session? What would you like to remember?
- Introduce a proposed definition of conflict (PowerPoint slide available) and facilitate a small discussion on the usefulness of the definition:
 - “Conflict is a relationship between two or more parties (individual or groups) who have, or think they have, incompatible goals, values, interests or claims to status, power or scarce resources. (...)” (Chris Mitchell, 1981)
- Share the following final reflections if they have not already been discussed:
 - Often, we overlook situations that are already conflicts because the situations are not highly escalated or don’t involve violence. However, we need to train our perception to become aware of latent and even hidden conflicts to be able to anticipate challenging situations and to be able to calm the situation through our interventions.
 - People differ in their perceptions and whether they perceive a specific situation as a conflict. In the same situation, one person might perceive it as a conflict while the other may not.
 - Conflict is a natural and inevitable part of life
 - Conflict is neither bad, nor good. It is the way that people behave in conflict that matters.
 - While conflict can lead to destructive behaviours, it is also an opportunity for change. When managed constructively, conflict can lead to positive change.
 - We cannot avoid all conflict. However, we can learn to avoid escalating it and how to deal with it constructively.
 - We each have our own attitude and reaction(s) or triggers to conflict, and this will influence how we behave when conflict occurs. Being aware of this helps us to be conflict sensitive.

Possible variations

If there is not enough space for participants to move around the room, the spectrum can be simplified and visualized by on-the-spot movements. For example:

- 0: do nothing (no conflict)
- 1: raise 1 hand
- 2: raise 2 hands
- 3: stand up (serious conflict)

My identity

Objective

For participants to look a) at the variety of groups to which they belong; b) to prioritise the importance of these groups in their lives; c) to realise the tension that belonging to different groups can create.²⁷

Duration

50 minutes

Materials

Pens and paper, flipchart, Markers and tape for sticking flipcharts to wall.

Description of the exercise

- Ask participants to take a sheet of paper and draw a line down the middle.
- Ask participants to think about the different groups, large or small, to which they belong. Ask them to list on the left side of the piece of paper up to 10 of these groups. These may range from family, religious community, neighbourhood, to political, work, nation, gender, sports group, etc (5 minutes)
- Share and mark up on flipchart in plenary the variety of groups they identified (5 minutes)
- Ask them to list their own groups in order of priority (i.e. the one that is most important to them at this point in their lives is marked number 1, least important number 10) (5 minutes)
- Ask the participants to list on the right side of the paper the groups that a new community immediately associates them with when they visit to do an assessment or implement a project. (5 minutes)
- Ask them to then number in order of priority which of these group identities they think they are most strongly associated with. (5 minutes)
- Ask participants to share in pairs any findings of interest from the exercise. (5 minutes)
- Debrief in plenary with following questions (20 minutes)

Reflection

- Were participants surprised at how many groups they 'belonged' to?
- Was it difficult to prioritise the groups you belonged to?
- Were there any differences between the list of groups on the right side and the left side?
- What differences are there between how we think about our own identity and how others think about us?
- What consequences does this have for our work?

²⁷ Adapted from Fitzduff and Williams, *Dialogue in Divided Societies*, 43.

Eye contact

Objective

- Participants relate in an unusual way and become more open to exchange
- Participants identify biases and prejudices they have towards each other and learn more about each other
- Participants reflect about intuition and prejudice and learn to think twice before judging people. ²⁸

Duration

20-30 minutes

Materials

- Chairs, music + loudspeakers.
- Every participant needs a pen and a block/diary.

Preparation

Group the chairs in pairs facing each other. The number of chairs should be equal to the number of participants. There should be enough space between the chair pairs, so the pairs can focus on themselves.

Description of the exercise

Introduction

- Ask participants to choose a partner with whom they feel comfortable, but at the same time, someone whom they do not yet know well.
- “Warn” the participants that this is going to be an intensive exercise.
- In some contexts, you might want to propose same sex pairs.

Exercise

- Ask pairs to sit down on the chairs and have some paper and pen ready next to them, on the floor. Then, ask them to look into each other's eyes (concentrate) for approx. 3 minutes while the music is playing, without talking.
- When the music stops, ask the participants to turn their chairs around and sit with their backs to each other. Invite them to take their papers and pens and answer the following questions about their partner:
 - What is your partner's eye colour?
 - Are they a realist or dreamer?
 - What do they prefer to do: sing, dance, or cook?
 - What is their favourite activity in spare time?
 - What is their favourite dish?
 - What are they most afraid of in life?
 - Where would they like to spend their next holiday?
 - Who is their role model?
 - What is most important for them in life?
 - What is their biggest dream in life?
- Ask the partners to turn around again, to face each other.

²⁸ Exercise from Gattiker, *Tune In! Youth United for the Future - Trainers' Manual*, 139.

- Invite them to exchange answers with each other and see how many of the questions they were able to answer correctly for their partner.
- When the pairs have finished, ask the group to sit back in the circle, then asks who had 0, 1, 2, 3...to 10 correct of the questions.

Reflection

Lead a discussion by asking, for example:

- Who was surprised about some answers of their colleague?
- Who had a really good intuition and almost knew all the answers? If so, what do you think, where does this come from?
- Can we always trust in our intuition?
- What can you draw from this exercise?

Possible conclusions that may emerge: some people have a good intuition; however, we can never be sure that we are right when we have a first impression about someone. It is always better to ask and get familiar with someone: don't judge a book by its cover.

Corner game

Objective

To appreciate that there are multiple perspectives on an issue and the reasons why this is.²⁹

Duration

30 minutes

Material and space needed

Large space with 4 "corners"

Description of the exercise

- The facilitator asks a question concerning an issue and which has many potential answers.
- The facilitator has already written down four possible answers to the question on large sticky notes or pieces of paper. These are stuck on the wall (or held by other facilitators) in the four corners of the room.
- Participants are now asked to position themselves in the corner with the answer that is closest to being in keeping with their own view. Everybody must choose a corner.
- Example of a burning question and four answers: *How would you like to care for your parents when they are old?*
 - They will come and live with me
 - They can come and live with me if they want
 - They can live with another family member
 - They will live in a care home
- The answers must be phrased to make the differences between them clear, or it becomes hard to choose a corner.
- Give participants 5-10 minutes to talk to others who have gone to the same corner about the reasons for their choice. Then at least a couple of members of each group provide feedback at a plenary session on what they have talked about. The participants learn more about what lies behind the standpoints. And they discover that a variety of views/values may substantiate the same answer. Now there is an opportunity to ask clarifying questions between the groups. The facilitator asks in a more exploratory manner, if no questions are forthcoming from the other participants.
- The facilitator asks if anyone wants to change corner. If so, they change. The facilitator enquires into the reason for changing.

Reflection

To kick-start reflection in a relatively quiet group, the facilitator can join in. She can polarise (exacerbate differences between) opinions or ask questions that indicate similarities between different views, depending on what she thinks will invigorate the exercise. This can take place by means of questions speculating about the underlying prejudices and interpretations, for example:

- *Do you think it reflects a lack of love if you do not want your parents to live with you?*
- *Might there be causes other than selfishness for not wanting your parents to live with you (if selfishness has been mentioned as a cause)*
- *Were there reasons or explanations that surprised you?*
- *Ask about interests, values, feelings.*

²⁹ Based on Lindgren Helde, *The Dialogue Handbook: The Art of Conducting a Dialogue and Facilitating Dialogue Workshops*, 156–61.

RAFT in communication

Aim of the exercise

Participants understand how to communicate about project and programme-related matters in a respectful, accountable, fair and transparent manner

Group size

Duration

60 minutes

Material and space needed

Flipchart and markers

Description of the exercise

- Divide participants into 4 groups and display the two PowerPoint slides "RAFT in communication" with each of the scenarios below (5 mins)
 - **Scenario 1:** You are a humanitarian organization implementing a project to supply water to internally-displaced people. You are constructing water systems in several IDP camps. One of your main criteria for camp selection, is that the camps be permanent camps. You are therefore not constructing water systems in temporary camps. Your local government counterparts have difficulty accepting that you are unwilling help the people in the temporary camps, who also need water. You have a meeting with the local district head to explain your approach.
 - **Scenario 2:** Your organization has constructed several boreholes in a region. However, in several of the sites the water is not flowing. When your engineers go to investigate, they discover that local people have thrown several traditional items down the holes, believing that these will help the water to come. You have a meeting with the village head to explain that your engineers will need to remove the items to fix the boreholes and to ask him to get people to stop throwing such items into the holes.
 - **Scenario 3:** You are planning a project on labour rights, working with trade unions to improve their negotiation skills in labour negotiations and to strengthen their capacity to educate their members on their labour rights. To start the project, you need to get the approval of the authorities. You have submitted your project for approval to the authorities. You have learned through unofficial channels that Ministry of Labour is very concerned about your proposal as they believe it will increase conflict between the government and the union. You have been invited to a meeting with them to discuss your proposal.
 - **Scenario 4:** Your organization administers a grant programme for local civil society initiatives to prevent violent extremism. The list of proposed grantees must be approved by the steering group of the programme, which is made up of representatives of three government agencies. Until now the steering group has only approved five grantees, although you have submitted a list of 30 potential grantees who all meet the criteria for a grant. Their explanation is that the other applicants are not officially registered CSOs, although this was not one of the original criteria. You suspect the real reason is that they only want to benefit certain organizations close to the government. You have a meeting with one of the representatives of the steering group to try and persuade them to approve the other applications.

- Each group must prepare talking points and nominate a spokesperson for their organization. (15 mins)
- The representative of each group acts out their talking points in a small scene with one of the facilitators playing the counterpart. The facilitator should play their role quite aggressively or divisively (4x5 mins = 20 mins)
- The other groups offer feedback on what was good about the talking points and adds suggestions of how they could be further improved, while the facilitator notes the feedback on a flipchart. For the feedback to the first two groups, focus the debrief on what worked well communication wise, and what else could have helped. For the second groups of scenario A and B, focus the discussion on how the RAFT principles were put into practice. Prepare observers for this question before they watch the scenario (20 mins)

Reflection

Facilitate a final reflection using the questions below (10 mins)

- What is important in communicating?
- How could communication do harm?
- How does communication relate to the RAFT principles? (If needed, refer back to the slides presenting the dos and don'ts of the RAFT principles).

Sources of information

Aim of the exercise

Participants understand where and how to gather information in a conflict and gender sensitive manner.

Duration

50 minutes

Material and space needed

- PowerPoint slide
- Pens and paper for participants

Description of the exercise

- Briefly present the two scenarios, referring to the slide "sources of information" in the "additional resources" section of the presentation.
- Organize participants into four groups and, assigning two groups to one scenario and two to the other: (5 mins)
 - **Scenario A:** the WASH cluster has assigned you responsibility for doing hygiene promotion activities in a newly-established IDP camp in a district where you have not previously been operational. You need to gather information on the context to inform your conflict sensitivity analysis
 - **Scenario B:** you have won a UNICEF contract to rehabilitate the water supply for 10 schools in a district. You need to carry out a needs assessment to determine which of the schools in the district you select. As part of your needs assessment, you need to collect information to inform you conflict sensitivity analysis.
- Ask the participants to draw the table displayed on the PowerPoint slide.
- Have them first brainstorm on sources of information and fill in the relevant part of the table (10 mins)
- Then, for each source, have them think of reasons why the information from that source may not be reliable. (10 mins)
- Invite them to brainstorm ways they could strengthen their confidence in reliability of the information they collect, filling in the relevant part of the handout (10 mins)
- In plenary, invite each group in turn to share one reason a source of information may not be reliable. Keep asking until all the identified sources are up. (5 mins)
- Then on another flipchart sheet collect their ideas on what they could do to strengthen the information. (5 mins)

Reflection

Invite participants to share their key conclusions from the exercise (5').

Possible points that may come up, that you could highlight if not mentioned:

- The importance of triangulation: having multiple sources in order to cross-check information
- Confidentiality: be transparent with interviewees what you will do with the information you share and whether they are happy for it to be shared
- Critical thinking: be aware of the interests and motives that people have. Why might they be saying what they are saying?

- The sensitivity of information collection: collecting information can lead to accusations of spying. Be transparent about why you are collecting information and only collect information that you need to do your work.
- Inclusivity: be sure to include the perspectives of groups who are often marginalised (e.g. women, young people, people living with disabilities). Reflect on how practical, security and cultural considerations may affect when, where and how interviews are conducted with them, and by whom.

Introduction to the 3 steps

Aim of the exercise

Participants understand what kind of information is relevant for applying the 3-step approach to conflict sensitive project management.

Duration

40 minutes

Material and space needed

- Flipchart for facilitator
- PowerPoint slides

Preparation

On a flipchart, draw a circle divided into three sections (a pie chart with three slices).

Description of the input

Introduction (5')

- Explain that there are specific kinds of information that it is important to gather to implement a project in a conflict-sensitive way.
- Introduce the empty pie-chart and say you are going to discuss the 3-step approach to conflict sensitive project and programme management.
- Invite participants to suggest what the three steps might be.
- Whenever they mention one of the steps, add it to the appropriate place on the pie-chart.
- If they do not know, introduce the three steps yourself and add them to the pie-chart:
 1. understand the conflict context
 2. analyse the interaction between the intervention and the context,
 3. adapt the intervention

Input on Step 1 (15')

- Invite participants to guess for step 1 (understand the conflict context) the specific kinds of information necessary. Emphasize the importance of collecting information relevant to conflict. Therefore “understanding the context” refers specifically to “understanding the (potential) conflicts in the context”
- As they mention each of the following factors, add them to the pie-chart, and complete the list if they do not mention them:
 - **the issues:** the topics of disagreement and conflict in the context
 - **the actors and their relationships:** individuals or groups who have the capacity to influence for or against peace, to undermine support, to actively promote peace or block it or deliberately perpetrate violence
 - **dividers and connectors:** the elements in societies, which divide women and men from each other and function as sources of tension and the elements, which connect people, facilitate non-violence and can function as connecting elements.
 - **governance factors:** factors affecting the quality of relations between citizens and authorities and the extent to which these relations are based on the principles of accountability, transparency, participation, non-discrimination and inclusion.

- Spend some time explaining each factor, with reference to the definitions above

Input on Step 2 (5')

- Ask for an example to illustrate step 2: how an intervention might have a negative or positive impact on conflict or tensions in the context. If no examples are forthcoming, offer a couple, such as the following
 - Negative example: food assistance provided to displaced people gets sold on local markets, depressing the price and negatively affecting local traders, aggravating tensions between host communities and displaced people.
 - Positive example: as part of the construction of a multi-village water system, a water management committee is created, which brings together representatives from the different villages, strengthening relationships and co-operation between the villages.

Input on Step 3 (5')

- Ask for examples to illustrate step 3: how interventions may have to adapt to avoid negative impacts and strengthen positive impacts. If none are forthcoming, offer a couple such as the following (5 mins):
 - Assistance to IDPs: to avoid a negative effect on local markets, instead of providing IDPs with direct food assistance a market assessment is conducted to confirm that there is sufficient food available on local markets and then cash assistance instead of food is provided to the IDPs.
 - Water management committee: to reinforce the potential of the water committee to contribute to positive relationships between the villages, the members of the committee all receive training in negotiation skills and conflict management, to better equip them to navigate disagreements that may arise.

Conclusion (10')

- Conclude by showing participants the PowerPoint slide "Conflict Sensitive Project and Programme Management: the 3-step approach" and summarizing that participants should be collecting three kinds of information: 1) on tensions and conflicts in the context and how these are changing, 2) effects of the intervention on tensions and conflicts 3) effectiveness of the adaptation strategies. Point them to the resources (manual, Pamoja page, self-steered online course) where they can learn more about the 3-Step approach to CSPM.
- Invite and answer any final questions

Important to remember

This session is only designed to raise awareness of the existence of the 3-step approach. There is not time to go into it in-depth. If participants ask for more details, refer them to the additional resources available.

Quiz questions for recapping full training course

Question	Answer
Name 3 of the 4 principles of conflict sensitive behaviour (RAFT)	Respect, Accountability, Fairness Transparency
What were 3 of the guidelines agreed at the beginning for ensuring a productive workshop atmosphere?	[Refer to agreement made at beginning]
Name two different levels of conflict	Intra-personal (within oneself) Inter-personal (between individuals) Intra-group (within a group, community, organization) Inter-group (between groups, communities, organizations) International (between countries)
Name a characteristic of conflict	“Conflict is a relationship between two or more parties (individual or groups) who have, or think they have, incompatible goals, values, interests or claims to status, power or scarce resources. (...)” Conflict is a natural and inevitable part of life. Conflict is neither bad, nor good. Conflict is not necessarily violent. Involves an incompatibility between two or more people.
What is conflict sensitivity?	“Conflict sensitivity is the awareness that our work, presence and behaviour can have potential positive and negative effects on the context in which we are working and acting according to this awareness.”
Name two common sources of influence on how we think and act	Family, educational background, community, religion, friends, colleagues ...
How can we overcome our own prejudices and stereotypes?	Become aware of them, get to know people as individuals, inform ourselves
Name three reasons, why a district head might say your organization should not proceed with its plans to fix the water supply in a specific village in his district.	Village X supports another political party, and he doesn't want them to be helped. He is from village Y which also needs its water supply fixed. Village X already had their water supply fixed, but they did not look after it. He already reported to the governor that the water supply had been fixed.
Why are people in conflict like icebergs?	Only about 10% of what people want is visible - what people say they want. The other 90% - their interests, needs and fears – is hidden.

What are the three steps of active listening?	I am all ears (show you are listening, boil it down (summarize), speak from the other's heart (name their feelings).
Give an example of acting according to 1 of the 4 RAFT principles	[Could be an example presented during the course, or a new example]
What are the three steps of the conflict sensitive approach?	understand the context, analyse the interaction between the intervention and the context, adapt the intervention
Name one important point for conflict-sensitive information-gathering	Critical thinking, triangulation, confidentiality, transparency (or others suggested during the session)
Name two different question types	Open, closed, clarificatory, probing, leading, ...
Name a characteristic of divisive or violent communication	○ Blames (others, or ourselves): "Because you did X, now ..." ○ Generalizes: "You always....!", "You never ..." ○ Makes demands: "You should..." ○ Contradicts: "Yes, but ..." ○ Emphasizes we are right: "See, I warned you that ..."
Name the 4 steps of non-violent communication	A statement that incorporates the following 4 steps: 1. Observing: naming a situation, without judgement, using facts 2. Feeling: naming the feeling that the situation triggered 3. Needs: identifying the need that caused the feeling 4. Request: expressing a concrete wish.
What are the two parts or steps in the loop of non-violent communication?	1. Empathetically listening (summarizing what the other person says) 2. Connecting with myself and honestly expressing (stating my point of view)
Name two workshop participants whose name begins with a vowel	
How many people are in the room?	
What is the favourite food of the person on your right?	
What was the childhood dream of the person on your left?	

REFERENCES

- Biess, Cora, and Dagmar Nolden. *Peace Education Meets Religion: Manual for Multipliers*. Berlin: Berghof Foundation Operations gGmbH, 2021. <https://berghof-foundation.org/library/peace-education-meets-religion-manual>.
- 'Do No Harm Workshop: Trainer's Manual'. Cambridge, Mass.: CDA Collaborative Learning Projects, 2016. <https://www.cdacollaborative.org/wp-content/uploads/2017/02/Do-No-Harm-DNH-Trainers-Manual-2016.pdf>.
- Fitzduff, Mari, and Sue Williams. *Dialogue in Divided Societies: Skills for Working with Groups in Conflict*. Independently published, 2019. <https://www.amazon.com/Dialogue-divided-societies-working-conflict/dp/1794186476>.
- Gattiker, Regula. *Tune In! Youth United for the Future - Trainers' Manual*. Zurich: HELVETAS Swiss Intercooperation, 2019.
- Lindgren Helde, Mette. *The Dialogue Handbook: The Art of Conducting a Dialogue and Facilitating Dialogue Workshops*. 2nd edition. Copenhagen: DUF - Danish Youth Council, 2013. https://issuu.com/ambassadorsfordialogue/docs/thedialoguehandbook_english.
- Wallace, Marshall. 'From Principle to Practice: A User's Guide to Do No Harm'. Cambridge, Mass.: CDA Collaborative Learning Projects, October 2015.

For further Helvetas-produced resources on conflict sensitivity please visit

<https://www.helvetas.org/en/switzerland/what-we-do/our-topics/voice-inclusion-cohesion/conflict-transformation/conflict-sensitive-program-management>

