THE OTHER, DISPUTE RESOLUTION AND SOCIAL MEDIATION: REFLECTIVE TOOLS BEFORE THE DIVERSITY OF POLITICAL THOUGHT IN UNIVERSITY STUDENT LEADERS

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Abstract. Research on otherness, conflict resolution and social mediation arose from the aggravation of discussions, which most often culminated in physical and verbal violence, among students with active political life in Venezuelan universities. This was developed in the university educational context of the Facultad of Arquitectura and Diseño of the Universidad del Zulia, Venezuela; Therefore, the general objective was to analyze the interpersonal relationships of the students who develop a political task in the FAD-LUZ. The methodological framework was structured with a quantitative approach, from a causal typology, with a non-experimental transectional design. The sample was taken from the population that integrates the Student Center of the FAD-LUZ. The main findings revealed that the denial of the other to the diversity of thought in the political dimension generates relationships of manifest conflicts. It is concluded that the resolution of conflict based on otherness generates mutual respect between university political leaders, building networks of conversations towards the other, the other as a legitimate coexistence with diversity of thoughts, resolving differences from mutual respect.

Keywords: Other, Conflict Resolution, Respect, Politics, University Leaders.

Introduction

The Counselor in the university educational context seeks indispensable tools that allow him to intervene in a neutral and impartial manner the requested requirement of the population where he works, with the purpose of creating in the advisors, the reflection so that they explore, plan and evaluate their doings as biological, dynamic and integral beings. This, with the intention that all those high school students who seek guidance service[1], can deal with conflict situations from mutual respect from the feeling of their emotions. Now, what role does otherness, conflict resolution and social mediation play here? In the first place and, despite all the efforts to improve the quality of college education, still, most students face their differences from a violent attitude, both physical and verbal, which leads them to an isolated construction of themselves, of the human feelings, depersonalization of human values, ethics, morals and the philosophy of life that each weaves in their conversations from living with others. The fundamental role that conflict resolution plays is based on how to solve the problems that arise in everyday life, in which, the other is a legitimate cohabitant and each one has a life story, because conflicts are going to appear from day to day, since the human being as a dynamic entity is in constant movement in the world and among living beings.

In many professionals in the area of orientation, exists a concern when observing, in university spaces, how disrespect seems to be imposed from the student leadership, as the only way to address political and social discrepancies of the nation, reflected in an active denial of relationship dynamics of its members, which in some cases leads to physical, psychological and ecological violence, which could trigger situations of social structural breakdown. Among some of the examples, we can mention the evidence on Friday, October 30, 2015, while the student election day was held at the Faculty of Humanities and Education of the University of Zulia, where a law student died (PANORAMA, 2015). Another situation seen on May 5, 2018, where five students from one of the political groups of the Faculty of Engineering of LUZ moved to the Faculty of Architecture and Design (FAD) facilities, to mercilessly hit a young man that belongs to the FAD-LUZ Student Center, they left him unconscious, all of this for presenting adverse positions to them. Currently, the level of disrespect becomes increasingly high.

Consequently, what makes it possible that among fellow students who live-coexist in the university campus, to handle the rants about the political and social situation that Venezuelans are encountering through verbal and physical violent behaviors? It could be considered, from the conversations between student leaders, that they move in discontent, due to the mismanagement of national assets administered by the current government; in this sense, the need arises to think that the diversity of intimate feelings, doings and emotions dance in the sensory-operational-relational sphere of premises accepted a priori from political ideologies of which they have decided not to put them in doubt, as universal and transcend truth, thus generating a denial of others, the other as a legitimate cohabitant.

From the above, it is time to focus attention on three dimensions: the first, look at the other as a legitimate cohabitant, the second, focus on conflict resolution as a natural event of community life and third, the negotiation and mediation as intervention strategies in difficult situations such as interpersonal, intergroup and international relational dynamics. For this, this study will be directed from the perspective of Dr. Humberto Maturana, Dávila Ximena (2015), among others, all this in function of the experiential domain to considering otherness a starting point before a creation of an impregnated world of values and principles, so that the acceptance of the other can be lived as a

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[1] The University of Zulia, together with the University of Carabobo, graduates students in the area of Guidance, who are responsible for working on the biopsychosocial process of students in the educational context, from the initial stage to the university.

legitimate coexistence. To the resolution of conflicts, based on the understanding of what is the conflict, the negotiation and mediation from the epistemological foundations of FUNIBER (s/f), the transforming model of Bush and Folger (1996) as an intervention tool before a conflict.

Based on the above, this article will analyze students interpersonal relationships who develop a political life in FAD-LUZ, Venezuela, through the design and implementation of a theoretical-practical workshop with which to offer them training on conflict resolution, through negotiation, mediation and acceptance strategies of the other as a legitimate cohabitant, in order to seek a more comprehensive nuance in an experiential domain where the other also takes place and in which students are co-builders such a world.

Method

Design

It is based on an investigation oriented in the classic positivist paradigm, which according to Hernández, Fernández and Baptista (2014), relies on empiricism in terms of logic trying to find a causal and mechanistic explanation of the phenomena of reality. With a non-experimental transectional design, since none of the variables are manipulated; with a quantitative approach of causal type, when wanting to determine the relationship between the labor variables used. In addition, a new proposal for practical application was provided, given that it is the design of a training workshop in conflict resolution for student leaders who make political life in the School of Architecture and Design of LUZ, in order to improve their situation, as well as the current moment that Venezuela is going through.

This study had the purpose, at first, to impart knowledge about conflict resolution theories based on negotiation and mediation strategies, considering "Otredad" (the other), from the perspective of Dr. Humberto Maturana, Dávila Ximena (2015) etc., as an influential component when solving differences between students who make political life, in relation to the socio-political situation of Venezuela and, in a second moment, once that epistemic floor is understood, at the moment of making the decision to face the requirements demanded by the University of Zulia, carry out the conflict resolution strategies given.

Therefore, the hypotheses that were raised for this investigation:

- H_0: employing the principle of otherness in the resolution of conflicts improves the intergroup relations of students who make political life in the FAD-LUZ.
- H_1: employing the principle of otherness in conflict resolution does not improve the intergroup relationships of students who make political life in the FAD-LUZ.

Variables

- Independent: "Resolution of social conflicts based on the acceptance of the other".
- Dependent: "The intergroup relationships of students who make political life in the School of Architecture and Design of LUZ".

Participants

Twenty students who make political life, belonging to the Student Center of the Faculty of Architecture and Design of the University of Zulia, Venezuela will be taken into account for the study.

Because of the strong disturbances that have occurred in recent times, many of the participants were unable to finally attend the date when the training workshop was held, so that only a total of 65% of the sample could be worked, in total 13 students of the initial 20, of which 5 were male and 8 female, who ranged from 18 to 22 years old.

Techniques and Instruments

In the workshop on conflict resolution it was used for the work of self-awareness: "Self-perceptions and the other"; 2 techniques, the first, Mirror technique, which consisted of the look of how I am, using the Questionnaire-type instrument with open question entitled: "Looking at my being", the second, will be the Observation technique, where the student leaders were attentive to the level of behavior or attitude they present in front of colleagues with a different political ideology, using the checklist instrument entitled: "My partner is legitimate to me."

After the implementation of the techniques and instruments mentioned above, we worked on the networks of conversations of otherness and conflict resolution that the students handle, with the techniques: "Brainstorming" and the "Diary of emotions", brainstorming, it was generated through the instrument of survey of distinctions, which has three open questions, gathering the information that students handle by otherness, conflict resolution, and how they resolve these when facing the socio-political problems of the country; the emotions diary contemplates what emotions are repeated day by day, its origin, and conversations that are handled in the outcrop of that emotion, accompanied by the questionnaire-type instrument with an open question.

Finally, through the deep session technique and the socio-drama, the understanding of the conflict, its process, and its resolution strategies were worked on, using the conceptual mapping instrument to know, analyze and deepen distinctions of conflict, resolution of these, negotiation, mediation, among others and, in order to carry out the theoretical discourse, the student leaders made simple theatrical performances (socio-drama) where they addressed a context situation, sought to generate learning about conflict resolution based on the Bush and Folger Transformative Model (1996) using the instrument: "Sociodrama Planning".

Analysis of data

For the observation guide, open questionnaire and conversation polling, the process of choosing a constant unit was used using two techniques: guided scrutiny with the material linked to a theory. And, processing technique using metacoding, where the relationships between categories are examined to discover potentially new ones, generating the analytical memos of each category and their relationship with the theoretical codes of references for research.

Carrying out the following procedure:
A certain number of questionnaires were selected.
The frequency with which each answer to the question appears.
The most frequent responses (general response patterns) were chosen.
The chosen answers were classified into topics, aspects or items, according to a logical criterion.
A name or title was given to each topic, aspect or item (general response pattern).
Assigning a code to each general response pattern.
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Regarding the Conceptual Cartography and the socio-drama, the analysis processing was done through the learning map, which determines the level of performance based on the indicators, using the domain levels: Pre-formal, Receptive, Resolutive, Autonomous and Strategic.

Subsequently, after emptying the data offered by the responses, these were analyzed using descriptive and inferential statistics, based on absolute and relative frequencies; the measures of central tendency were also applied in order to reach reliable data that allowed to generate statistical results that were subsequently confronted with the theoretical bases raised in this study, things that derived whether or not they are the solution to the problem, allowing to give theoretical inputs to the construction of conflict resolution strategies given by the same political leaders of the University of Zulia.

Results

The first variable "Resolution of Social Conflicts based on the acceptance of the other", was based on investigating the perception of student leaders of the School of Architecture and Design of LUZ in Venezuela, about the role they have in the situation policy of the country, its implied self-awareness, resulting:

Table 1
Perception of oneself and towards the other

Code	Categories responses (patterns with or greater frequency in mention)	Nº of frequencies of mention
1	I am a person who studies, struggles, with goals	13
2	Kind, cheerful, good friend	7
	Impulsive -Discreet	8
3	Be professional, successful, father and mother, please God	13
4	Discipline, dedication, study, self-confidence	13

Note: taken from Hernández, Fernández and Baptista (2014)

The researchers visualize that 65% of student leaders are perceived, first and foremost, as people who have the strength to be hard working and fighters in their goals that are set to become successful professionals, but that they also want to have a future family and they become aware that to achieve such a goal, they have to do it through dedication, study and the believe that they can achieve what they propose, coupled with a degree of belonging that they reflect towards the FAD-LUZ when responding to item Who am I? "I am a student of architecture". However, it is striking that in the item How am I? the 40% with 8 repetitions or frequencies mentioned that "depending on the situation" they are impulsive and distrustful towards the other. Therefore, the researchers deduce that when faced with a conflict situation, the 40% of them respond with impulsive behaviors, which may, depending on the form of the conflict, be manifested with verbal or physical violence.

Subsequently, the space for reflection was opened in relation to who is the other-another for each of them, analyzing the concept of otherness from the epistemological foundation of Maturana and Dávila (2015) in which the bachelors demonstrated:

On the Likert type score scale, being the minimum 8 and the maximum 40, for 13 leaders surveyed under the Likert, Escalation type mode constitutes 65%, it is obtained with:

Table 2
Likert type score scale

Points	Leaders
31	1
30	2
29	1
28	4
27	1
26	1
19	1
18	1
17	1

	17 18 19		26 27 28	29 30 31		
8	16	24			32	40
Attitute very unfavorable	Attitude neither favorable nor unfavorable				Very Attitude	Favorable

Note: own elaboration, taken from Hernández, Fernández and Baptista (2014)

The 65% of the political leaders of the FAD-LUZ Student Center have neither a favorable nor unfavorable attitude in relation to the other as a legitimate cohabitant.

Next, the networks of conversations about the otherness and resolution of conflicts that the political student leaders of the School of Architecture and Design of LUZ were diagnosed, where once the distinction of otherness of Maturana and Dávila (2015) was contracted with the who feel, say and do the leaders with political life, managed to understand and verbalize that the other is a legitimate cohabitant generating respect, where:

Table 3
Otherness and Conflict Resolution

Code	Categories (patterns or responses with greater frequency in mention)	Nº of frequencies of mention
1	Recognize and accept the other individual as different and who does not share the same thinking-Respect	13
2	Process, ability to understand how to resolve conflicts peacefully and nonviolently.	4
	Way to reach an agreement with one or several people applying some negotiation alternatives.	9
3	Peacefully through negotiation, agreement and dialogue. Self-awareness and correct mistakes.	7
		6

Note: taken from Hernández, Fernández and Baptista (2014)

The diagnosis on the verbalizations that young students present about otherness and conflict resolution, once contracted with the epistemic foundation of Maturana, FUNIBER and other authors, evidence that 65% verbalized and responded, that the other is to recognize, accept and respect the other individual as different and does not share the same thinking.

The 45% verbalized and responded to item 2 that conflict resolution is the way to reach an agreement with one or several people applying some negotiation alternatives.

And, the 35% of student leaders responded that the way or how they would resolve conflicts in response to item 3, would be peaceful through negotiations, agreements and dialogue.

As well as, a central aspect in such a diagnosis raised the level of the workshop in raising awareness of the emotions that are present in situations of conflict that face the political divergence between some classmates:

Table 4

Emotions present in conflict situations

Code	Categories (patterns or responses with greater frequency in mention)	Nº of frequencies of mention
1	Impotence, anger, sadness. Hope, happiness for the change of government in the protest that does not faint and that God has control.	12 1
2	Discouragement, bad mood, family discussions and with friends. Isolation.	13
3	Anger, helplessness, anger. Hope	12 1
4	When will this end? God's will. Respect for the other President's exit-verbalizations with obscene words.	2 1 1 9

Note: taken from Hernández, Fernández and Baptista (2014)

The emotions that underlie them - how they face the social and political situation in Venezuela - reflected that a 60% moves daily in the emotion of helplessness, anger and sadness. The 65% have actions or behaviors of discouragement to continue with academic activities, coupled with bad mood, which leads them to discuss with family and friends, leading them to isolation that they called "lock themselves in their room". So, at the moment of reacting to situations of inherent political-social conflict, a 60% do so from anger, helplessness and anger, maintaining a 45% networks of obscene conversations and rage asking for the urgent exit of the President of the Bolivarian Republic of Venezuela.

In this sense, it was generated to know distinctions of conflicts and to classify the conflict types that political student leaders face before the requirements demanded from the University of Zulia, where the student has developed a Conceptual Cartography throwing at the levels of the Learning Map:

Table 5

Concept and Types of Conflicts

Code	Categories (patterns or responses with greater frequency of mention	Number of frequencies of mention
1	Conflict is when two or more people differ from their points of view, but that is not bad when people can grow emotionally. The difference among yourself and other people.	12 1
2	Intraindividual-interindividual Intraindividual Interindividual	2 7 4
3	Latent-manifest Latent	7 6
4	College group	13

Note: taken from Hernández, Fernández and Baptista (2014)

By contracting the epistemological foundation of FUNIBER with the work of students with political life in the FAD-LUZ, the 60% of high school graduates when knowing distinctions about conflict, managed to conceptualize the same saying that this is when two or more people differ from your views, but that is not bad when you grow emotionally; the 35% is identified within a type of intra-individual conflict, with a latent-manifest form and, unanimous with a 65% within a collective university setting.

Already known the distinction of conflict and the type of conflict experienced by them, specify a confrontational profile before the conflict of student leaders who make political life at the University of Zulia, which was also developed through Cartography, showing evidence in the levels of the Learning Map:

Table 6
Confrontation Profile in Conflict

Code	Categories (patterns or responses with greater frequency of mention	Number of frequencies of of mention
1	Avoid it or withdraw	4
2	Compete, compel or be able	3
3	Adaptation, conciliation or please	-
4	Concession or agreement	5
5	Colaboration, cooperation	1

Note: taken from Hernández, Fernández and Baptista (2014)

It is evident that 25% have a profile of confrontation before the conflict through the concession and agreement, 20% prefer to avoid the conflict and withdraw and 15% resolve it through competition and power.

Once it is clear to the student what is otherness, the verbalizations that drive the other, knowing the conflict as a natural aspect in the flow of living, the type of conflict most experienced by them, the profile as they confront them; high school graduates consider how to solve them so that researchers encourage a psychic space so that they know negotiation and mediation strategies for the construction of intergroup relations based on the culture of peace, and with that, better improving the intergroup student relationships, who make political life in the School of Architecture and Design of LUZ.

Such constructs were discussed through Conceptual Cartography, throwing at the levels of the Learning Map:

Table 7
Negotiation and mediation strategies

Codes	Categories (patterns or responses with greater frequency of mention	Number of frequencies of mention
1	Private talk of the negotiation strategy	12
2	Mediation	1

Note: taken from Hernández, Fernández and Baptista (2014)

The 60% are inclined to resolve conflicts through the negotiation technique using the private session strategy.

Finally, the high school students made a socio-drama where they did a small play presenting a problem of the context to be solved, which would be from the Bush and Folger Transformative Model, evidenced in the Learning Map:

Table 8

Transformation in living together. Transformative Model

Codes	Categories (patterns or responses with greater frequency of mention	Number of frequencies of mention
1	Attention to friendship, to relationships of fellowship	13
2	Revaluation of each of the parties, awareness of those involved in the role they have and the emotions that direct it.	13
3	Acceptance of recognizing the other or another as a legitimate coexistence: mutual respect and shared responsibility in the conflict resolution process.	13
4	Networks of conversations towards collaboration, respect, dialogue and agreements.	13

Note: taken from Hernández, Fernández and Baptista (2014)

The 65%, reached a new look of the other ("outside") and of themselves ("inside"). As well as, the objectives set for this study were worked and achieved.

Discussion and Conclusions

The relational dynamics of physical and verbal violence in the face of the diversity of political ideology among students, supported, in the researchers, the reason for working with political leaders of the FAD-LUZ Student Center, training on conflict resolution, but based on the otherness so that one can speak and make relationships from mutual respect, because as Maturana and Dávila (2015) said: love is the acceptance of the other as a legitimate cohabitant and that this is the emotion that sustain the human being, in which it is woven and preserved in conversations.

In this sense, if the student changes the negative aspects of conversations about the other due to differences in politics, they would change their actions towards collaborative behaviors from mutual respect, since, as Maturana (2002, p.42) states:

The "language" in fact occurs in everyday life entwined with emotion, and what happens in this entanglement I call conversation. Human beings are always in conversation, but language -as a phenomenon- occurs in the operation of recurrent consensual behavioral coordination.

Therefore, the training workshop for these students on conflict resolution allowed them not only to know theories about the otherness and how to solve the diversity between partners through negotiation, mediation and acceptance strategies of the other in their legitimate being, but transforming actions which lead them to resolve differences in a competitive form of moral, psychological and physical damage.

Now, to achieve the proposed objectives, the students opened a space for reflection on how they are doing what they do through self-awareness on who and how they are, as well as wondering who is the other or the other for themselves, self-describing their intimate feelings, emotions and ways of doing, but also, recognizing the networks of conversations that support them, thus began a work in which the experience of high school graduates with the political life in the FAD, in contrast with the theory on the otherness and the conflict resolution generated following conclusions:

1. Perceive the student through self-description of: their actions and consequences and the emotions that underlie such behaviors, the undergraduate reflects on how is doing, triggering changes on how to doing based on respect mutual.
2. Human beings live in conversation and, depending on what they are talking about, they will proceed and vice versa.

Under that maturation premise, high school graduates began the formation of epistemological bases on otherness and conflict resolution, after discerning about the weaving conversations of themselves and the others, the student leaders distinguish by otherness "Recognize and accept the other individual as different and who does not share the same thinking-Respect" (Student Leaders of the FAD-LUZ Student Center, 2017, based on the epistemological bases of Maturana and Dávila, 2015).

And by resolution of conflict based on the otherness "is the way to reach an agreement with one or more people applying some negotiation alternatives". Contracting theory with experience generates significant changes in the networks of conversations, dismantling verbalizations that connote denial of the other-by conversations that distinguish respect for political ideological diversity, establishing cooperative and collaborative relationships.

3. By knowing the conflict, the political student leaders and classifying the types of conflicts they are facing, the spaces for reflection lead to the deconstruction of negative configurations about conflict, thus building networks of positive conversations where internal structural changes orient less violent behaviors and more collaborative and cooperative based on respect and acceptance of the political diversity of the others.

Thus, the young people managed to build a distinction of conflict by stating: "It is when two or more people differ from their points of view, but that is not bad when you grow emotionally-respect" (Student Leaders of the FAD-LUZ Student Center, 2017, based on the knowledge of FUNIBER, s/f).

The most recurrent type of conflict in high school students at the FAD-LUZ Student Center is intra-individual, because they pursue divergent ideologies and political goals between them-they and other Student Centers.

The way in which the conflict is currently taking place for these high school FAD-LUZ graduates is latent-manifested by the situation of permanent disturbance they live.

The most repeated field in the leaders of the FAD where conflicts are generated is the university collective, given that the street fight is led by students from the student centers, planned within the university campus and manifested on its surroundings. Although, it is carried out with groups of different ideologies, some in favor and others against.

In this way, the bachelor managed to understand that the conflict and/or the conflicts are circumstances in which two or more people come in different points of view or diatribes, because their positions, interests, needs, desires or values are distinguished as incompatibles, guided by the emotions of annoyance and where the coordination of actions between the parties to the conflict, can be strengthened or deteriorated according to the conflict resolution process.

 4. The conflict confrontation profile represents in the people, in the case of this study, the FAD-LUZ student leaders, the ontogenetic and phylogenetic changes that weave in language during the history of living in natural drift, constituted by the configurations that are intertwined in the relational interaction between the internal dynamic structure and the environmental structure, generating distinctions among themselves, and the others.

The profile or features of confrontation in the face of the most recurrent conflict in student leaders who make political life at the University of Zulia is reflected in 25% through the concession and pact, 20% avoid the conflict and withdraw and 15% resolve it by means of competition and power.

The political leader of the FAD-LUZ resolves conflicts through consensus, agreement and dialogue to get out of the political, economic and social crisis they are experiencing, by 25%.

There are circumstances that trigger, in some of these leaders, violence behaviors, however, human nature in 25% of them inclines towards nonviolence, dialogue and consensus. Once again, students expanded their cognitive experience by achieving the fourth specific objective by identifying the profile of confrontation in the face of conflict.

5. Student leaders knowing the negotiation and mediation strategies for building intergroup relationships based on the culture of mutual respect, caused:

5.1. Accept and recognize the other or another as a legitimate coexistence implying: mutual respect and shared responsibility in the conflict resolution process.

5.2. Weave networks of conversations towards collaboration, respect, dialogue and agreements, generate behaviors without physical and verbal violence.

5.3. Student leaders prefer to resolve social conflicts through the negotiation strategy through private sessions, between those involved and not third parties.

5.4. The Bush and Folger model (1996) in the university context is a tool for conflict resolution based on the revaluation of young people's self-esteem and shared responsibility for decisions made and executed, emphasizing friendly relationships and companionship.

Negotiation is a process that directly involves the parties, without the need for a third party, or facing a dispute. The day to day brings with it a constant negotiation that leads to a win-win to the parties.

While mediation involves a negotiation system where an unbias third party is required that can accompany the parties to harmoniously resolve the diatribes they expose.

Knowing what each one implies, gives a range of possibilities that awakens creativity in people who come to these strategies to better manage relationships and even better decision making.

The student leaders with political life of the FAD-LUZ Student Center who entered the training workshop on conflict resolution, were not the same as those who left in their intimate feelings, emotions and doings, since, as indicated by the transformative Model of Bush and Folger (1996, cited by Hernández, 2014):

… It consists, therefore, in modifying the relationship between the parties, so there is not so much emphasis on obtaining an agreement, although of course this is the final objective to be achieved, but its achievement is weighted as a kind of consequence of that new situation produced between the parties, as a result of the transformation produced in the relationship between mediated persons. The agreement will only be achieved to the extent that the participants find a new look of the other ("outside") and of themselves ("inside"). (p.71)

The cited by Hernández (2014), referring to the Bush and Folger Model (1996), produced "that each party enhances its role and can recognize its share of responsibility in the development of the dispute and that which corresponds to its opponent" (Rivas, 2015, p. 1); this was proofed in the Sociodrama that the young people represented, achieving these the last specific objective such as knowing the negotiation and mediation strategies for the construction of intergroup relations based on the culture of peace, but also applied to their experience of peer life.

Likewise, the work of each of them was obtained, forming the student leaders in the resolution of conflict through the negotiation, mediation and acceptance strategies of the others and, demonstrating the achievement of all the objectives set forth in this investigation.

Starting the way for the continuous deepening of conflict resolution, which involves the conservation of evaluation and changes that over time can be generated in negotiation and mediation strategies based on the otherness.

Establishing a culture of the otherness requires a look of oneself, the others from the investigation, reflection, explanation, argumentation and contextualization in the present continuous change of the natural drift of the sensory-operational-relational coherence of the human living being and the ecological niche that makes it possible to live.

Finally and after everything discussed, the fulfillment and scope of the general objective proposed for this study can be affirmed, which is none other than to analyze the interpersonal relationships of students who develop a political life in FAD-LUZ, Venezuela, through the design and implementation of a theoretical-practical workshop through which to offer them training on conflict resolution, through negotiation, mediation and acceptance strategies of the other as a legitimate cohabitant, in order to seek a more nuanced encompassing in an experiential domain where the other and/or the others also take place and in which the students are co-builders of a world with them. Therefore, we can conclude with an affirmation and acceptance of one of the hypotheses raised at the beginning of this study in which it was predicted that using the principle of otherness in the resolution of conflicts improves the intergroup relationships of students who make political life in the FAD-LUZ.

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