

## **1. Day: Non-Violent Conflict Resolution**

### **Intro:**

- reflexions on main points or open questions/dilemmas from 1. Day (personal stories and exchange of experiences; dealing with conflicts)
- pointing out main ideas about violence threats on different levels (family, community, working place, street gangs, political parties, society, states...);
- pointing out critical points and triggers, when violence breaks out; when the dialog ceases, when the groups polarize and radicalize;
- pointing out consequences, which remain;

**Main questions: how do we deal with disputes, dissatisfaction, frustrations, problems and crises in non-violent way?**

**How do we address the problems and disputes, how do we talk about them, how do we seek for solutions?**

### **Part 1 (morning) - Dialog and Communication Skills**

#### **Dialog as mean tool for conflict resolution**

- listening skills: to explain five main skills (give the person undivided attention; be nonjudgmental; focus on the person's feelings, not just the facts; allow silence; and use restatement to clarify messages);
- the value of common interests;
- the value of tolerance; why exclusiveness is dangerous;
- body language;
- how to avoid polarization and confrontations;
- emotion management, anger management;
- breakdowns in communication;
- win-win situation; lose-lose situation; win-lose situation;
- the meaning of evaluations;

### **Part 2 (afternoon) - Prevention of violent conflicts / Non-violent conflict resolutions**

#### **Technics, tactics and strategies to avoid violence to break out**

- facilitation, moderation, and negotiation skills;
- when sides in disputes need help of a third side;
- tools for conflict de-escalation - how to avoid the "rooster stance"
- how to avoid ego and power-struggle;
- how to develop a plan, a team work approach;
- conflict de-escalation and violence prevention on different levels: family, schools, working places, political parties, communities, urban crime, society, state (examples);
- resistance to armed conflicts: disarmament and de-militarization process, transparency, ICC, war as act of crime;
- resistance to violence as accepted "value" in society and culture: peace education, formal and non-formal education; media work, films etc;

Activities

Role plays

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## **2. Day: Youth Leadership**

**What does it mean Youth Leadership? What skills and capacity is needed?  
Everyone can be a leader!**

### **Part 1 (morning) - *interactive and practical session***

**Intro:** Brainstorm on "Leadership" and framing their own definition (key aspects, elements and characteristics)

**Intro:** Short two minutes video (what does it mean the leader, what follower)

**Questions:** Myths or Trues (discussion on various questions regarding leadership and commenting different statements e.g. You are born with leadership skills Vs. you can improve them; age, gender etc.)

**Test on Leadership style** (4 quadrants and types of leadership)

**Role play on youth leadership** (case study/situation, division into several groups, role play and observation how to act as leaders in right/wrong way with feedback from other groups).  
What are the challenges? Are there certain tips and lessons learnt. What are their personal experiences on those aspects.

### **Part 2 (afternoon): Strategic thinking, project management and how to mobilize youth?**

Key steps in strategy development? Brainstorm

Short term and long term goals

Challenges/Questions

How to develop joint vision? (research, planning, team work, division of tasks...)

How to analyse context, environment, target group, needs (SWOT analysis)?

Formulation of objectives and how to develop process from ideas to action?

Creative ways of mobilizing youth

Role play/exercise

Lessons learnt and open questions