

# Report

**Workshop:** Dealing with Violence and Conflict in Social Work in Namibia

**Participants:** UNAM - Final Year Social Work Students 2006  
& Social Workers in the Field (UNAM Final Year Students in 2005)

**Date:** Thursday, 16<sup>th</sup>, 09.00 – 16.00 & Friday, 17<sup>th</sup>, 09.00 – 15.30

**Venue:** FES-Forum, 84 Burgstrasse, Luxury Hill, Windhoek – Namibia

## Day I:

**Welcome** to the workshop and **introduction** of facilitators, resource persons and participants.

### **Pictures of Conflict:**

Participants draw what images comes up, when they think of conflict.

### **Pattern Balls:**

Throwing one ball in a particular order, while saying the name of the person to whom the ball is thrown. Then the same game, with a second ball in a different order. At least both balls at the same time and in one moment at a later stage, adding a third ball with no specific, but chaotic order. This exercises participants' skills to pay attention on more than one process at the same time!

### **Good & Bad Conflict Behaviour:**

Divide participants into small groups of three, for 20 minutes and let the find three good and three bad behaviours they all have in common, when it comes to a conflict situation. They also have to find three individual good behaviours in conflict situations.

Small Groups have to find: 3 common good/helpful behaviours  
3 common bad/ destructive behaviours  
3 distinctions in good/ helpful behaviours

Evaluation in plenary:

<b>Bad &amp; not helpful behaviour</b>	<b>Good &amp; helpful behaviour</b>
-getting loud, shouting	-listen
-not listening	-talk through with calm
-insulting, anme calling, blaming	-talk to neutral third party
-exaggerating	-take first step
-attacking	-confront conflict
-avoid / ignore the problem for the moment	-agree to disagree
-hysterical / crying	-give others opportunity to express themselves
-anger	-suggest changes, solutions
-bring up old issues	-acknowledge own wrong doing
-overlook big issue, focus on trivialities	-understanding the others
-gossip, take conflict out on others	-remaining calm, delay anger
-be emotional	-avoid prejudices & looking for faults (in other)
-generalizing	-not using violence
-holding a grudge	-shout at nobody, reduce aggression
-block discussions / debate	-not let emotions get the better of you
-waiting for the others to do the first step	-use stressball

**Input:**

All of us have a subconscious way of dealing with conflict, where not only emotions play a crucial role...

Changes of attitude and behaviour in dealing with conflicting situations. How to do something peacefully, but still making a change...

What is it, that I can do ?



→ **TEA - BREAK** ←

**Single- and Group Co-ordination Exercise****Negotiation/Listening Role-Play Exercise**

Participants have to discuss in pairs of two different places where they want to spend their holidays. Evaluation in plenary.

**Exercise “ABC”**

- “A” describes a conflict or emotional event she has experienced or observed
- “B” listens actively and repeats what “A” has said and summarizes not only facts, but the major points with particular emphasis on emotions expressed
- “C” observes the interaction / summary and assesses it.

→ **LUNCH - BREAK** ←

**Singing:**

*“A boat, a boat into the ferry, for we’ll go over to be merry,  
and laugh and sing and drink old sherry.”*

**Prejudices – Exercise:**

Everybody finds and writes down 5 x negative and 5 x positive prejudices s/he has. Evaluation in Plenary about the process of finding out about these prejudices, without saying them aloud: “It is very easy to find negative prejudices and difficult to find positive ones!”

**Input:**

How to identify prejudices and to deal / work with them in a constructive manner.

**7 Steps - Exercise:**

Seven Steps (3 minutes for each step):

- (1) Problem description
- (2) Advisors repeat and summarize
- (3) Advisors ask clarifying questions
- (4) Advisors propose own approach / options (If I were you, I would...)
- (5) Problem owner evaluates given advice and judges options
- (6) Review of the content (How did problem develop during phases?)
- (7) Review of the method (How did you manage and feel in the phases and with the restricting structures)

→ Evaluation in Plenary!

### **Input on Negotiation:**

Differentiate: “Positions”, “Interests & Needs” and “Fears”, ...  
...and ask the other person/party what their Interests, Needs and Fears are.

### **Homework:**

Find a particular conflict situation and analyze it, using the tools from the reader.

## **Day II**

**Welcome and Introduction** for last year final-years and now social workers in the field.

### **4 Phases of Mediation**

- I. Identify conflict
- II. Barriers/ emotions
- III. Social fantasy (generating options)
- IV. Negotiation, Agreement  
& Follow-up session(s)

Small working groups discuss these particular phases and under which circumstances mediation can take place...

### **Conflict Analyzis in Plenary**

Conflict in a family, described from one of the participants, based upon a real case.

An 18 year old girl is living together with her father and stepmother (Mother died one year ago), but recently living more at her aunt’s (mother’s sister) place in another town or with her boyfriend. Father is angry with that situation and afraid that she might get pregnant and wants her to live in his house again...

The participants described, this as a typical conflict situation all of them know.

→ **T E A - B R E A K** ←

### **Role-Play Mediation**

Students as Mediator and Co-Mediator (with coaching and intervention by facilitators)  
& 18 year old Daughter, Father, Stepmother, Aunt and Boyfriend

→ **L U N C H - B R E A K** ←

### **Evaluation of Mediation**

First from observers’ perspective and then from the parties involved: Mediators acted very well and constructively, but more attention could be paid on:

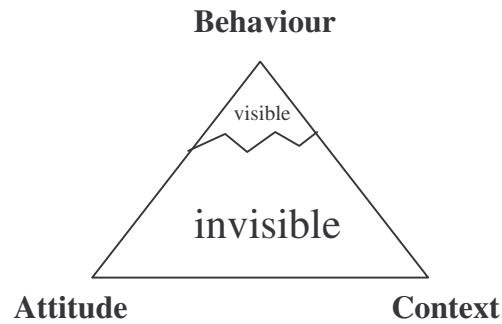
- Holding the process, control proceedings
- Give time to speak
- Be assertive a understanding, without necessarily agreeing
- Address the parties by name, not function
- move/ progress from intentions to specifics
- interrupt without losing continuity
- “Thank you”, instead of “Ok!”
- “I picked up from what you said, that...” or “If I understand you correctly, then you are saying that...” instead of:  
“What you are trying to say is...” or “Actually you want to say, that...”

**Input:**

Intervening in extreme conflict and crisis situations from the outside to the inside :

Panic Zone → Stress Zone → Comfort zone

**& Conflict - Triangle:**



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**Filling out Evaluation Sheets**

**Final Feedback & Evaluation in plenary:**

What have you learned ?

- Brainstroming on conflict was good & helpful
- Listening is an important tool in conflict resolution and mediation. Also calmness.
- To ask what the other person feels, wants and what ideas s/he has
- One shouldn't impose suggestions in questions
- Listening actively. In the role-play I could imagine the real client situation,
- Listening is difficult. Asking the real open and deep questions is important.
- Conflict resolution work is important. Now i am able to approach people in different conflicts much better.
- Giving options to the clients is better than making decisions for them.
- Learned different skills to resolve conflicts.
- Learned being as clear and concrete as possible.

**End of the workshop !**