



‘Train the trainers’ activity session template

Day One: Session 1. Understanding and Defining the Competence.

Targeted competences

Conflict Transformation

Connection to programme competences or aims

The challenge nowadays is to constructively resolve or, in other words, transform conflict trying to find creative goals that satisfy the needs of all parties and, of course, without any kind of violence. Conflict transformation means “to envision and respond to the ebb and flow of social conflict as live-giving opportunities for creating constructive change processes that reduce violence, increase justice in direct interaction and social structures, and respond to real life problems in human relationships” (Lederach, 2015).

Learning outcomes for the session

At the end of this session trainers will be able to:

- Understand the importance of conflict as something inherent in human interaction
- Reconsider the definition of conflict as a positive tool for social changes
- Identify the different phases in the process leading to conflict and the attitudes to deal with conflict
- Adopt the challenge of developing attitudes and strategies to deal with conflict

Pre-requisite learning/competence

Trainers will have some experience working with students in non-formal contexts. Moreover, it is recommended that they have some knowledge about the main ideas of conflict transformation; otherwise they could consult some of the documents listed in the following section.

Resources

For the training session, trainers will need a laptop, a projector and a Power Point presentation to highlight the main contents and activities of the session.

Trainers can access to the following resources in order to complete their learning about this topic:



Carnevale, P. J. (2014). Creativity in the Outcomes of Conflict. In P. T. Coleman, M. Deutsch and E. C. Marcus (eds). *The Handbook for Conflict-transformation: Theory and Practice*. San Francisco: Jossey-Bass, 490-512.

Cascón-Soriano, F. (2001). *Educación en y para el conflicto*. Barcelona: Cátedra UNESCO sobre paz y derechos humanos.

Galtung, J. (2000). *Conflict transformation by peaceful means: The Transcend method*. UN.

Lederach, J. (2015). *Little Book of Conflict Transformation: Clear Articulation Of The Guiding Principles By A Pioneer In The Field*. New York: Skyhorse Publishing, Inc.

Mizrahi, A. (2009). *100 ideas para la resolución de conflictos: recursos para el aula*. Troquel.

UNESCO (1996). *From a Culture of Violence to a Culture of Peace*. París: UNESCO Publishing.

Session duration

It is recommended that this session lasts for, at least, 90-120 minutes

Number of participants

Ideal number of participants: 15-20 (although many more can be accommodated)

Session description

Here is a basic recommended outline for the training session on introducing conflict-resolution competence to future trainers:

1. Welcome and introduction to the session. Here it is possible to do an ice-breaker activity in the case that participants do not know each other.
2. Brain storming about the meaning of the word *conflict* for the participants. To do this, they have to say the first word that comes to their mind related to the topic. The words are listed and discussed with the group.
3. Reconsidering the concept. It is important that participants reflect on the positive aspects of conflicts. The trainer lists these positive aspects in the Power Point presentation and highlights the definition of conflict as an opportunity for development, learning and improving. If the conflict is inherent to the human being, learning how to deal with it will enhance learning experiences. Participants exchange their impressions about this approach.
4. Explanation of some aspects to bear in mind for the management and transformation of conflicts with the support of the Power Point presentation. These aspects have been collected from the previous resources, especially from Cascón-Soriano (2001). Participants can comment and discuss in the whole group their opinions about these issues:



- a. Phases of the conflict.
 - b. Attitudes to deal with the conflict. It is important to highlight that these attitudes are neither good nor bad, but depend on the situation. To understand these concepts the activity of blue ribbon extracted, from Mizrahi (2009), can be proposed.
 - c. Importance of prevention (non-violent intervention) and introduction of intervention tools in the different stages.
5. Training for working different aspects involving conflict transformation:
- a. Communication. Types of communication that we use when we are involved in a conflict: assertiveness, passiveness and aggressiveness.
 - b. The importance of active listening.
 - c. Creativity as a tool to deal with conflict transformation.
 - d. The trainer can give some examples of other activities with which they can work in the future all these aspects (Examples are included in the Power Point presentation).
6. Last questions and evaluation of the session

Mode of evaluation

15 min focus group discussion on achievement of learning outcomes.



Day One: Session 2. Developing the Dimensions and Levels of the Competence

Targeted competences:

Conflict Transformation

Connection to programme competences or aims

Dimensions and levels of competence.

Learning outcomes for the session

At the end of this session trainers will be able to:

- Review, revise and adapt the rubrics/tables with dimensions and levels of the competence of Conflict Transformation

Pre-requisite learning/competence

Achievement of learning outcomes in Session 1

Resources

- Dare+ rubrics for competence of Conflict Transformation
- Laptop and projector, access to academic literature on Conflict Transformation

Session duration

2.5 hours

Number of participants

10-15

Session description [structure, parts, activities]

1. Introduction to the session and the Intended Learning Outcomes (ILOs) – presentation by the trainer



2. Distribute examples of rubrics (DARE+ and optionally other proposals)
3. Small group activities:
 - a. Groups analyze the different indicators and levels in the rubric paying special attention to the aspects worked in the previous session (assertiveness, active listening, creativeness...)
 - b. Groups compare their own experiences with the dimensions and levels in the DARE+ rubrics. It's important to adapt the rubric to their own context and this must be shown in the different levels of achievement.
4. Share the results obtained in each group in a plenary session.
5. Final evaluation of the session

Mode of evaluation

15 min focus group discussion on achievement of learning outcomes



Day 2: Session 2. Activities to Develop the Competence

Targeted competences:

Conflict Transformation

Connection to programme competences or aims

Output 4_Design+ implementation IP

Output 7_Design of Methodology

Learning outcomes for the session

At the end of this session trainers will be able to:

- Develop an action plan for the training in managing and transforming conflicts
- Organize and implement activities to develop the competence of Conflict Transformation
- Select and adapt training activities in context and with a view to the audience
- Evaluate the effectiveness of the session

Pre-requisite learning/competence

Achievement of learning outcomes in Session 2

Resources

- Dare+ rubrics for competence of Conflict Transformation
- Laptop and projector, access to academic literature on Conflict Transformation

Session duration

2.5 hours

Number of participants

10-15



Session description [structure, parts, activities]

1. Introduction to the session and the Intended Learning Outcomes (ILOs) – presentation by the trainer
2. Activity 1: Role Play “The elevator”: The trainer presents the following situation to the students: Three people are in an elevator that is stopped. They have to play a role with one of the attitudes worked in the previous sessions (aggressive, assertive and passive, see the specific role in the Power Point). They have to decide what to do and the rest of attendances have to observe the situation and take notes of each attitude.
3. Evaluation of activity 1 for students: plenary feedback. They have to comment the importance of the different attitudes and the actions that each one have done.
4. Activity 2: “Conflict situations representations”: Three conflict situations are shown involving two characters. Two of the students dramatize the scene and the rest of the group will be observers. For doing this role play, they have to choose one of the attitudes presented in the previous session (Competition-Colaboration-Escape-Submission-Commitment). The rest of the group will take notes of the situation with an analysis table (See the power point of the session Activity 3).
5. Evaluation of activity 2 for students: plenary feedback. They have to comment their notes and their feelings in these situations.
6. Small group activity: participants work in defining activities to develop this competence in their own contexts having in mind the aspects in the previous activities
7. Final evaluation of the session

Mode of evaluation

15 min focus group discussion on achievement of learning outcomes.