



SECCI TRAINING MANUAL FOR PEACEBUILDING CONFLICT PREVENTION AND CONFLICT SENSITIVITY

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LIST OF ABBREVIATIONS

AU	:	African Union
CBOs	:	Community Based Organizations
CEWARN	:	Conflict Early Warning and Response Mechanism
CPPB	:	Conflict Prevention and Peacebuilding
COVID-19	:	Corona Virus Disease 19
DPCs	:	District Peace Committee
ICPALD	:	IGAD Centre for Pastoral Areas and Livestock Development
ICPAC	:	IGAD Climate Prediction and Applications Centre
IGAD	:	Intergovernmental Authority on Development
SECCCI	:	Support for Effective Cooperation and Coordination of Cross-border Initiatives
TIVET	:	Technical and Vocational Education and Training
TM		Training Manual
ToT	:	Trainer of Trainers
LPCs	:	Local Peace Committees
M&E	:	Monitoring and Evaluation
NGOs	:	Non-Governmental Organizations

SECCCI TRAINING MANUAL FOR PEACEBUILDING CONFLICT PREVENTION AND CONFLICT SENSITIVITY

INTRODUCTION:

This Training Manual (TM) is a revised version of CEWARN-IGAD original Trainer's Manual of 2002. It is also based on the experiences of numerous trainers conducting different types of training and workshops for different types of audiences in very different situations since 2002. Particularly, this Manual incorporates some of the experiences of peacebuilding organizations working with IGAD. The manual *Guide* aims to provide depth and robust resources for peacebuilding programming, while summarizing and highlighting conflict-sensitivity approaches. Before the development of the manual guide and courses, the latest desk review from CEWARN reports on conflict analysis was intensively reviewed. The report is an outcome of desk review of various sources of data, field research and consultations with key stakeholders in the SECCCI clusters undertaken between 8th February to 30th March, 2020. The development of the manual guided involved collecting views from key users in the three clusters under SECCCI region and experiences of conflict analysis from CEWARN old manual with critical identification of the gaps on peacebuilding, conflict prevention and conflict sensitivity.

Once the conflict analysis findings were done using previous studies carried out by CEWARN, it determines how the findings informed and guided programming. The first step in this process was a fundamental question as to whether programmes ensured in the three clusters did not exacerbate conflict or tensions. This was key to the development of the manual because Conflict analysis is a central component of peacebuilding, conflict prevention and conflict sensitivity because as it provides the foundation to inform programming, in all forms of intervention from development, humanitarian, peacebuilding sectoral to all levels

CEWARN initially training manual shared a lot with the CPPB training manual. In view of that finding, this manual takes a Different approaches to training in peacebuilding and conflict prevention by incorporating what was captured from the early studies that can be used in the 3 clusters under SECCCI project. This is important because many training and learning approaches are developed initially outside of the CPPB field. While they may provide interesting references and sources of inspiration and learning for CPPB training, it is important to also identify a framework of approaches, which meets the specific needs, learning objectives and requirements of the IGAD-CEWARN. Training participants require competencies relevant to their specific function, as well as those required for any function or role in the field. The research study also identified that the old CEWARN's training manual had little literature on conflict sensitivity. This manual guide has taken an approach

The Handbook is designed so that the user can pick it up and begin to use it wherever she or he is situated within the conflict programming cycle and to continue through the cycle. The guide aims to help stakeholders in peacebuilding mission to conduct conflict analysis and make sure their programmes are conflict-sensitive and where possible, find opportunities to contribute to peacebuilding by addressing the root causes of conflict. Such emphasis on particular methodologies has in certain instances resulted in little resonance with Conflict sensitivity approaches and tools that have been in use is too westernized with limited attention to domestic models or collaboration with many partners in peacebuilding activities actors to develop locally adapted approaches.

This manual guide will incorporate peacebuilding, conflict prevention and *conflict sensitivity*, simultaneously because they are intertwined. It is imperative that a module on conflict analysis will form part of the module and units under courses to be trained.

Target

The manual guide is designed for both secondary and primarily for any of the following readers and participants:

The manual targets those who are responsible for designing, managing, and evaluating conflict and peacebuilding programs, including Missions, NGOs, CBOs receiving donor funding for peacebuilding. Also, this training manual is relevant for those whose programs are likely to be significantly affected positively or negatively by conflict situations or peacebuilding interventions. Those who are tasked with formulating, managing, and participating in conflict vulnerability assessments. Those implementing partners, who design, implement, monitor and evaluate conflict transformation and peace building activities.

MANUAL GUIDE DESIGN

This training manual is designed with user-friendly tools to marginalized local communities from peace and conflict assessment processes. The manual is also designed for a range of participants that could be broad or specific depending on the focus of the course. Training groups can be focused on specific categories such as young people, women, community elders, civil society actors and many more. Groups can also be comprised of a mix of categories. A well balanced group is desirable; as an example, a group comprising both young people and community elders could lead the younger people to be timid in the presence of their older counterparts, or it could lead to a livelier workshop where the older group get to share valuable wisdom and experience. The organisers and facilitators of the course should consider the context and such dynamics when deciding on the composition of the training group.

RECOMMENDED DAYS FOR THE TRAINING

The manual is designed for training trainers in a five-day workshop and uses a mixture of presentations, small group work, plenary discussions, participant presentations, pictures, video and cartoons, role-plays and energizers. Trainers will be expected to adapt the content and timing for delivering each module when delivering training to project participants. Each module is ideally allocated a day to be completed. In its entirety, the training course will cover a period of 5 days. The suggested length aims to help ensure that participants are given sufficient time to absorb and retain each module, as well as complete the simulation exercises. (See last page for details).

METHODOLOGY TO BE USED IN THE TRAINING

The training method used throughout this manual is the participatory approach. Using this approach is important when working on conflict issues because it engages with people's experience and perceptions. Understanding how people think, feel, and behave will help shape conflict intervention and peacebuilding approaches that can be matched to community needs. It also means that we can be flexible throughout the training, adjusting the pace and content to participants' needs. To have a wider dissemination of the acquired knowledge, the training of trainers shall embark on the following: Practical exercises; Use cartoons, videos and pictures; and Using practical examples from around the world.

Brainstorming: A brainstorm is an exploration of ideas and a great way to open a topic for discussion. During brain-storming, no one should judge or place a value on an answer someone else gives. Each answer is simply recorded on flipchart paper or a chalkboard for the entire group to see. This activity encourages participants to expand their thinking about an idea and look at a topic from different angles and perspectives. The facilitator makes relevant clarifications.

Group Discussion: Group discussion elicits responses from participants on a particular topic or issue and provides many teachable moments to enhance knowledge or correct misinformation. The effectiveness of the group discussion often depends on the use of **Open-ended questions**, which are questions that go beyond a simple "yes" or "no". These questions seek to bring out feelings or thoughts about a topic or an activity.

Role play: Role-play is an effective method for practicing and modeling new skills. Since role-play can potentially be emotional, it is very important to emphasize that participants are playing characters and not themselves. Role-plays also provide an opportunity to remind participants of agreed-upon ground rules and group norms.

Case study helps to create a "real situation" of a topic under study. The facilitator will use this method to assess the level of understanding of participants on a topic under discussion. It will also be used to reinforce what was learned.

Energizers or icebreakers are games to help participants relax, have fun and reconnect with each other. At the beginning of each session or meeting, lead participants in a warm-up. Games can also be used at the end of the day or between sessions and activities to lighten the mood and give participants an opportunity to relax after a difficult or intense session/day.

Open debate and questions: The facilitator can engage participants using question and answer approaches. This is mainly aimed at assessing the level of participants' knowledge at the beginning of a topic or assessing the level of understanding after delivering a topic.

Cartoons, videos and pictures: The use of visual aids like videos, photographs and cartoon drawings can assist the facilitator to deliver messages that have close contexts and interpretations by participants. Participants can identify themselves with what they see and relate to quickly.

Ordinary use of lecture method: This is a method used by the facilitator to guide the delivery process by explaining key information and occasionally engaging participants through questions and answers.

SELECTED COURSES BASED ON THE VIEWS COLLECTED AFTER CONSULTATIONS

The following is a summarization of the areas identified to be included in a Peace building, Conflict Prevention and Conflict Sensitivity in the Training Manual (TM).

The training manual envisions 5 modules based on peacebuilding, conflict prevention and conflict sensitivity. The 5 modules have been developed with more specialized topics relevant for practitioners in the SECCCI clusters where both CEWARN IGAD have common interest. The proposed titles and categorization of the modules can be discussed further during the validation workshops; each module will be comprehensive and contain materials needed for a trainer to facilitate the module without reference to additional resources required.

OUTLOOK OF THE MODULES

Each five module in this training manual is presented as a self-contained unit, based on the reasoning that future audiences may not wish to reproduce all of the five modules, but may wish to select the modules that best reflect their training needs. For this reason, each module is analysed in a separate page training manual and divided into sections of proposed subjects or unit courses with purpose, learning outcomes and References section.

Each module includes the following:

- Introduction of the module
- Module description
- Objectives
- Learning outcomes
- Target group
- Rationale
- Content highlights
- References for further information that will include handouts descriptions of any games or group work activities, case studies tailored to different audience's descriptions of any games or group work activities that will include (energizers).

Module 1 – Conflict Analysis

1. Understanding what is conflict
2. Conflict analysis
3. Types of conflict
4. Stages of conflicts
5. Analysis of Conflict Dynamics
6. Early Warning and Early Response
7. Stages of conflicts and actors mapping

Module 2 – Peacebuilding

1. Definition of peace, Peace building
2. Capacity building in peacebuilding
3. Youth and peacebuilding
4. Peace Education
5. Peace Media
6. Building community cohesion

7. Women for Peacebuilding

Module 3 –Conflict Prevention

1. Dialogue
2. Mediation
3. Arbitration
4. Negotiation
5. Collaboration
6. Conflict Management
7. Conflict Resolution
8. Strengthening traditional disputes resolution mechanisms

Module 4 – Conflict Transformation

1. Post Conflict Trauma Healing
2. Reconciliation
3. Rebuilding Community Trust
4. Women Empowerment
5. Community Policing
6. Violent Extremism
7. Governance

Module 5 – Conflict Sensitivity

1. Understanding conflict sensitivity
2. Conflict Sensitivity Lens
3. Capacity building in Conflict Sensitivity
4. Integrating Conflict Sensitivity Programming
5. Developing Conflict Sensitivity Indicators
5. Conflict Sensitivity Design
6. Conflict Sensitivity Planning
6. Conflict Sensitivity Monitoring and Evaluation
7. Conflict Sensitivity Exit Strategy
8. Challenges Facing conflict sensitivity Implementation

KEY TERMS AND CONCEPTS USED IN THE TRAINING MANUAL

Conflict occurs when two or more parties find their interests incompatible, express hostile attitudes, or take action which damages the other party's ability to pursue their interests. There are many definitions of conflict that can be coined from different contexts.

Conflict Analysis is a structured process of analysis to better understand various steps of a conflict, including its background history, root causes, proximate causes and intervening factors, potential for peace (structural factors, dynamics, strategies) root causes, the main groups involved and their drivers, perspectives and motivations, the key drivers of the conflict and potential factors for peace.

Conflict Management is a strategy to prevent further spread or escalation of an existing violent conflict through positive behavioural changes of conflict parties.

Conflict Prevention activities are undertaken over the short-term to reduce tensions and/or prevent the outbreak or recurrence of violent conflict. Conflict resolution activities are undertaken over the short-term to end violent conflict.

Conflict Sensitivity involves gaining a good understanding through conflict analysis of the context you operate (e.g. key conflict actors, drivers and dynamics) and understanding the ways in which your intervention might impact on these conflict issues (e.g. what positive or negative, intended or unintended impacts might your activities have on these actors, causes and dynamics), and then acting upon this understanding in order to minimise the negative and maximise the positive impacts on peace and conflict.

Conflict Reduction is a strategy to reduce incidence, duration and destructive impact of violent conflict

Conflict Resolution is the process that addresses and resolves the deep-rooted sources of conflict. It often uses a problem-solving methodology in order to identify options for addressing the sources of conflict. A newer, related term is conflict transformation.

Conflict Transformation goes beyond the concept of conflict resolution in that it requires a transformation of the parties, their relationships to each other, and the structural elements that underlie the conflict. These relationships and social structures are often unjust and unequal, and transforming conflict seeks to alter these structures in ways that build a more just society. It is a term that implies a long-term perspective on conflict and its transformation for social change.

Collaboration is a method that involves mutual discussion and dialogue in order to arrive at a final decision. It requires active listening, co-operation, participation and mutual understanding of both parties in finding a solution.

Governance is 'the exercise of political, economic and administrative authority in the management of a country's affairs at all levels. Governance is a neutral concept comprising the complex mechanisms, processes, relationships and institutions through which citizens and groups articulate their interests, exercise their rights and obligations and mediate their differences.

Good Governance is participatory, consensus oriented, accountable, transparent, responsive, effective, and efficient, equitable and inclusive and follows the rule of law. It assures that

corruption is minimized, the views of minorities are considered and that the voices of the most vulnerable in society are heard in decision making. It is also responsive to the present and future needs of society'.

Democratic Governance highlights the need to ensure that all people have the opportunity take part in decisions affecting their lives. It is a process in which countries, enhance participation in public dialogues and decision making by fostering inclusive participation, strengthening accountable and responsive governing institutions and grounding democratic governance in international principles.

Gender: In this training manual gender is a dynamic of human relations and it is concerned with the social differences and relations between women and men, which are learned and transformed.

Gender Sensitivity means that during activities such as communication, training, programme design and planning, the expectations, needs and particular circumstances of women and men are carefully thought about and engaged with. It might be that because of social inequalities, vulnerability, discrimination or violence that particular attention should be given to individuals or a group so that all benefit equally from a programme or training.

Gender Mainstreaming is not about adding up a component on women or even gender equality into a specific activity or policy, but it is about bringing the experience, knowledge and interest of both women and men into the agenda.

Peace is an interweaving of relationships between individuals, groups and institutions that value diversity and foster the full development of human potential.

Peacebuilding is a comprehensive concept that includes, generates and sustains the many processes, approaches and stages needed to transform destructive conflict towards more sustainable, peaceful relationships. The term thus involves a wide range of activities that occur before and after formal peace accords. In this understanding, peace is seen not merely as a stage in time or a static condition, but as a dynamic process. The process of peacebuilding can be likened to house building: it requires investment and material, architectural design, coordination of labour, firm foundations, finishing touches, as well as

Mediation is a process by which an impartial third party helps two (or more) disputants to work out how to resolve a conflict. The disputants, not the mediators, decide the term of any agreement reached. Mediation usually focuses on future rather than past behaviour. People from different cultures may use different styles and approaches to mediation.

Negotiation is the process of back-and-forth communication aimed at reaching an agreement that is mutually acceptable with others when some interests are shared, and some are different. People from different cultures may use different styles and approaches to negotiation.

Reconciliation is a method of bringing closer once again people or families who were split apart or destroyed by massacres, wars, etc so as to rebuild community again.

Social cohesion refers to the quality of bonds and dynamics that exist between the groups within a society.

Violence includes actions, words, attitudes, structures or systems that cause physical, psychological, social or environmental damage and/or prevent people from reaching their potential.

MODULE 1: CONFLICT ANALYSIS

I).MODULE INTRODUCTION

Conflict analysis is a crucial tool for the design, implementation and evaluation of peacebuilding, conflict prevention and conflict sensitivity programmes. It is the mother of the rest of the modules in this manual. Conflict analysis plays a key role prevention of conflict, attempts to bring war and violence to an end, to help societies recover in the aftermath of war, or to attain greater justice and equality. Peace practitioners engage in conflict analysis in the same way that a doctor performs a diagnosis on a patient before determining how to proceed with treatment though conflicts are much more complex than diagnosis of a single patient, as they involve multiple actors, groups, issues, and other factors.

II) MODULE DESCRIPTION

This module aims to enable participants to understand, describe, conflict, nature, and characteristics of conflict. This module provides the fundamental concepts of all the modules in this training manual. It is the mother of all the Modules. The background of conflict analysis helps participants to develop the knowledge and skills on issues of conflict and conflict prevention tools. Conflict analysis is a central component that informs the rest of the modules in this training manual it provides the foundation to inform conflict sensitive programming, in terms of an understanding of the interaction between the intervention and the context. Therefore, modules begins with understanding of conflict analysis. Module 1, begins with understanding what is conflict, causes of conflict, stages of conflict, mapping out, dividers, connectors and actors involved in conflict and then focus on Conflict Prevention Tools, such as ABC, Conflict tree which are essential instruments that facilitate for proactive conflict prevention and conflict sensitivity before winding with useful tools used in conflict analysis and continuously applied in the rest of the modules in this manual

III). RATIONALE

Because conflict analysis is the foundation of Peacebuilding, conflict sensitivity and conflict prevention, without a good understanding of the context in which interventions are situated, organizations that support or directly implement them may unintentionally help to fuel violent conflict or to exacerbate existing tensions. Conflict analysis helps organizations towards a better understanding of the context in which they work, and a conflict sensitive approach.

IV). PURPOSE

Conflict analysis helps organizations trying to address conflict to know how to promote positive changes in the situation to reduce the potential for violence and/or transform the conflict to make room for development and social justice. The aim of this conflict analysis module is to enable participants to apply the various tools to analyze cause, actors, structure, and characteristics of conflict scenarios.

V). LEARNING OUTCOMES

At the end of the module participants should be able to;

- Explain the need for conflict analysis
- Describe and explain the elements of conflict analysis tools
- Apply tools to analyze conflict scenarios

VI). COURSE CONTENT

- Defining what is conflict
- Types of conflicts
- Stages of conflict
- Conflict Actors analysis and Mapping
- Early warning and early Response

Trainers Notes

Conflict analysis takes a systematic approach to the following

Understanding the background and history of the conflict

- Identifying all relevant groups involved in a conflict
- Understanding the perspectives of this group and how they relate each other
- Identifying the causes of the conflict

What is Conflict Analysis?

*Is the systematic study of the profile, causes, actors and dynamics of a conflict from a variety of perspectives and at various levels

*Serves as a basis for developing strategy and planning actions.

*It is not a one-time exercise; it must be an on-going process, as the situation develops, so that you can adapt your actions to changing factors, dynamics and circumstances e.g. climate change and emerging diseases such as COVID19.

*It is recommended that there should always be a high level of national staff input into the analysis. The process of doing the analysis is just as valuable as the result, as the team come to a shared understanding of the situation, and "outsiders" are demonstrating their willingness to learn from "**locals**".

Why do we do conflict analysis? We do analysis for several reasons:

*To identify ALL the groups involved, not just the big ones.

*To understand the perspectives of different groups & how they relate to each other

*To understand where we "fit" in the conflict picture for our own security.

*To understand the background and underlying grievances, as well as current events; learning from past experience.

*To inform our programmes, and determine how we should respond to the conflict with our programmes;

*To figure out what motivates people to use violence or continue conflict (e.g. economic motivations, desire for power, redressing ethnic grievances);

SUBJECT 1.1: UNDERSTANDING CONFLICTS

Introduction

Understanding conflict, begins with an overview of understanding what is conflict offers definitions of conflict, describes conflict stages, introduces participant to apply basic conflict analysis tools, types of conflicts; By the end of this unit, participants will have a better grasp of the profile, causes, actors, motivations and dynamics of conflicts, and familiarity with conflict assessment that can help them implement programs more effectively and sustainably in conflict environments.

Objectives

- To brainstorm words associated with conflict
- To generate shared working definitions of conflict
- To discuss the social and political perspectives of conflict
- To identify the types of conflict

Learning Outcomes

At the end of this module participants should be able to:

- Explain basic terms and concepts of conflict.
- Distinguish between conflict and violence.
- Understand peace and its different dimensions.
- Describe the nature, and structure of conflict.
- Discuss trends, types, stages, characteristics, causes and effects of conflict.

Target Group

- Understanding conflict is vital for any target group who would be undergoing through a session like this. Important concepts and definitions of conflict, types of conflicts, stages, conflict analysis studies are all but foundational starting point for any theoretical discussions and practitioners who are located at the local, national, regional, and international levels.

Facilitator Notes

What is Conflict?

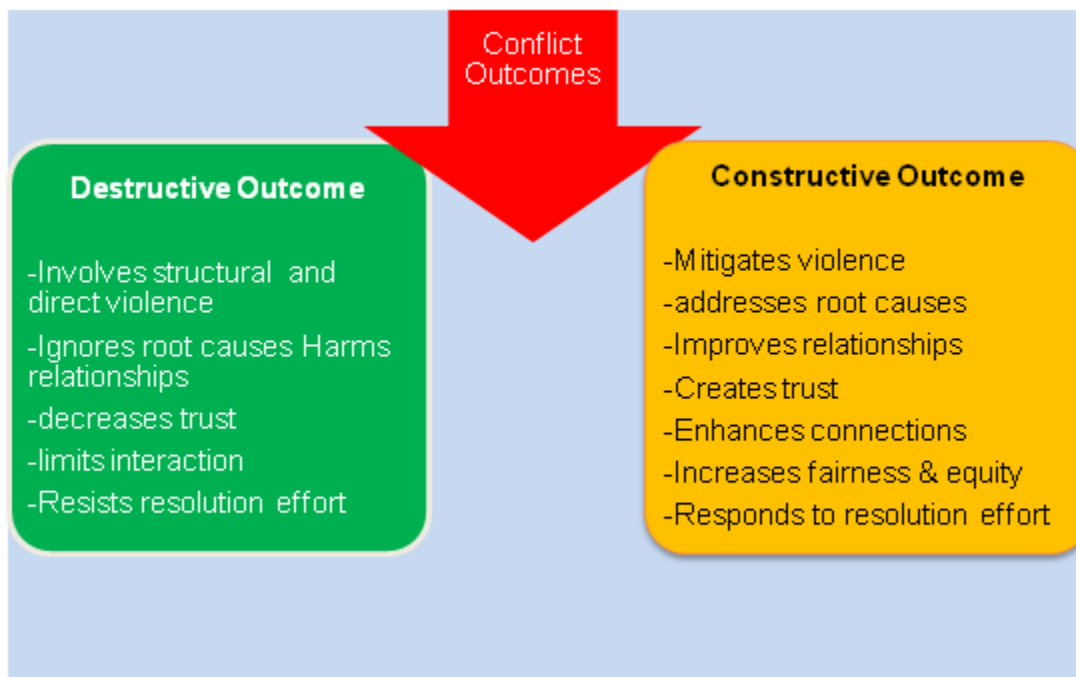
- Conflict can be understood as an **incompatible interaction** between at least two **actors**, whereby one of the actor's experiences damage, and the other actor causes this damage intentionally, or ignores it
- Conflict involves a clash or struggle between groups that perceive that their needs, goals or strategies are incompatible, mutually exclusive or antagonistic.
- Conflict can involve contestation around demands, interests, collective memory, emotions, perceptions, values, beliefs, history, culture, behaviours, actions, symbols and power.
- Conflict can manifest from micro interactions to macro systems.

Brainstorming Time Allocated: 10 minutes let the participants Brainstorm the word conflict

- What words come to mind?
- Write down participants' examples of conflict on the flipchart. Add others if necessary.
- Formulate a definition of conflict with the participants. Write the word "conflict" and asks participants to give a word that describes or associates conflict for them e.g Quarrel Upheaval Violence Abuse Disagreement Go over the responses with the participants e.g. identify expressions of emotion, gender, range, actions, associations etc

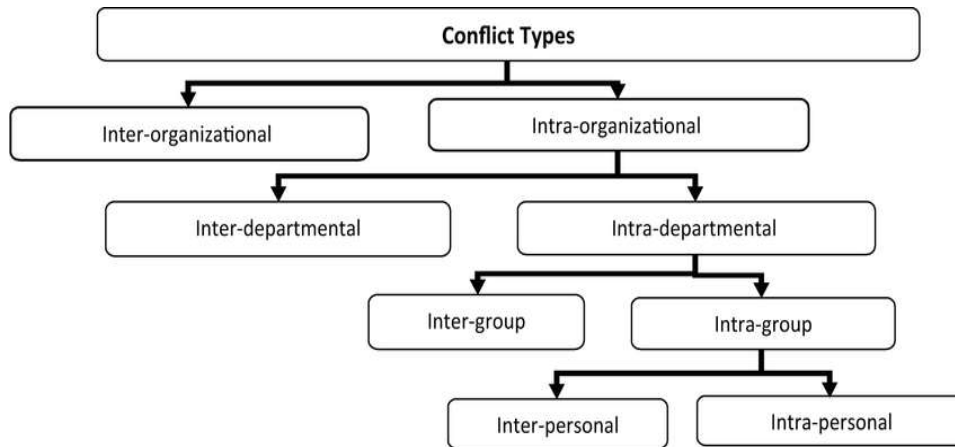
However, conflict itself is not necessarily negative.

- Conflict can lead to positive change. The expression, process and outcomes associated with conflict may be destructive, constructive, or both, in any given social context.



SUBJECT 1.2: TYPES OF CONFLICTS

Ask participants to write down types of conflict they have experienced or intervened in.



- **Intra-personal conflict** refers to conflicts occurring within a person. Usually people need to work on their own inner struggles and issues in order to be constructive in social conflicts. For example, in South Africa, Nelson Mandela and F.W. de Klerk experienced personal transformations before they successfully negotiated political change.
- **Interpersonal conflict** refers to conflicts occurring between individuals or small groups of people.
- **Intra-group conflict** refers to those conflicts that happen within a particular group, whether it is a religious, ethnic, political or other type of identity group. It is important to be able to manage the conflicts within your own group and be able to communicate with others within your group in order to build support for long-term peace processes.
- **Inter-group conflict** refers to conflicts occurring between large organized social or identity groups. For example, the Truth and Reconciliation Commission was a public forum designed to expose injustice and record events in order to achieve social reconciliation.

Assignment:

Conflict types are described by the number of actors or parties involved in the conflict in the above figure. Divide participants into four groups with each group working on one of the conflict types. The group should describe the conflict type and identify the challenges that are specific to the type. It is useful for groups to think about a real conflict situation that fits the conflict type. Brief case studies may also be used. Groups report and the facilitator helps to clarify and summarize.

Or

Exercise: Typologies of conflict

Divide participants into groups and ask them to develop distinctions on different types of conflict. You can leave the task broad but must be aware it will probably result in a collection of different conflict situations rather than a real typology. Alternatively you can be quite narrow in this exercise and ask the participants to look for one specific

characteristic upon which different types of conflict can be organized. Then ask them to prepare a list of different types of conflict on the basis of this one characteristic.

Debriefing:

In a plenary session look over the results and discuss with the participants whether the approach of each group is understood by the others. Open up a discussion about the different dimensions and levels of conflict

(15 min.)

SUBJECT 1.3: STAGES OF CONFLICTS

Introduction:

Conflicts change over time, passing through different stages of activity, intensity, tension and violence. It is helpful to recognize these stages and use them together to analyze the dynamics and events that relate to each stage of conflict. The basic analysis comprises five different stages which generally occur in the order given here although there may be variation in specific situations and may occur similar. Conflicts grow as parties become aware of conflict interest, the means available to them to act and possible action to take to change the situation. Conflicts develop in phases. Problems get translated into accusations against the opponent. Instead of sharing the problem, people in conflict tend to view the opponents as the problem. These dynamics are very important in conflict transformation and community members need to be aware of them.

Purpose:

- To understand the Stages of conflict.
- To demonstrate the dynamic nature of conflict
- To identify the phases of conflict and characteristics for each phase

Process:

Ask participants to reflect individually on a conflict. How did it begin? What has changed since the conflict? How did the change happen? Why do we need to know the dynamics of conflict? Discuss in small groups or pairs.

Groups report out. Lead discussion on lessons learned from the dynamics of the various conflicts shared with the group Present the dynamics of conflict, stages or phases of conflict as an overhead or PowerPoint slide.

Trainer Notes

Using and developing the tools to assist the participants to express their perspectives and understanding of the situation, as all perspectives are seen as valuable.

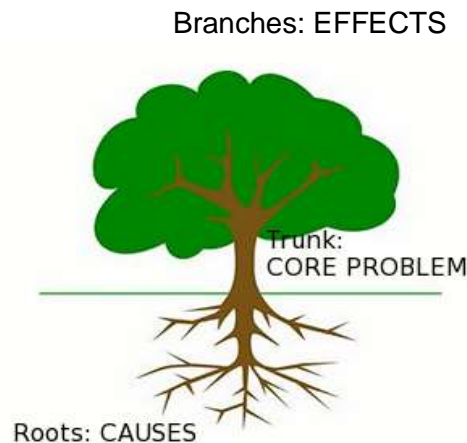
The debate is focused on the issue rather than the individuals. This gives a more complete picture to all involved and clarifies the understanding of all.

It is important to use some or, indeed, all of the tools together, as a package, in order to gain full and nuanced understanding of complex conflict situations.

Adaptation of the tools to make them more familiar to participants is helpful – for example in parts of SECCI cluster the Conflict Stages diagram is best referred using a ‘camel’s or cow’s hump’.

1. The conflict tree (CT)

- **CAUSES:** Including emotions and ultimate causes.
- **CORE PROBLEM:** the main issue that needs to be addresses
- **EFFECTS:** They should be the end result of a conflict; from the slightest (a broken leg or hurt feelings) to more extreme results (loss of friendship, death, or war) also including the effects of the conflict being resolved.



It is an exercise to do collectively rather than individually, as it will enable us to discuss questions such as:

- What is the core problem?
- What are the root causes?
- What are the effects that have resulted from that problem?

When using this form of analysis, you may find that a recurring issue can be identified as both a cause and an effect of a particular conflict. An example of this is the scarcity of natural resources, which can be a source of conflict, but also an effect of prolonged violence. The conflict tree can also illustrate the cycle of violence, and the ways that communities can become trapped by the causes and effects in a perpetual cycle of conflict.

When to use it?

The conflict tree is often used as an entry point for joint analysis and planning. It is a way to get a basic understanding of the nature of the conflict, and also as a tool to identify the core problem and to find out the right strategy to address it. The central idea is to ensure that the core problem and existing solutions are correctly identified, as distinguished from the effects of a problem. It can also be useful to relate causes and effects to each other, and to the focus of your organisation. This way, it will be easier for your organisation to decide which conflict issues you should try to address first.

Who are the Conflict actors?

- **Who are the main actors?** Eg National government, security, armed groups, private sector, political parties, neighbouring states, emerging crimes
- **What are their main interest, goals, positions, capacities, and relationships?** For example, religious, political goals, economic resources?
- **What institutional capacities for peace can be identified?** Civil society, informal approaches to conflict resolution, traditional authorities, political e.g parliament, judiciary?
- **What actors can be identified as (potential) spoilers? Why? What are their incentives?** E.g group benefits from war economy, leaders, authority figures who may feel undermined by the project.

Actor Analysis

An actor-oriented analysis is focused on shorter-term incentives and interests. As conflicts are about perceptions and the meaning that people attribute to events, policies, institutions, etc., the analysis has to be based on a wide range of views about its sources.

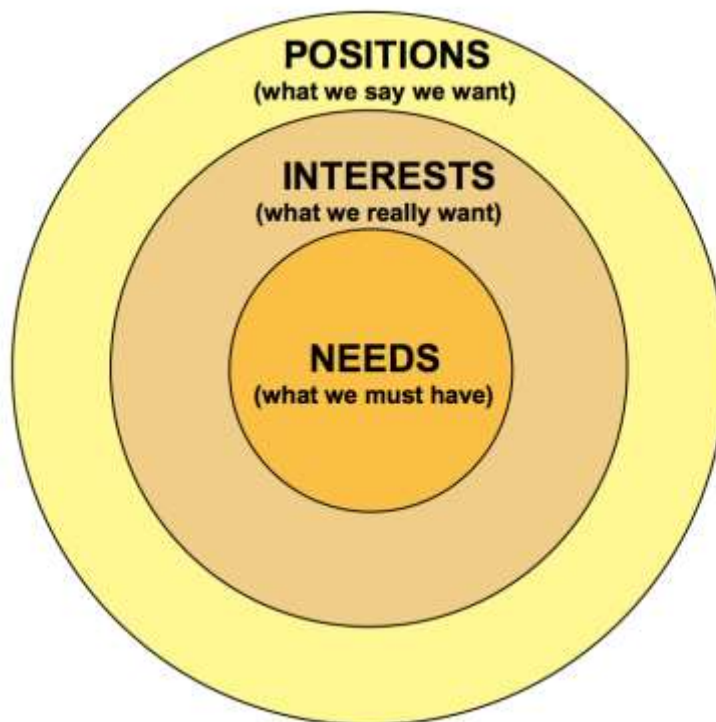
- ▶ **Steps to be taken:** List all relevant actors, who can significantly influence the conflict or are most vulnerable to it. The list of actors should differentiate between the local, regional and national levels, and should also take into account other groups, which are allied with the parties or which are able to influence them. Analyse for each actor, their interests, relations, capacities, peace agendas, incentives:
- ▶ **Interests:** What interests do they have in relation to the conflict, and how do these interests influence the conflict?
- ▶ **Relations:** What are the relationships between the various actors?
- ▶ **Capacities:** What capacities do they have to negatively or positively influence conflict?
- ▶ **Peace agendas:** Do they have an interest in peace? What kind of peace do they want?
- ▶ **Incentives:** What kind of incentives could be offered to them to choose peace? Or to disengage from the conflict?

SUBJECT 1.4.1: PROCESS OF MAPPING OF PARTIES TO CONFLICT

1. Establish the list of all actors/parties/stakeholders identifiable in the context.
2. Cluster these actors into Primary, Secondary, Third Parties etc. based on the proximity and interest to the issues at stake.
3. Visualize the relationships between parties using Venn diagrams
4. Establish the key to explain the type of relationships.

Stakehole Analysis based on Position, Interests and Needs (PIN) Onion

Figure 3: The onion

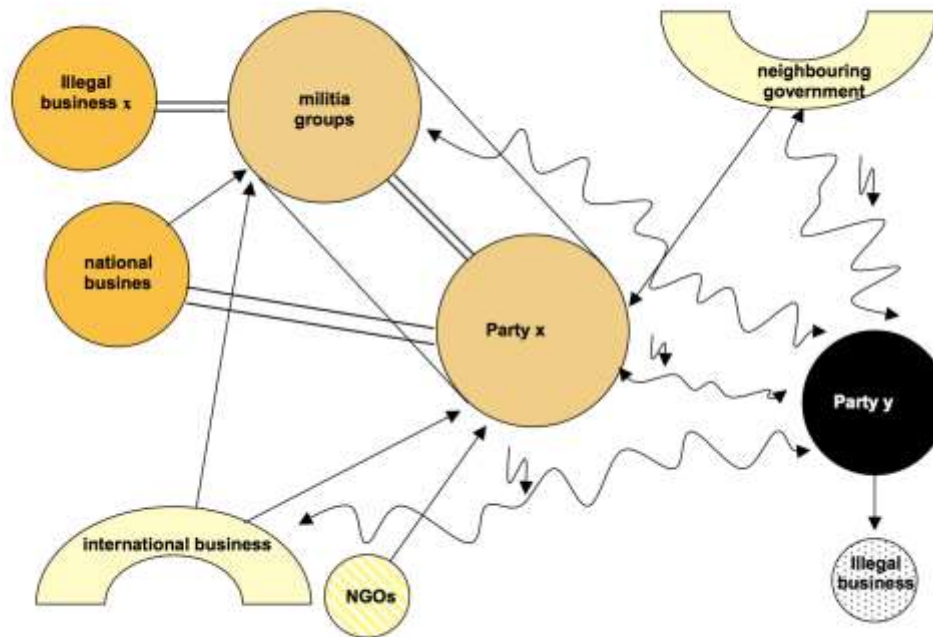


1. Positions: What people say they want. What are the relationships among the various actors? What their positions on fundamental issues?
2. Interests: What people want. What interests do they have in relation to the conflict and how do these interests influence the conflict? Also consider what values drive their work?
3. Needs: What people must have. the underlying needs, concerns and desires that lie 'behind' the publicly articulated demands of a stakeholder - what is their hidden agenda?
5. Capacities: what resources do they have to influence conflict either positively or negatively? What actions/activities are they involved in? Think of 'resources' in broad terms. Don't only

consider financial or material resources, but think also of membership, networks, Diaspora, access to information and/or media.

Characteristics	Positions	Interests	Needs	Capacities
<p><i>Features that describe the actor (organization or group), e.g. Size of the group or organization</i></p> <p><i>Core values?</i></p> <p><i>Range of work?</i></p> <p><i>Male/female leadership?.</i></p> <p><i>Location?</i></p> <p><i>Isolated? Scope—narrow - local – widespread - national.</i></p> <p><i>Membership</i></p>	<p><i>What are the relationships among the various actors? What their positions on fundamental issues? What are the “drivers” behind their actions</i></p>	<p><i>How do these interests influence the conflict. How can the interests of the actor be described? Are their interests political, economical, religious, environmental, educational?</i></p>	<p><i>How can underlying needs and concerns be addressed in order to transform the conflict and address some of the drivers of potential violence? How can they be framed t promote peace?</i></p>	<p><i>What resources do they have to influence conflict either positively or negatively? ‘Resources’ are meant in broad terms: expertise/technical know-how in specific conflict/peace issues? Public legitimacy? large active membership, external financial support, products, information, etc</i></p>

Figure 4: Conflict map



SUBJECT 1.5: ANALYSIS OF CONFLICT DYNAMICS

The major objective of conducting analysis of conflict dynamics is to constitute what is important, especially in situations where interaction between actors before, during and after conflict situation occurs within or amongst stakeholders, and where there must be causes over time.

Conflict dynamics

- * **What are the current conflict trends?** For example escalation, or de-escalation, increased defences pending, decrease in inter-group violence
- * **What are windows of opportunity? Are there positive developments, what factors to support them?** How can they be strengthened?
- * **What scenarios can be developed from the analysis of the conflict profile, causes and actors?** E.g best case, middle case and worst case scenarios.

Triggers of potential violence (or escalation) can be a single crucial acts and events that build on existing causes and problems and are capable of start or escalate violence. Triggers are generally activated in context of prolonged instability and high tensions. **Some examples:** announcement of election results; arrest or assassination of public figures; drought or floods; military coup; strikes; pictures or video clips of violence posted on social networks (YouTube, Twitter, facebook)

Conflict trends are common patterns that feature conflict and political violence in one country. It can be periodical events that recur in a cyclical way over time. For **examples Sudan:** raids during

dry season and counter raids is a recurring pattern of violence amongst pastoralists. And now, **sexual and gendered based violence** is a growing conflict trend characterizing most of recent armed conflicts

Connectors and dividers:

Dividers (sources of tensions): potential sources of polarization within society or between groups (e.g. unequal distribution of natural resources, sectarianism, language, drug trafficking, etc.)

Connectors (local capacities for peace) potential sources of cohesion within society or between groups (e.g. good relations with neighboring countries, independent judiciary, sport, language, religion, etc.).

IMPORTANT! Connectors/dividers are context and culture specific and may change over time

CONNECTORS	DIVIDERS
<ul style="list-style-type: none"> • Religion • War weariness • Cultural values/traditions • History of statehood • Education (university) • Business • Sport • Controlled grazing ground and water points (dams) • Traditional festivals • Cultural events • National unity & national values • National reaction to foreign invasion (e.g. Soviet) 	<ul style="list-style-type: none"> • Foreign interference • Ethnicity • Religion (sect/division) • Gender issues • Unequal distribution of wealth • Political affiliation • Unequal allocation of aid • Unequal access to education • Ethnicity and language • National Solidarity Programme • NGOs/Donors • Political parties • Flawed elections • Uncontrolled water points and dams

Peace and mitigation factors (infrastructures for peace’): “A network of interdependent systems, resources, values and skills held by government, civil society and community institutions that promote dialogue and consultation; prevent conflict and enable peaceful mediation when violence occurs in a society.” (UNDP 2013).

Remember that peace and mitigating factors have links to conflict early warning as indicated in the table below.

SUBJECT 1.6: EARLY WARNING AND EARLY RESPONSE

Introduction:

Early warning distinguishes itself from the practice of secret services by the use of so-called open source of information which are accessible to the general public. The subject introduces participants to a range of open information sources at field and national level to make their information collection more effective.

For example, CEWARN's incidents reports, situation reports, analytical reports and the kind of information that needs to be collected for them. Incidents reports are brief accounts on actual violence events that may trigger further conflict while situation reports are based on weekly collection of information on a defined set of indicators.

Learning objectives

- By the end of this session, participants will be able to
- To provide and identify early warning indicators and interpret them correctly
- Identify and access a wide range of sources to collect early warning information
- Manage information collection in a conflict sensitive manner.

Purpose:

- Enable the participants to provide information on CEWARN early warning indicators

Procedures:

- Review early warning framework Or (referred in this training manual as a conflict analysis module with participants and remind them of the main categories of early warning indicators: root causes, proximate causes, positive intervening factors, negative intervening factors

Trainers notes:

All participants must share the same understanding of the CEWARN early warning indicators. It may be helpful to prepare this session together with experienced indicators in advance to allow for ample time to explore different understanding of each indicator and clarify any doubts with participants.

Break the participants into small groups. Each group works one part of the early warning indicators. Ask the groups to identify possible sources of information for each indicator

In the second step, ask the groups to discuss how changes in each indicator can be measured or monitored. The groups record their results on a large sheet of paper

Reconvene the plenary and ask the groups to present their work. Allow time for questions from other participants.

What is Early Warning?

Introduction:

There has been a growing interest in early warning systems which is designed to detect and signal conflicts for the purpose of making possible the use of preventive action instead of reactive action.

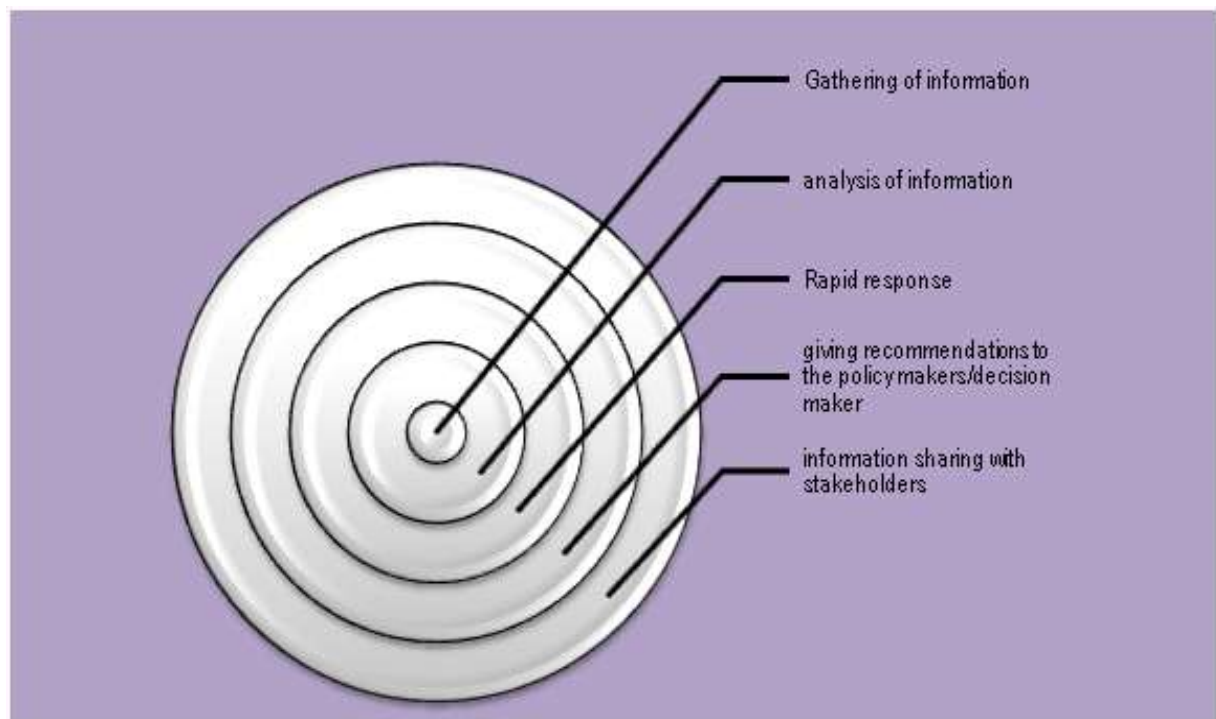
Elements of Early Warning

Within early warning, three components can be differentiated:



An early warning system is more than the flow of information and reports from those on the ground regarding a highly visible or more than the flow of information and reports from those on the ground regarding highly visible or rapidly escalating crises. When early warning is reliable it allows time to prepare short term containment and relief strategies, design, build support for and implement longer term proactive strategies and development programs that cannot reduce the likelihood of future disaster.

Early Warning involves the following.



Some Early Warning Indicators found in the Community

- Young boys and girls suddenly become rude/or smart
- The behavior of the man suddenly changes in the family
- Unusual sounds (of metals) are heard at odd hours (this is the sound of making of homemade guns)
- The business activity in the market suddenly drops
- When children of one particular clan/tribe suddenly stop going to school
- When members of opposite tribes meet at the waterpoint , they don't greet each other
- When people suddenly start emphasizing their cultural practices and also insist on speaking their own mother tongue
- When men organize secret meetings at night without involving the women
- When young people come home late
- Self-isolation of elders (men) and meetings done in hidden or secret places

Who are being warned?

- Potential victims and those who are in a position to protect the victims are usually the first group to be warned
- Potential perpetrators could be warned in order to deter them from executing the plans
- Community leaders (can organize meetings to diffuse tension and put off the potential violence)
- Potential regional actors such as AU,
- International community should be informed so that they help the parties explore non-violent measures of expressing the conflict or prepare for the possibility of humanitarian disaster
- Policy makers, intelligence systems, media and security machinery

Advantages of Early Warning

- It helps prevent disputes, unnecessary deaths, escalation of conflicts and suffering
- Reduces intervention cost
- Inculcate a culture of conflict prevention in women where we are alert to problems as open to early warnings
- Develops women institutional capacities in peace building
- It enables early preparedness amongst women in the community
- It helps in enabling information to be collected in a systematic way/fashion
- It allows a systematic tracking of conflict trends

Characteristics of Early Warning

- ❖ Early warning must be true
- ❖ Early must not only be correct but give sensitively and soberly
- ❖ Early warning should be aimed towards prevention of conflict
- ❖ Early warning should be able to be understood by all the conflict actors.

Note:

- ❖ That early warning signs are always present in society, warning of the likelihood of danger or conflict or disagreement
- ❖ That early warning signs communicate a real possibility of potential disaster
- ❖ That early warning signs must never be ignored
- ❖ That ignoring early warning signs leads to suffering and regret.

challenges of Early warning

- The system is made less effective by a duplication of actions by the wide range of organisations involved in early warning and early response
- Recent research on regional organisations suggests that the key constraint facing early warning systems is not lack of quality data, but rather organisational weaknesses and internal political divisions
- early warning systems is that they have not yet been effectively transformed into a preventive response
- There are problems bringing the information gathered back to the communities who may be able to respond to the threat of violence
- Often civil society organisations end up playing the dual role of warning and response, although sometimes they lack the capacity to record and respond effectively

Peace Indicators and Early Warning Indicators

Peace indicators following Security sector <ul style="list-style-type: none"> • Portion of GNP spent on social welfare compared to military expenditures • Refusal of incitement to violence • Free assembly of people • Creation of community peace structures 	Early warning indicators following Security sector <ul style="list-style-type: none"> • Riots and demonstrations • Disappearances • Systematic rape • Political detainees • Arrest or detention • Killings in violation of the rules of war (civilian or combatants)
Peace indicators following Social Sector <ul style="list-style-type: none"> • Freedom of thought, belief, religion, speech, and media • Level and type of social interaction, intermarriage desegregated education • Family reunification 	Early warning indicators following Social Sector <ul style="list-style-type: none"> • Censorship, spying, religious persecution, self-censorship, silence • Low level of social interaction • Sectarian organisation • Economic and employment discrimination • Use of media for hate –inciting propaganda.
Peace indicators following Political Sector <ul style="list-style-type: none"> • High level of public political participation • Cross-communal political parties • Fair and free elections • Political representation • Freedom of movement 	Early warning indicators following Political Sector <ul style="list-style-type: none"> • Low level of public political participation • Sectarian political parties • Emergency rule in parts of a countries • Deprived of one's nationality or to be exiled
Peace indicators following Judicial Sector <ul style="list-style-type: none"> • Rule of law. • Human rights legislation • Judicial freedom from political interference. • Equality under the law. • Repeal of discriminatory laws. • Prosecution of war criminals. 	Early warning indicators following Judicial Sector <ul style="list-style-type: none"> • Political interference in the Judicial Process. • Equality under the law. • Use of discriminatory laws.
Peace indicators following Economic Sector <ul style="list-style-type: none"> • Progress in addressing economic grievances. • Reduction in level of poverty and unemployment • Fair distribution of land, goods and services 	Early warning indicators following Economic Sector <ul style="list-style-type: none"> • High level of Poverty • Unfair distribution of land, goods and services

Peace indicators following Physical and psychological health Sectors <ul style="list-style-type: none"> • Low population mortality • Few injuries / death caused by weapons • High nutritional status • Refusal acts of violence • Participation in society affair 	Early warning indicators following Physical and psychological health Sectors <ul style="list-style-type: none"> • Population mortality • Injuries and death caused by weapons of war • Desire for vengeance. • Prevalence of depression
Peace indicators following Environmental Sector <ul style="list-style-type: none"> • Inter-communal management of natural resources. • Inter-communal sharing of natural resources. 	Early warning indicators following Environmental Sector <ul style="list-style-type: none"> • Refusal access to natural resources • Presence of army • Burning of grass • Destruction of wells • Fencing off areas • Refusal access to field to plant or weed or irrigate

SUBJECT 1.7: EARLY RESPONSE

Early Response is the development of strategic responses to anticipated escalation of violent conflict and the presentation of options to critical actors (national, regional, and international) for the purposes of decision-making and preventive action. Planning integrated responses to early warning needs to be an inclusive and strategic process. A sustainable and implementable plan is one that is owned by different groups and that addresses the agendas/mandates of organizations operating in a given region.

Purpose:

To develop strategies for responses to early warning.

Objectives:

- ❖ To define early response and conflict prevention.
- ❖ To identify entry points for response
- ❖ To define priority response options for key targets

What is an Early Response?

- ❖ Early response systems refer to timely and appropriate prevention initiatives, usually undertaken during dormant stages of perceived potential violent conflict
- ❖ Early response is the process of using information gathered from early warning systems to design action aimed at preventing violent conflict. The action could be the development of a policy or programmes. It involves the developing of strategies to prevent conflict at different levels using specific entry points

- ❖ Any initiative that occurs in the latent stages of a perceived potential armed conflict with the aim at reduction, resolution or transformation.
- ❖ Early Response is the development of strategic responses to anticipated escalation of violent conflict and the presentation of options to critical actors (national, regional, and international) for the purposes of decision-making and preventive action.

Characteristics of Early Responses:

- ❖ Responses and interventions can include direct prevention mechanisms, including preventative diplomacy (diplomatic persuasion to prevent armed conflict);
- ❖ Responses are incentives and sanctions to influence the behaviour of key conflict actors and to alter conflict dynamics;
- ❖ Responses can be inform of peace-making dialogue to get conflicting parties to talk, to build up trust and to transform relationship
- ❖ In early responses, there are also proposals for early intervention through a 'new form of structured 'quiet', behind the scenes, mediation by trusted interlocutors, empowered by the international community' to prevent conflict
- ❖ Responses and interventions can also include structural prevention, which involves long term interventions that aim to transform key socioeconomic, political, and institutional factors that if left unaddressed, could lead to violent conflict in the future

Types of Early Responses

1. Community participation of stakeholders (bottom-up)

Re-building of community infrastructure where conflict took place.

Trauma Healing and Tolerance reduction programme

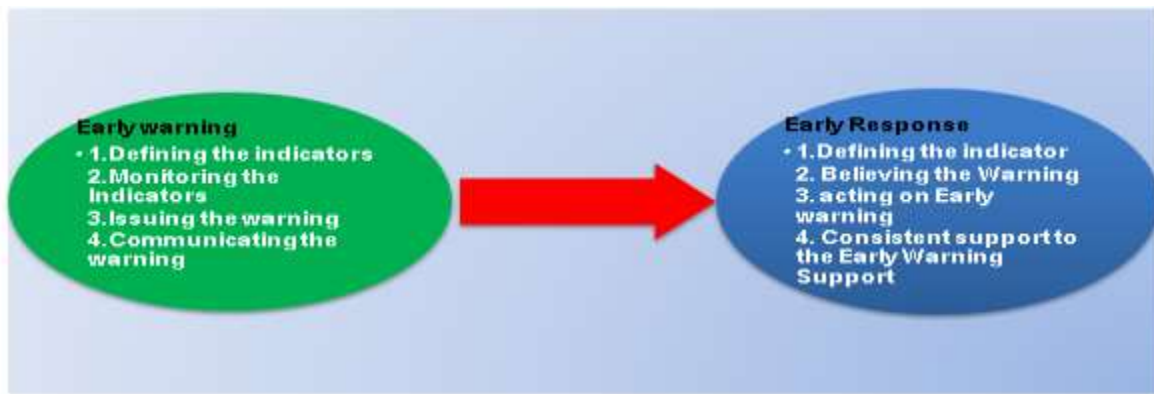
2. Formal Intervention (Structural-giving avenues of responding through worldbank, ICC)

Diplomacy for reconciliation through inducements and conciliation or military engagements through peacekeeping, observation missions and peace enforcement. Development Aid and Direct active peace building through mediation and negotiation leading to accords and agreements or sanctions, amnesties etc

3. Informal intervention through strategic planning eg

Provides deeper understanding of a situation through workshops, assemblies and conferences to learn basic skills in negotiation so that all can work towards peace. Share vision-envisioning peace in the future for conflicting parties. Psycho-social recovery process to conflict trauma

Difference Between Early Warning and Early Response



Facilitator Notes

Ask the participants in buzz groups of two or three each, to discuss their understanding of early warning. After 10mins ask the groups to describe to the plenary in summary what early warning means to them. Write the responses on the flip chart.

Divided the participants into groups to discuss the advantages of early warning. They may refer to the conflict debate above. After 20mins, have the groups present their work in the plenary and allow discussions. Conclude by sharing with the participants **the advantages of early warning as discussed in the training manual content.**

Or

Example of how to design Early Warning indicators.

Begin by asking the participants what the early warning indicator is, get the response from few participants. Some response can be an indicator, shows the way, show the correct way

Mount the maxis for Abdi and Amina on the wall side. Ask participants to look at the maxis. Tell them the story of Amina and Abdi that Abdi and Amina were married. Three months after the wedding Amina developed morning sickness. Pause and ask participants what would you advise Abdi allow responses then say neighbours advised Abdi to take her to the hospital for pregnancy test. The morning sickness was an indicator that Amina was pregnant. It pointed out that a baby would be born. Two months later, Amina got fatter. What would you have advised Abdi at this point? Abdi should not worry; pregnancy is going on well. On the 7-month Amina began to rest a lot, what do you have advised Abdi? Get responses and say Amina should not be overburdened with work. One morning Amina started feeling pain. What would you advise Abdi? Get response and say take her to the hospital quickly she is about to deliver. Conclude by saying that one will notice that each indicator there was a corresponding action. Similarly, early warning must lead to early action.

Ask participants and put them into groups

1. What are the early warning indicators in conflict
2. Suggest the qualities of conflict in each early warning indicators.
3. Allow discussions and conclude the session by giving input from the training manual information

Material for Module One-is adapted from:

Useful Tools for Conflict Analysis

There are a wide range of tools which can be used to analyze the various aspects of conflict. If possible, a variety of tools should be used to carry out in-depth conflict analysis. The three tools proposed in this section have proved to be useful to carry out conflict analysis and inform planning, monitoring and assessment stages. These tools could be used when undertaking baseline surveys, partner meetings, field visits, programme reviews, etc. All the tools presented in this section were previously used in CEWARN and tested by the Peace-Building LPCs in various field visits carried out.

1. Using Photographs to Initiate Conflict Analysis

Using Photographs to Initiate Conflict Analysis

Photographs can be useful tools to initiate a conversation about what is happening in an indirect manner. They allow participants to take a step back from the issue if it is too close to the reality they live in. Photographs help people to talk about what they feel or see, without interfering with their personal situation. Photographs can be a useful tool when a PO is meeting a group for the first time or if the group is getting together for the first time.

Questions that Can Help in a Group Discussion on conflict analysis

Select a photograph of your choice. Make sure it refers to the context where the programme is located and is culturally appropriate.

Taking the photograph above as an example, and assuming that what we see in the picture is a violent act, then you could ask participants the following questions:

- 1) What do you see?
- 2) Where do you think this happened?
- 3) What do you think has happened here?
- 4) What are people doing? Are they all involved (including both men and women)? How?
- 5) What roles are people playing in the picture? What are they doing?
- 6) Assuming this is a violent act and not an accident, why do you think this happened? Could this have been prevented?

Photographs and questions can be useful to initiate conflict analysis. Responses can be written down on a flip chart and can be used to explain how conflict analysis works.

Suggested Reading

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MODULE 2: PEACE BUILDING

I) MODULE INTRODUCTION

Peacebuilding is defined as a process intended to resolve current conflicts and prevent future conflicts by addressing the causes of the problem and building a comprehensive strategy to encourage lasting peace. Successful peacebuilding not only stops or prevents violent conflict, this module focuses on community capacity building, empowering women, involving youths in peacebuilding, media peace building, promoting community cohesion. The proposed peacebuilding activities rely heavily on the findings from KIIs. This manual, peacebuilding is community centred, relationship building, and a participatory process. Peacebuilding may take the form of activities designed to increase tolerance and promote coexistence, or activities may address structural sources of injustice or conflict.

II). MODULE DESCRIPTION

This module on, peacebuilding covers a broad range of measures, activities and interventions implemented in the context of post-conflict situations and which are explicitly guided and motivated by a primary commitment to the prevention of violent conflict and the promotion of a lasting and sustainable peace.

III). TARGET

- Stakeholders working in or on fragile and conflict-affected states and stakeholders involved in programming in these contexts, from both a donor or host government perspective.
- Civil society actors.

- Researchers and policy-makers will find the sections on policy frameworks, case studies and recent evidence from the literature particularly useful.

IV). PURPOSE

- The guide's aims to help stakeholders in peacebuilding mission to conduct conflict analysis and where possible, find opportunities to contribute to peacebuilding by addressing the root causes of conflict.
- It aims to prevent the outbreak, escalation, continuation and recurrence of violence, so can take place before, during and after conflicts.
- Peace building aims to change or transform negative relationships and institutions while strengthening national capacities at all levels in order to better manage conflict dynamics, support the cohesiveness of society.

V). LEARNING OUTCOMES

- The learners will be able to recognize individual, community reactions to conflict and develop strategies for effective responses on time
- The learners will be able to lead a range of conflict transformation processes in the community to prevent future conflicts
- Knowledge in peacebuilding will Increased their understanding of peacebuilding activities such as dialogue

VI). COURSE CONTENT

The module entails the following units What is community Capacity-building in peacebuilding, Youth and peace, Peace education, Peace Media, Building Community Social Cohesion and Women for Peacebuilding.

Facilitators Notes

Ask the participants what they understand by peacebuilding.

What does peacebuilding involve?

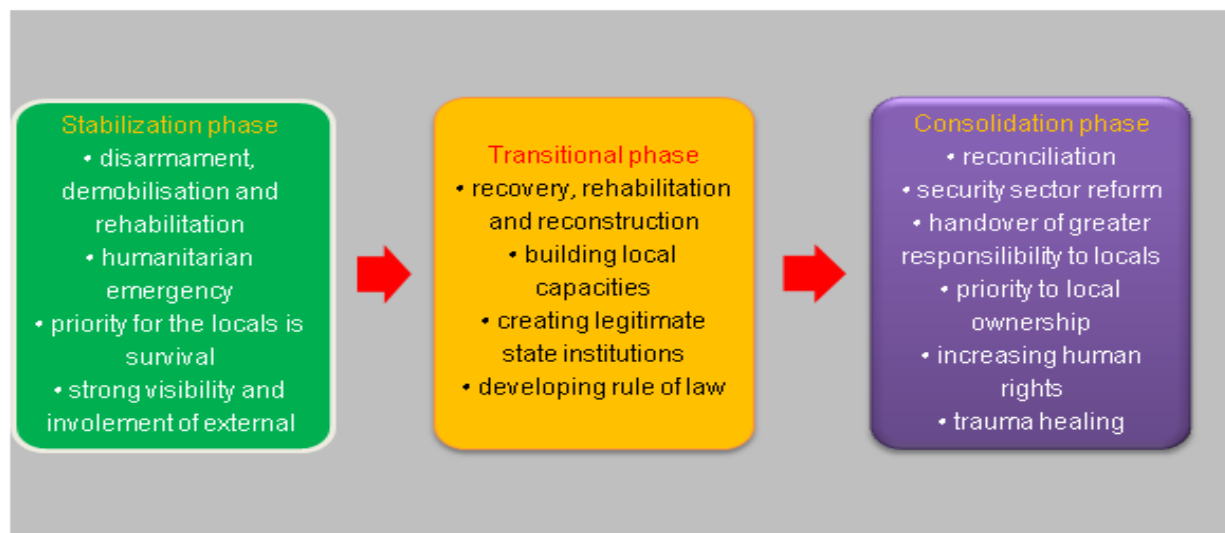
- Some of the ways in which this can be achieved are through:
 - Capacity building in peacebuilding
 - Community empowerment by engaging youths in peace building
 - strengthening community social cohesion
 - including peace education in curricula
 - creating free and inclusive media
 - making development programmes in conflict areas more sensitive to conflict dynamics

How is Peacebuilding Conducted in various levels?

Overall, peacebuilding means working on conflict with the intention to produce peacebuilding outcomes. This can be done at three fundamental levels of impact:

- Vertical social cohesion by enhancing state and society relations; addressing the mechanisms that connect state institutions with local communities and individuals

- Horizontal social cohesion by building bridges within and among divided groups at the community level; and strengthening positive relationships, building capacities to respond to effects of violence,
- Individual capacity contributions by helping individuals engaging at all levels to anticipate, manage, mitigate, resolve and transform violent conflict, to be resilient to its impact & engage in inclusive social change processes and deals with impacts of violent conflict, and addressing the causes of conflict.



SUBJECT 2.1: CAPACITY BUILDING IN PEACEBUILDING

Introduction:

Capacity building in peacebuilding refers to efforts to strengthen governments, institutions, systems and individuals to meet the challenges of sustainable peace. Activities include training and non-formal education to strengthen capacity with particular attention paid to inclusion of women and youth in the community. This information focuses on both the capacities of the public sector and civil society organizations to monitor and promote peace building.

Purpose:

Community capacity building aim to:

- Building the skills and confidence of individuals and groups
- Enhancing community decision making and problem-solving processes
- Creating a common vision for the future
- Implementing practical strategies for creating change
- Promoting inclusion and social justice

Target:

- NGOs, Community social workers, Peace Elders, political leaders, women and youth groups, FBOs, CBOs

Rationale:

- Training and workshops can be important spaces for shifting personal attitudes towards conflict. Bringing people together for joint workshops can be a peacebuilding intervention itself. Can easily be combined with other activities designed to influence individual attitudes and behaviors.

Learning outcomes:

At the end of the training the participants will be able to:

- Develop new skills from capacity building for peacebuilding
- Enhance diverse, inclusive community participation
- Expand youth and women leadership base in their communities
- Strengthen their skills in building community capacity in peacebuilding
- To share understanding and vision with a common community agenda in peacebuilding
- They will be able to create effective community organizations and institutions and promote shared resource utilization by the community

Trainer's notes

What is community capacity building?

Community capacity building is about promoting the capacity of local communities to develop, implement and sustain their own solutions to problem in a way that helps them shape and exercise control over their physical, social, economic and cultural environments.

Characteristics of community capacity building

- First it is a continuous process. Community capacity building should not be about pilot schemes and short-term interventions
- Second, it involves local leadership. Community capacity building should be a bottom-up approach that is community led and it is important to consider who is included in the "community" that is leading the process. Who is excluded from community leadership? Whose voices are missing from community debate?
- Third, if community capacity building is a community-led, bottom up approach, then it is important that the communities take responsibility for their own development.

SUBJECT 2.3: YOUTH AND PEACEBUILDING

Introduction:

Prolonged conflict on youth affects their identity formation in society. Engaging youths in peacebuilding efforts serves to address their feelings of fear, isolation, hopelessness and stigmatization, and in turn, contributes to the overall peace and security of the community. The course has been created with a goal of strengthening participants' capacities and confidence when it comes to generating solutions in the community. This manual seeks to engage youth in the problems that affect their particular community the following ways involving young people as Participants, as Partners for Peace, as Leaders in peace building.

Rationale:

Young population offers an opportunity for innovation, development, and economic growth, but today's young people are confronted with violence and armed conflict. They face stigma where they are viewed as either perpetrators or victims of violence is very common. This training manual focuses on an alternative viewpoint: one in which youth are recognized as positive agents of change and as advocates for peace.

Purpose:

- To equip the participants with practical peacebuilding tools, guidance on how and where to start and how to work effectively with partners involved in peacebuilding through involving youths in the development programmes.
- To effectively empower youth, promote their competencies and resilience and positively affect their social roles.
- Gain a thorough understanding of the role of youth in peacebuilding during and post-conflict.

Target:

- **Youths ToTs** already working or interested in engaging with others in the fields of peacebuilding and political decision-making.
- **Youth partners, such as decision-makers, politicians, and civil society members**, who are interested in taking an active role in youth empowerment and working with and for young people

Learning outcomes

The course will enable:

- ❖ ToTs from community to better understand the current situation of youth in complex contexts, their needs, challenges and potential,
- ❖ to explore possible entry points for young people's involvement in peacebuilding activities
- ❖ the course provides participants with the opportunity to develop strategies for youth empowerment
- ❖ they will be able to serve and enhance basic skills that are critical to successfully contribute to peacebuilding processes.

Trainers Notes

Group discussion questions

- How can your country leverage on youth engagement to uproot conflicts in their communities?
- Discuss various strategies that can be applied to give people the opportunities they need to become agents of peace?
- How do you build trust between the youths and government?

This manual gives a justification why the youths are key in Peacebuilding in the three clusters. Justifications for training the youths on peacebuilding.

- **Young people are future-oriented.** Peace depends on whether the next generations accept or reject it, how they are socialized during the peace process, and their perceptions of what that peace process has achieved.
- **Young people are open to change.** Young people have a greater potential of having inclusive, compassionate and dialogic worldviews while adults often have set dogmatic discourses

- **Young people are knowledgeable about their peers' realities.** Young people know the needs that exist among peers based on their own experience and close contact with
- **Young people are courageous.** Young people in conflict situations are less risk-averse. They can either react and create their own future or keep quiet and give up
- **Young people are idealistic and innovative.** Young people have historically been the vanguard of social change. Young people often have the creativity, initiative and time to develop more peaceful ways of being together

Best Approaches to Involve the Youth in Peacebuilding

- Young People's Participation in Peacebuilding should serve as a base from which to mainstream youth in peacebuilding.
- Society organizations and peace building programmes should be conflict sensitive by ensuring young people and youth organizations are consulted and represented of their broader communities and societies. This engagement must occur across peacebuilding processes in general and not limited to youth-specific issues.
- Include male and female youth leaders or youth led organisations (at the national level) to hold positions on the National Steering Committee to represent and reflect the populations that interventions intend to serve.
- Prioritize programmes that engage youth as active agents of change across all sectors and consider the active presence of youth as a criterion and asset.
- Support such as funding, promotion and facilitation should be provided to civil society-driven efforts that enhance the role of youth in peacebuilding.
- Establishing Mechanisms of feedback report on the role of youth in peacebuilding between community, State and non-state actors.

SUBJECT 2.4: PEACE EDUCATION



Introduction:

Nowadays, violent conflicts pose the greatest development challenges in the world. Children and education systems are often on the front line of these violent conflicts. SECCCI clusters also face the challenge of objectively addressing deeply rooted structural causes of conflicts emanating from historical injustices, climate change and historical land conflicts.

Purpose:

- Seeks to instill in children, young people and others the values, attitudes, behaviors and skills that support peaceful and just relationships.

- May include developing and delivering peace education curricula (formal & informal), training teachers, supporting peace clubs, student conferences and exchanges, and partnering with Ministries of Education to institutionalize peace education ratio
- Peace Education can contribute to social cohesion by teaching principles of unity, good citizenship establishing inclusive curricula and textbooks, disarming history of community conflicts, and bringing different groups together and teaching them to work together peacefully

Mode of Delivery in Peace education

- Common strategy in building a “culture of peace.”
- Can be delivered in a variety of models (in-school, after-school, summer programs,
- Can be integrated with faith values and teachings, as appropriate.

Learning Outcomes

The participants will be able :

- To have inclusive education system that can help to eradicate perceptions of social inequality and exclusion, which may have been a driver of conflict
- To have the potential to shift societal norms and practices in the long-term, particularly when systematically integrated in formal education
- To enable the Participation of stakeholders in school management processes and educational systems rectify grievances over lack of participation, provide a medium to build relationships outside of the school built on trust and cooperation, promote civic action in the community and good governance.

Trainer Notes.

Why it is important to teach peace in education

While education is central to peacebuilding it is important to note that it has two facets.

- ❖ There is evidence to the view that when equitably available, of good quality, relevant and conflict sensitive, education can help promote peace and provide safe environments. On the other hand, when its delivery is characterized with exclusion and inequality, it can exacerbate conflict.
- ❖ Apart from teaching of subjects related to peace and conflict resolution, the revision of school texts on religion, language and history can also contribute to the building of social cohesion, national identity and citizenry

Anticipated Challenges of peace education

- Parents/family typically exerts the greatest influence over their children’s values. A strategy engaging parents and/or the wider community may be needed in order to create a more enabling environment for children and young people to live out the promoted attitudes and behaviors.
- Obtaining institutional buy-in may require a lengthy process; vested interests in conflict or a negative peace may block institutional access.

Trainers notes

What is Peace Education?

Peace education refers to the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully

SUBJECT 2.5 MEDIA AND PEACE

Introduction:

Information is power and insight can impact on public discourse. This way, perceptions can be changed by access to media and journalism can be a great assistance in conflict management and peace building. However, the power they have is also limited, as they will never be able to eliminate armed conflicts altogether. The local radios in conflict areas Community media operates on a local level through traditional platforms such as television, radio and print. In general it serves as a conduit for community information. For example village radio stations air in the radio peaceful resistance against the surrounding violence conflicts.

Purpose

- By incorporating media strategies, however, these programs can reach and potentially influence a far larger audience and it also seeks to influence public opinion by ensuring dissemination of pro-peace messages.
- To provide non-partisan information and balanced news by ensuring conditions for receiving and imparting information.
- Peace media prevent the incitement of conflict through hate messages by creating a platform for all people to voice opinions

Learning outcomes

- It will enable the participants to continue collaborating with one another through a shared network
- improving knowledge of people in peace and conflict relevant issues such as elections, causes of conflict, inter-ethnic understanding, discrimination, truth commissions and war crimes,
- providing incentives for changing behaviour or attitudes,
- countering false images or propaganda from biased media, enabling societies to deal with the past and build a common future.

Trainer Notes

What is Media ?

Media refers to the several mediums or channels used in an organized fashion to communicate to groups of people. Newspapers, radio and television are well-known examples. The Internet and World Wide Web are more recent additions. However, for the purposes of peacebuilding, media encompasses more than just the news and information business so typical of those channels.

Ask the Participants to discuss: How can the media support peace building?

Media have played a destructive role in many conflicts, but media programming can also play a positive role, particularly when integrated into an overarching peace building strategy. Free and independent media can also foster democracy.

Role of Media in peacebuilding

- **Media as Information Provider and Interpreter** The media provide people with important information about their environment
- **Media as Watchdog** The media sometimes acts as a third party 'watchdog' who provide feedback to the public on local problems. Media can bring hidden stories out into the public
- **Media as Gatekeeper** The media can also act as a gatekeeper who sets agendas, filters issues and tries to maintain a balance of views. Media like to portray themselves as 'balanced and fair'
- **Media as Peace Promotor** Media events can be used at the beginning of negotiations to build confidence, facilitate negotiations or break diplomatic deadlocks to create a climate conducive to negotiation.
- **Media as Policymaker** The media has influence on policymakers, particularly as they think about how to prevent and respond to violent conflict. The media is also a tool of policymakers to get across their message
- **Media as Bridge Builder** The media can promote positive relationships between groups, particularly in conflicts over national, ethnic, religious identity
- **Media as Diplomat** Sometimes the media is used to cover diplomatic initiatives and send messages back and forth between sides of a conflict.

Challenges of Peace Media

- Diverse interests of media owners
- Lack of readership/viewership for peace stories compared to those on violence and conflict
- Reluctance by journalists on the grounds that the media should be objective
- Resource constraints
- Legal and regulatory restrictions

SUBJECT 2.6. BUILDING COMMUNITY SOCIAL COHESION

Introduction

Building Social cohesion is also one amongst many interrelated yet distinct terms used to describe processes of strengthening peace and development in conflict-affected and post-conflict communities in the clusters. Cohesion is often viewed as the desired outcome of effective peacebuilding interventions and is inextricably linked in many contexts to the wider scope of democratic governance including thematic topics such as, but not limited to, human rights and social accountability. The local context often determines which term is used based on political sensitivity. Social cohesion is an important determinant of a peacebuilding.

Purpose:

- To create stronger bonds within and across different groups and fosters greater trust in the community.
- To help community, government and civil society organizations at the local level to better understand the relevance of social cohesion and how they can strengthen social cohesion in the community.
- To Enhance gender mainstreaming of social cohesion conflict sensitive considerations across all sectors and community.

Learning Outcomes

- ❖ The participants will be able to identify the need for social cohesion to build peace in the community
- ❖ Gain skills in how to support the community to build cohesion during conflicts and post conflicts
- ❖ Social cohesion subject will enable the participants to build social networks and trust

Trainer Notes

There are three issues which can be seen in social cohesion in the community. A cohesive community is characterized by



What is social cohesion?



Give an overview of various definition of what is social cohesion

- UNDP defines social cohesion as the state of a society's convergence, or the 'common bonds' that unify different people and groups that share space or territory. It comes about when people buy into and interact with each other based on a common set of political, economic and social institution
- UN, a "cohesive society is one where all groups have a sense of belonging, participation, recognition and legitimacy. Such societies are not necessarily demographically homogeneous. Rather, by respecting diversity, they harness the potential residing in their societal diversity (in terms of ideas, opinions, skills, etc
- The World Bank describes social cohesion "as the glue that binds society together, promoting harmony, a sense of community, and a degree of commitment to promoting the common good.

When do you Build Social Cohesion?

- When there is an absence of tension and harassment between people of different cultures, races, ages, faiths and lifestyles.
- When there is mutual understanding and respect between people of different cultures, races, ages, faiths and lifestyles.
- When there is positive inter-personal contact and engagement within daily life between different groups;
- While respecting diversity, there are some shared values between different groups about acceptable/unacceptable behaviours and attitudes.

Reflection questions for group discussion

- ❖ How can trust be re-established by the fighting communities
- ❖ How do you ensure the inclusion of gender issues in social cohesion programming?
- ❖ How trust can be gender-inclusive with gender inclusiveness involving women and men?
- ❖ How do you promote social cohesion without challenging or threatening cultural, religious identity?
- ❖ How is the concept of social cohesion perceived in the community?

SUBJECT 2.7: WOMEN FOR PEACEBUILDING

Introduction

Women's peace building potential have had no significant impact on policies and decision relating to conflicts because of their absence from the decision-making processes and bodies in the region. Most peace processes do not include women, civil society and youth. Priority is rarely given to developing women's individual and collective capacity to address these conflicts and to build stable, peaceful and democratic institutions in Africa.

In order to address peace this subject focuses on women's participation in peace processes. A gender perspective highlights the different roles and needs of women and men during and after conflict. It offers a more accurate and comprehensive basis for any conflict analysis and peace intervention. Without integrating a gender perspective, a distorted and simplified picture of the complex processes involved in 'building peace' is offered.

Objectives

- ❖ To improve the role of women as peacebuilders in cross pastoral communities

- ❖ To create a more conducive environment for women's protection and empowerment
- ❖ To increase women's economic resiliency in the community

Purpose:

- ❖ The focus of this manual is to promote and increase women's participation in peace processes and peace negotiations.
- ❖ Increased involvement of women in national, regional and international institutions and mechanisms aimed at preventing and managing conflicts;

Target:

- ❖ Bilateral and multilateral donor agencies, national and international non-governmental organisations, governmental actors involved in women's empowerment, development, and peacebuilding. actors range from private individuals, academics, professionals, and 'civil mediation/ citizens diplomacy' to international and local non-governmental organizations (NGOs) involved in conflict resolution. local grassroots organizations, local and international development agencies, human rights organizations and humanitarian assistance, train community volunteers, community advocates

Learning outcomes

- The participants will be able to learn that Women's involvement in peace processes brings significant benefits, including a long-term perspective on peace and stability (as opposed to just an absence of formal conflict) and durability of peace agreements.
- That Women's participation is also important to ensure women's rights are addressed.
- The participants will learn that inclusion of gender provisions in peace agreements and newly established constitutions is critical to the emergence of equitable and more inclusive societies in the post-conflict phase

Facilitator notes

Why is peace for women important

- ❖ Evidence indicates that women participants in peace processes are usually focused less on the spoils of the war and more on reconciliation,
- ❖ The women are the ones who held their families and communities together during the worst of the fighting, even while on the run from armies nations consumed by conflict need the strength of their women.
- ❖ Women are known to keep a measure of stability during times of chaos and during displacement.
- ❖ Women as survivors of conflict, as witnesses to violence, as mediators to ending persistent disputes, as guardians of their social community mores and providers for their family when a conflict is raging, all have huge contributions towards breaking the vicious cycle of conflict
- ❖ Women experience war differently than men. They are victims of sexual violence, often used as a systematic tool of war, which has lasting impact on their lives and the lives of their families and communities long after the war is over.
- ❖ they bring a more comprehensive peace plan to the negotiating table by addressing societal needs rather than solely focusing on what will make the warring parties happy.

- ❖ local women from the conflict are vital for creating a lasting peace agreement. This distinction is extremely important because it reveals that female presence provide the key to peace
- ❖ women's groups played important roles in initiatives to end the violence and promote a sustainable solution to the conflict. Women of all political, religious and regional groupings mobilised and spoke out for peace
- ❖ women used their high status in the family to negotiate peace in their communities and managed to use their influence as go-betweens with the warring factions to maintain constructive dialogue.g Mothers can go to the bush to attempt to bring their sons home

Why is capacity building important for women in peace?

- ❖ increases the capacity of women to negotiate, inform and influence peace and transition processes is critical – the more inclusive such processes are, the more likely peace agreements are to endure.
- ❖ -It helps women understand the issues e.g. disarmament, demobilisation and reintegration
- ❖ training them in leadership and negotiation, explaining the technicalities of peace processes, and giving support in drafting documents can build confidence
- ❖ support often contributes to women pushing for more gender-specific goals.
- ❖ It can increase provision of external experts, e.g. female mediators.
- increasing the capacity of women to negotiate, inform and influence peace and transition processes is critical – the more inclusive such processes are, the more likely peace agreements are to endure.
- Information about the technical and logistical procedures and content of a peace process is key Women's activists and women's organisations have to know what themes are under discussion, and when and where formal and informal talks are taking place.
- Information is power and, if women are not kept informed, local women's activists and organisations have difficulty influencing the formal agenda

Role of NGOs in assist women in peacebuilding peacebuilding activities

- Ensure that women play a key role in the design and implementation of post-conflict resolution and peacebuilding activities.
- Support and strengthen women's organisations in their peacebuilding efforts by providing adequate and sustained financial and technical support.
- Strengthen the protection and representation of refugee and displaced women by paying special attention to their health, rehabilitation and training needs.
- End impunity and ensure redress of crimes committed against women in violent conflict and enforce and bring to justice culprits involved in rape as a war crime.
- Establish mechanisms for enforcing and monitoring international instruments for the protection of women's rights in post-conflict situations.

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MODULE 3: CONFLICT PREVENTION

I). MODULE INTRODUCTION

The terms conflict prevention is used in this manual guide to describe a fast-developing field that covers broad areas of intervention: This course module provides the fundamental concepts of Conflict Prevention and helps participants to develop the knowledge and skills on issues of conflict and conflict prevention tools. The course begins with a focus on Conflict Prevention Tools, such as Dialogue, Negotiation, Mediation, collaboration conflict resolution, conflict management which are essential instruments that facilitate proactive conflict prevention and what was collected from the KIs.

This module builds further from the conflict analysis and peacebuilding work carried out in Modules 1 and 2. It focuses on the more operational aspects of third-party interventions, particularly on mediation or 'third-party' interventions. The module begin by discussing the definitions of negotiation, mediation skill and concludes by a plenary discussion looking at lessons learned

II). MODULE DESCRIPTION

This module aims to enable participants to understand, describe, and discuss Dialogue, Negotiation and Mediation, and research and apply International and regional practice skills to address conflict scenarios.

III). MODULE AIM

The aim of this module is to build participants' skills for Dialogue, Negotiation and Mediation. This learning process helps ascertain the quality of policies and programmes, enhance performance, identify good practices and define appropriate standards. Strong evaluations not only help ensure accountability and achievement of outcomes, but can lead to more effective peacebuilding and conflict prevention policies and programmes.

IV). OBJECTIVE

- To discuss the meaning of mediation and negotiation as conflict prevention and peacebuilding tools
- To review some principles and approaches to mediation
- To discuss ways in which individuals and CBOs may work as mediator
- To practice mediation skills

V). LEARNING OUTCOMES

At the end of the module participants should be able to;

- Describe concept of Dialogue, Negotiation and Mediation
- Explain International and regional practices of Dialogue, Negotiation and Mediation.
- Apply Dialogue, Negotiation and Mediation skills to address conflict scenarios.

VI). MODULE CONTENT

- Dialogue, Mediation, Negotiation, Arbitration, Collaboration, Conflict resolution, Conflict management, Skills and approaches as tools of conflict prevention and To review some principles and approaches.

SUBJECT 3.1: DIALOGUE

Introduction

Voluntary process in which parties meet face to face to reach a mutually acceptable resolution of the issue

Ask the Participants

what is Dialogue Dialogue is the ability to resolve conflict through dialogue rather than violence to build order to reach a lasting peace solution, dialogue needs to take place at national as well as community level where the impact of conflict is often felt more harshly.

Purpose

- Dialogue is an inclusive process.
- Dialogue brings together a diverse set of voices to create one voice.
- To bring about sustainable change, people have to develop a sense of joint ownership of the process and become stakeholders in identifying new approaches to address common challenges.

Why Dialogue?

- Dialogue entails learning, not just talking. The process is not just about sitting around a table, but changing the way people talk, think and communicate with one another.
- Dialogue recognizes one another's humanity. Participants must be willing to show empathy toward one another, recognize differences as well as areas of common ground, and demonstrate a capacity for change
- Dialogue stresses a long-term perspective. Other forms of conversation tend to focus on the symptoms rather than the root causes of problems.

Areas where dialogue can make a difference?

- Dialogue can facilitate recovery from crisis.
- Dialogue can help avert violent conflict
- Dialogue can help address environmental concerns.
- Dialogue can assist in conflict resolution. In response to a dispute between rural villagers
- Dialogue paves the way for greater communication and builds trust between the two feuding sides.

Learning Outcomes

At the end of training this course unit, the participants will be able to:

- Be able to acquire skills used in dialogue as well as being sensitive to cultural differences ethnic, religious, or linguistic—as they arise, as they may also undermine the process of dialogue
- Raise awareness for the need for dialogue in the community through awareness campaigns, through various media

SUBJECT 3.2: MEDIATION

Introduction:

Mediation is seeking assistance from a neutral third party to a negotiation process. Mediators have no power to render a decision

Purpose: The goal is to provide trainers with a guide for facilitating a foundation course on conflict resolution for participants in order to increase local mediation capacity.

Target:

- The audiences for this training manual are the trainer as the direct user, and the participants – as recipients of the course

Objectives:

- This course creates an excellent starting point for those who would like to have a solid understanding of the process

Learning outcomes:

- The participants will be able to discuss the meaning of mediation and negotiation as peacebuilding tools and Describe the skills of a good mediator

What is mediation?

"Mediation is a process that promotes the self-determination of participants and in which participants, with the support of a mediator:

- (a) Communicate with each other, exchange information and seek understanding
- (b) Identify, clarify and explore interests, issues and underlying needs
- (c) Consider their alternatives
- (d) Generate and evaluate options
- (e) Negotiate with each other; and
- (f) Reach and make their own decisions. A mediator does not evaluate or advise on the merits of, or determine the outcome of, disputes

Nb Mediation is also often called an Alternative Dispute Resolution (ADR) process. Originally, this meant an

Basic principles of mediation

Mediation includes a concern for suffering, and a desire to bring a human face into the middle of the conflict.

Mediators become involved with and attached to all sides, rather than being detached and uninterested.

Mediators must have a good understanding of the parties involved.

All sides must voluntarily agree to participate in the process and must accept the particular mediator(s).

Mediators must be willing to work with all sides.

Mediation does not aim to find objective truth, but rather to find an agreed solution that acknowledges and is based upon the perceptions and experience of all sides including cultural norms and practices.

Mediators guide and control the mediation process, but must avoid trying to direct the content of discussions.

Mediators must remain unbiased at all times.

Options for resolving the conflict must come from the parties themselves who must 'own' any agreement.

SUBJECT 3.3: ARBITRATION

Arbitration is an alternative to litigation or mediation in order to resolve a dispute. Mediation offers a flexible alternative to arbitration and can be initiated at any time before arbitration commences and even during an arbitration case before it concludes. It helps to minimize the costs and adverse effects to relationships that often arise from conflict disputes. If informal negotiation fails to resolve a dispute, arbitration can often be the next best option in order to avoid litigation in court.

Purpose:

- ❖ Participants will gain an in-depth understanding with a particular focus on arbitration, in order to reduce the likelihood of disputes leading to court cases.
- ❖ This course will develop knowledge and practical skills increasing by understanding the principles of arbitration practice in the field

Learning outcomes

By the end of the subject, participants will be able to:

- ❖ Identify arbitration as the right course of action to resolve a conflict dispute
- ❖ to apply arbitration and Reduce the possibility of disputes leading to legal action
- ❖ Employ arbitration knowledge to negotiate terms

What Is Arbitration?**What Is Arbitration?**

Arbitration involves settling a legal dispute without going to trial. Going to trial can be expensive and time-consuming, meaning arbitration can be advantageous to many people

During arbitration, a third party listens to both sides of a legal disagreement. With the documents provided and the oral statements of each person involved, the arbitrator will issue a resolution. Witnesses will sometimes be called in to provide an oral statement.

Arbitration can be a great way to avoid legal costs, but careful consideration is required to determine whether or not arbitration is useful for a specific legal case.

Advantages of Arbitration

There are many advantages to arbitration

- ❖ **Fairness:** Both for both parties who agree to the arbitrator resulting in a fair outcome, especially when compared to a traditional legal trial in which neither party has control over the jury or judge selection.
- ❖ **Timeliness:** A legal resolution through arbitration is much quicker than waiting for a trial date.
- ❖ **Cost:** Arbitration does not include expert witnesses or require as much legal preparation. Both parties often split the cost of the arbitrator, meaning the process is much cheaper.
- ❖ **Confidentiality:** The arbitration legal process is more private than a trial.
- ❖ **Finality:** There is a level of finality to the arbitration process. Because it cannot be appealed, both parties can move on following the outcome.

Disadvantages of Arbitration

- ❖ **No Appeals:** The arbitration decision is final. There is no formal appeals process available.
- ❖ **Lack of Cross-Examination:** The arbitration process generally includes documents and not witnesses, voiding the ability to cross-examine.
- ❖ **Lack of Evidence:** Because arbitration is not evidence-based, you entrust the experience of the arbitrator to make the right legal decision.
- ❖ **Not Public:** There is also a lack of transparency, which is not the case in public courtrooms.
- ❖ Arbitration is adversarial, thus it generally does nothing to create win-win solutions or improve relationships. Often it escalates a conflict;
- ❖ In addition, arbitration takes decision making power away from the parties. This results in a resolution of the current conflict, but does nothing to help the parties learn how to resolve their own conflicts more effectively in the future, as does mediation.

SUBJECT 3.4: NEGOTIATION

Introduction

Peacebuilding is a constant negotiation process. Negotiations do not stop after the conclusion of a peace agreement; peacebuilding goals and practice continue to be negotiated at every step of policy making.

Purpose

Learning Outcomes

Trainer Notes

What is negotiation? Why do we negotiate? and What do we negotiate?

Negotiation is the process of back-and-forth communication aimed at reaching agreement that is mutually acceptable with others when some of your interests are shared and some are different. People from different cultures may use different styles and approaches to negotiation.

Or

Negotiation is a method by which people settle differences. It's a process by which compromise or a agreement is reached while avoiding argument and dispute.

Advantages of Negotiations

- Negotiation requires active participation by both parties. They must agree to participate Without the cooperation of both parties, there can be no negotiation
- The decision to negotiate is based on a party's needs and interests and not on the law Negotiation offers the parties complete flexibility
- The parties can establish their own timetable and are not bound by the artificial constraints established by someone else The parties establish their own rules
- Negotiating an agreement will guarantee that transaction costs will be dramatically reduced
- The parties are not required to reach an agreement
- The parties control the process and the outcome

Disadvantages of negotiation

- While negotiation is a great starting point in the dispute resolution process, there are some disadvantages of negotiation that **limit its effectiveness** in some situations. For example, while the ideal outcome of negotiation should be to find a win-win strategy that will work for everyone, some parties enter negotiations solely hoping to make the other party suffer, even if that means agreeing on a lose-lose situation.
- Parties entering negotiations in bad faith is only one potential disadvantage that can occur in negotiations. In cases like this, negotiation might not be the best form of dispute resolution for the parties
- parties should have equal power in a negotiation, but when one party has drastically less power, this can make negotiations problematically **one-sided e.g a poor man with no lawyer**
- Unlike court decisions or binding arbitration, negotiations are voluntary, which means either party can **leave the negotiation** at any time. While this is usually a good thing because it provides a level of trust and dedication to the proceedings, it can also cause problems.
- Negotiation can be used as a stalling tactic and these can all **harm one or more of the negotiating parties**. For instance, a company could negotiate with a potential competitor about how to share a limited resource

Stages of Negotiation

In order to achieve a desirable outcome, it may be useful to follow a structured approach to negotiation

- **Preparation** Before any negotiation takes place, a decision needs to be taken as to when and where a meeting will take place to discuss the problem and who will attend to avoid further conflict and unnecessarily wasting time during the meeting.
- **Discussion:** During this stage, individuals or members of each side put forward the case as they see it, i.e. their understanding of the situation. Key skills during this stage include questioning , listening and clarifying
- **Clarifying Goals:** From the discussion, the goals, interests and viewpoints of both sides of the disagreement need to be clarified

- **Negotiate Towards a Win-Win Outcome:** This stage focuses on what is termed a 'win-win' outcome where both sides feel they have gained something
- **Agreement:** Agreement can be achieved once understanding of both sides' viewpoints and interests have been considered
- **Implementing a Course of Action:** From the agreement, a course of action has to be implemented to carry through the decision.

SUBJECT 3.5: COLLABORATION

Introduction:

After decades in which the fields of nonviolent action and conflict resolution have evolved separately, new reports underscore that they need to collaborate to prevent social conflicts from turning violent and to build more inclusive societies.

What is collaboration?

Collaboration is a technique used in conflict resolution. Collaboration occurs between people or communities with common goals, values, or beliefs and how each person can contribute to help in a larger effort. Collaboration is team oriented. Collaboration is all about a good working relationship that appreciated differences in others.

Therefore, Collaborating is generally the best-case scenario because it seeks to find a solution that satisfies all parties involved in a conflict, dispute and is viewed as a "win-win" for those involved.

Purpose of collaboration:

- To allow collaboration by making sure that both sides are satisfied in a conflict resolution.
- To allows participants to be able to surface concerns in a non-threatening way and think imaginatively.
- To enable conflicting communities or people involved to move forward from conflicts and gain a history of successful interactions.
- To build habits of working with others instead of antagonistically can revolutionize personal and professional relationships.
- To reduce the stress of conflict that can lead to more enjoyable interactions with others.

Advantages of Collaboration:

- The main advantage of the collaboration is that it makes all involved parties feel as though they are valued enough to have their concerns considered.
- Collaboration in conflict resolution generally involves having leadership listen to the concerns of both sides to make sure their issues are understood.
- It gives conflicting communities a platform where they can express their concerns and work toward "win-win" solutions can strengthen relationships and create greater respect among them as they begin to understand each other's viewpoints more fully.

Disadvantages:

- ❖ The primary disadvantage of the collaboration is that it is not always easy to implement. It also generally takes a lot of effort to get to an actionable solution.

Key Takeaways

- Collaboration skills enable you to work toward a common goal with others.
- Most work environments require collaboration, so these skills are essential.

Practice exercise.

How do people normally behave or respond in conflict situations/ ask participants to write and talk about how people usually respond to conflicts.

Group questions

Participants are asked during the training session where avoidance resulted into destructive conflict than ever before or resulted into a transformation.

When do people behave in such a manner?

When can collaboration be used? When both parties are deeply convinced of their common needs or have relatively the same bargaining power

What is the consequence of people having such domination or competitive attitude?

When does such an attitude happen? When competing risks damaging the relationship of the conflicting parties or when both parties have the same or equal bargaining power and no party is stronger to win the

Other.

SUBJECT: 3.6 CONFLICT RESOLUTION

Introduction:

The process of conflict management is the foundation for more effective conflict resolution. A distinction between conflict management and conflict resolution is, however, needed as a starting point as the concepts often are confused or integrated in an inappropriate manner. Conflict resolution refers to the resolution of the underlying incompatibilities in a conflict and mutual acceptance of each party's existence, while conflict management refers to measures that limit, mitigate and/or contain a Conflict without necessary solving it.

Conflict Resolution

In this training manual, it is believed, that people cannot compromise their fundamental needs, but conflict parties can transcend conflicts if they can be helped to explore, question and reframe positions and interests. Conflict resolution aims to move parties from destructive patterns of conflict to positive constructive outcomes. Conflict resolution must be done by skilled but

powerless third parties working unofficially with the parties in conflict to foster new thinking and new relationships. Conflict resolution is a way for two or more parties to find a peaceful solution to a disagreement among them. The disagreement may be personal, financial, political, or emotional.

Purpose

- This course focuses on teaching people how to help themselves by bringing people together to support each other through conflict resolutions and conflict management

Learning outcomes

At the end of the training the learners will be able to

- Understand conflict and Explore alternatives conflict resolutions
- Communicate with the opposition and Brainstorm possible resolution
- Learn, Practice and follow a process of resolving conflict.
- Become more confident in handling interpersonal and common workplace conflict
- Find out their own preferred style of resolving conflict and become aware of the different styles of resolving conflict.

Modes of Conflict Resolution

A model for understanding individuals' responses to conflict was developed in the mid-'70s that is still used today for developing an appropriate response to conflict. The five modes are competing, accommodating, compromising, collaborating, and avoiding conflict prevention.

Accommodating: Accommodating mode denotes low assertiveness and high cooperativeness. Accommodating people will give in to other people's needs and be very reluctant to stand up for their own. Accommodating people tend to shy away from conflict and prefer to do what they are told rather than continue an unpleasant interaction. They perceive conflict as lose-win.



Avoiding mode denotes low assertiveness and low cooperativeness. Avoidant people neither accede to others' needs nor assert their own. They remain above the fray and refuse to engage in conflict. They often are perceived as diplomatic. In reality, they perceive conflict as lose-lose.



Compromising: Compromising mode denotes moderate assertiveness and moderate cooperativeness. Compromising people try to arrange middle-of-the-road compromises without treating situations in depth, meaning that conflicts end with no one getting their needs fully met.



Competing: Competing mode denotes high assertiveness and low cooperativeness. Competitive people will be aggressive about getting their needs met while being unresponsive to others' needs. Competitive people tend to use their perceived power or throw their weight around. They perceive conflict as win-lose.

SUBJECT 3.7: CONFLICT MANAGEMENT

Introduction

In this training manual, violent conflict is seen as an ineradicable consequence of values and interests between communities. Therefore, conflicts cannot be resolved but only managed and contained. Rather than advocating methods for ending conflict, conflict management focuses on how to deal with conflict in a constructive way, to bring opposing sides together in a cooperative process. Conflict management is done by outsiders: powerful actors that intervene, who have the power and the resources to put pressure on the conflict parties.

Purpose

- ❖ to diagnose long-term underlying causes and drivers of social conflicts within and between communities in any concrete situation they may encounter and apply management style of conflicts

Target

Learning Outcomes

- ❖ the participants will be able to apply conflict management strategies such as avoiding in a conflict sensitive way.
- ❖ they will be able to integrate and appropriately apply broad range of theoretical concepts in resolving conflicts.

Trainers Notes

Ask participants what is Conflict Management?

- ❖ Conflict management according to Fred Tanner has defined conflict management as the limitation, mitigation and/or containment of a conflict without necessarily solving it.
- ❖ Peter Wallensteen's and Niklas Swanström's definition is that conflict management should imply a change, from destructive to constructive, in the mode of interaction.
- ❖ William I. Zartman has argued that conflict management refers to eliminating violent and violence-related actions and leaving the conflict to be dealt with on the political level.

Five styles of Conflict Management

Forcing - the person who uses this style is primarily oriented towards the objective he wants to achieve and does not pay attention to his attitude. This style is based on force; all means to achieve the proper goal are used. It is a style that leads to win or lose. Forcing can be useful in situations in which it is required to make a quick decision or when somebody is hesitant to cut the knot.

Giving in - opposite of forcing. The person who yields is neglecting his own task in favor of the other. The yielding is applied in situations in which you are trying to get points with the other demonstrating your good side or in a situation in which the issue is not of significance for you, while it is very important for the others. In yielding the attitude is considered more important than the task itself.

Avoiding - the person who avoids solving a conflict is not oriented neither towards his talks, nor his attitude. He simply does not enter into conflict. It happens in situations in which it is considered that the issue is not important. Or in situations in which it is so much tense that it is cleverer to wait for the situation to calm down. Avoiding means diplomatic avoiding, postponing or withdrawing from threatening situations.

Discussion and cooperation - contrary to avoiding. A person who cooperates is ready together with the other person to invest time, money, energy in concentrated work towards solution.

Looking for compromise - means looking for acceptable completion of the tasks and professional attitude. Both parties cooperate to come to a solution. The compromise is applied in situations in which the parties have little time, but it is necessary to find a quick solution. Or it is used in situations when other styles did not lead to results.

Use of Military-

Conflict management on the other hand, involve tactics that are enforced when violent conflict is deemed likely conflict management or imminent (crisis management), but before a situation escalates into war. Conflict management can be enforced, as soon as the conflict has been identified by the actors, as an effort to reduce tension and prevent further escalation. Direct measures, such as reduction of military forces.

Exercise: Conflict management styles

Principle - The trainer gives an instruction for the group to think of situations in which their desires were different than the desires of the others. How do they react in such situations? The purpose of this exercise is to identify from the given statements the possible behavior in a given situation and to mark the attitude that is most close to their behavior. The answers are given as A and B and the participants respond by marking the right answer without consulting each other.

Tools and References

EXERCISE using AOB

What are the consequences of this attitude? Trainees or participants to give personal examples, from their families, at their work places, in commercial matters or those of international character.

Table explaining conflict response behaviors or attitudes.

AOB Framework

Attitude	Objective	Behavior
Avoidance	All of us lose	Retreating, hiding, silence due to fear
Competing	Personal interests	Hot debate, egoism
Accommodation	Opportunity cost for peace	Sacrifice and persistence
Compromise	Both parties accept to lose something	Perseverance
Collaboration	No party feels like losing	Tolerating one another.

Input: Mechanisms dealing with conflict

Present a simple list of 3 mechanisms/systems which are active or could be activated to manage conflicts.

For example:

- traditional and customary system
- legal system
- alternative systems

Before you offer further information on these systems/mechanisms, ask participants to describe what they understand by these terms. Add to their interpretations, if you feel it is necessary. Allow for questions and further inputs from the participants

SUBJECT 3.8: STRENGTHENING TRADITIONAL DISPUTE-RESOLUTION MECHANISMS



Introduction

Existing pastoralist customary mechanisms can promote inter-community negotiation, collaboration, and cooperation. They are known to work best where there are not substantial power differences. They are also low cost, promote a consensus building approach and encourage community self-reliance. Customary institutions are normally understood to be best placed for resolving local conflicts, and often government will support them in this role. However, customary institutions can have a number of weaknesses. Their patriarchal way of working can marginalise women, who may well benefit from decisions made, yet are often not part of the decision-making processes that led to those decisions. This goes against ideas of gender equality and equity. In some places overall authority levels among pastoral customary institutions are also weakening because of societal changes in terms of wealth differences and greater ethnic diversity within communities. Frequently, customary tenure systems have been over-ridden by statutory processes that do not match well with local land and resource use and for example the landscape-level management required of pastoral systems. Community elite may use their positions for personal rather than collective gain. It was in view of this, that it was key to train the community peace elders on enhancing alternative dispute resolution.

Target:

- Community Elders, women leaders, youth groups, FBOs, CBOs, FBOs, project managers working in community, social workers and government administrators.

Objective

- Seeks to mitigate the potential conflicts that escalate to violence by providing a community-based alternative to formal justice systems, through capacity-building in mediation and arbitration; training in gender sensitivity and youth inclusion; promoting awareness and use of these mechanisms; establishing linkages with formal justice systems.
- It aims at enabling societies to develop the knowledge, understanding and skills that empower people to coexist peacefully.
- It focuses on the personal drivers and social structures which underlie violence, rather than simply the immediate (usually political) manifestations of conflicts.

Learning Outcomes

- The participants will be able to resort to traditional dispute resolution and prevent conflicts
- It creates and bring peace in the community

Trainers Notes

Advantages of Traditional Dispute resolution mechanism

- Builds on local resources and traditions that are usually culturally acceptable, often more efficient and accessible than courts.
- These mechanisms often do incorporate restorative approaches to justice, which repair relationships rather than simply deliver punishments.
- Can increase access to justice for persons who lack the resources (financial, educational, etc.) to access formal justice systems

Limitation

- Traditional mechanisms may lack conflict sensitivity, by being biased towards the interests of males, elders, and/or the locally dominant identity group(s). Strong analysis and planning is recommended to ensure that these mechanisms deliver justice in gender-responsive, youth inclusive ways.
- Depending on context, traditional mechanisms may not be available to all identity groups in a community.
- Their decisions are often not acknowledged / respected by formal justice systems.

Tool kit: Training tools

Questions for reflection

If someone loses a house, you build a shelter. If they need water, you dig a well. If their crops fail, you bring all sorts of farming practices to restore their fields. But how do you replace lost trust?

References:

Caritas Internationalis. **Peacebuilding: A Caritas Training Manual**, Caritas Press, 2006. Available in English at: http://www.caritas.org/Upload/P/Peacebuilding_English.pdf, and in French at: http://www.caritas.org/Upload/P/Peacebuilding_french.pdf (also available in several other languages).

Lederach, John Paul. **Building Peace: Sustainable Reconciliation in Divided Societies**. United States Institute of Peace Press, 1997.

Lederach, John Paul. **Preparing for Peace: Conflict Transformation Across Cultures**. Syracuse University Press, 1995.

Moore, C. W. **The Mediation Process: Practical Strategies for Resolving Conflict**. Jossey-Bass, 1996.

Centre for Conflict Resolution. **Skills Development Training for Conflict Transformation**. United Nations Department for Economic and Social Affairs, 2001. Available at:

<http://unpan1.un.org/intradoc/groups/public/documents/un/unpan001363.pdf>

Alternatives to Violence Project: <http://avpinternational.org>

African Centre for the Constructive Resolution of Disputes, South Africa: www.accord.org.za

Applied Conflict Transformation Studies (ACTS), worldwide: www.globalacts.org/index.php

Association for Conflict Resolution (formerly SPIDR), USA: www.acrnet.org

CDR Associates, USA: www.mediate.org

UNEP and UNDP Natural Resources and Conflict – A guide for mediation practitioners. UN Department of Political Affairs and UNEP, 2015 106pp
<https://www.unenvironment.org/resources/report/natural-resources-and-conflict-guide->

mediationpractitioners The primary audience for this guide is mediation professionals and supporting institutions involved in localized or transboundary natural resource dispute, or those engaged in peace processes where natural resources play a critical role. The guide collects and summarizes good practices on the successful mediation of resource conflicts. It also features lessons learned from UNEP's work on environmental diplomacy in different conflict-affected countries, with a particular focus on how to use impartial technical knowledge to equalize stakeholder information in a mediation process.

MODULE 4: CONFLICT TRANSFORMATION

I). MODULE INTRODUCTION

This module introduces you to the concept of conflict transformation and how it differs from conflict resolution, management, and prevention. Conflict transformation is a concept designed to reframe the way in which peacebuilding initiatives are discussed and pursued, particularly in contexts of ethnic conflicts. Transformation happens through the process of empowerment and recognition that is a potential part of every conflict resolution process. Conflict transformation refers to the process of moving from conflict-habituated systems to peace systems. This process is distinguished from the more common term of conflict resolution because of its focus on systems change.

II) MODULE DESCRIPTION

This module has dwelled on Rebuilding, strengthening or establishing positive relationships in conflicts. Where conflicts in pastoral areas have deep roots, are endemic, and have become extremely hostile, a process of reconciliation and relationship building is likely to be a necessary component of project/programme interventions. Creating understanding across groups on the challenges and issues, and potential solutions and opportunities with barriers or hurdles to these. Rebuilding trust between groups for long term solutions. Defining the role of different groups including the state in implementing the solutions such as social cohesion, community policing, post conflict trauma, women empower are captured as post conflict transformation interventions. The Module describes the roots of conflict transformation: the nonviolence approach to conflict. It introduces a number of possible actions to influence conflict directly, chosen from a wide range of possibilities within the scope of key partners committed to building peace and conflict prevention.

III). RATIONALE

Some conflicts require outside intervention in order to be constructively transformed or resolved. This intervention can take many forms and be either formal or informal. Perhaps the best-known form of intervention is mediation, in which a neutral third party may be an individual, a panel, an organization, or even a country that will try to help the disputing parties work out their differences in a mutually acceptable way.

IV). PURPOSE

- To produce a solution that all parties can agree to
- To work as quickly as possible to find this solution
- To improve, not hurt, the relationship between the groups in conflict

V). LEARNING OUTCOMES

At the end of the training the learners will be able to

- Understand conflict transformation and ability to apply the key principles of to transform from conflict and build peace through peace interventions.
- Apply principles, skills, processes, and strategies of conflict transformation in their community interventions program

- Design and lead a range of conflict transformation processes
- Explore alternatives conflict resolutions, Improve the understanding of conflict transformation from conflict resolution objectives
- Learn, Practice and follow a process of resolving conflict. The participants will be able to Engage stakeholders and mobilize support to promote sustainable peace.

VI). Course Content

This module include the following subject content

Post-Conflict Trauma healing, Conflict Reconciliation, Rebuilding Community Trust, Women Empowerment, Community Policing, Violent extremism and Governance

SUBJECT 4.1: POST-CONFLICT TRAUMA HEALING

Introduction:

The subject is a non-clinical psychosocial and protection methodology Trauma healing is a conflict resolution approach in contemporary peacebuilding and conflict prevention in interventions in projects which are focused at entrenching trauma awareness among conflicting communities to be more open to social reconciliation. The approach entails raising awareness to understand what trauma is and how that contributes to the recurrent cycle of conflicts among communities and how it can be prevented. Post conflict can be defined as the period when hostilities have subsided to the level where the displaced people have begun to return according to this training manual.

Purpose:

To raise awareness on Trauma healing and symptoms in post conflict because post trauma Healing can prevent future violence.

Target:

Clan leaders, youths' leaders, opinion leaders in the community, government representatives, women and individual considered as either victims or perpetrators of conflicts.

Rationale:

- ❖ Trauma healing therefore contributes to a deepening process of dialogue, building peaceful relationships between conflict affected groups, negotiated community peace agreements and strengthened improved networking among conflict mediators who respond to conflicts

Learning outcomes:

- ❖ The participants will able to understand fundamentals of trauma healing in the community after a conflict.
- ❖ To be able to support the victims and help them overcome trauma
- ❖ Able to tell signs of trauma effect in the community in respect to recurrence sporadic conflicts.

Trainer Notes:

Note:

Providing support and services in trauma awareness and healing is extremely important particularly during and after intense, stressful situations such as during the period of COVID-19. Individual trauma healing often precedes reconciliation work. Examining these issues and providing adequate training advice requires more time and space than is available in this manual, especially since trauma and how people cope with it are culturally mediated. Some references for materials that explain trauma, responses to trauma and possible support services are listed and will be given out as handouts.

What is trauma? Trauma occurs when an individual experiences an upsetting or disturbing event, for example, being in a car accident, a flood, sexually assault, or the death of a family member.

Common Symptoms of Trauma:

- Nightmares and flashbacks Memories intertwined with emotions.,
- Avoidance behaviours and emotional numbing, such as irritable, sleeps poorly,
- exhibits extreme startle response, and struggles with generalized anxiety
- Dissociation, Individuals experience chronic fatigue, chest pain, respiratory issues, headaches, back pain, muscle soreness,
- Individuals exhibit risky behaviours, can become violent towards others and place self in dangerous environments.
- Feelings of hopelessness, despair, loneliness, and isolation from others

Approaches to post conflict trauma healing:

Three stages that trauma victims move through as part of the healing process: safety, acknowledgement, and reconnection

- The first step for most programs is to provide a safe space. A feeling of safety will encourage victims to open up and reveal details of their ordeal
- Retelling the details of one's story can be therapeutic and allows those memories to be incorporated into the victim's life story.
- When the story is told in the presence of the other, it can lead to acknowledgement, apology, forgiveness, and reconnection.

Benefits of Post Conflict trauma healing:

- Reduction of bitterness and hatred.
- Increased social standing
- Increased focus of victims
- Change of attitudes towards local authorities and decision makers
- Reduced conflict and tension within the family

- Enhanced social status of the trauma victim's family they feel empowered, social satisfaction with their role they play in their community.

SUBJECT 4.2: RECONCILIATION

Introduction:

Reconciliation is a method of bringing closer once again people or families who were split apart or destroyed by massacres, wars, etc so as to rebuild community again. The process of reconciliation has many components namely telling the truth about what happened, repentance, asking for pardon and being forgiven, being charged for and paying reparation.

Purpose:

To articulate the main dimensions of reconciliation in terms of shared truth, justice and security, and how the dimensions are understood through incorporated traditional reconciliation activities by traditional healers and religious acts such as pouring of libation, cleansing ceremonies rituals which has been known to be practiced among African communities as a form of reconciliation.

Reconciliation cannot be considered a distinct program but rather as a process and a goal achieved through a large spectrum of activities addressing different dimensions of peacebuilding. Such activities can take the form of some or all the following components.

Learning Outcomes:

- Both parties and the relationship itself will be transformed such that both parties will contribute to mutual empowerment.
- healing of trauma and memories,
- Those disempowered by trauma, or depression are brought to a new level of reality whereby they achieve a measures of wholeness that gives them a new sense of beginning in the community

Trainers Notes

What is reconciliation?

Reconciliation in this manual involves the socio-psychological restructuring of relations between past rivals to allow healing from the wounds of conflict. This can be achieved through mutual recognition and acceptance, open and free deliberation about the past conflict and by taking responsibility to correct past injustices and wrongdoing. Thus reconciliation refers to building new relations that allow moving beyond the experiences accumulated before and during the conflict.

Various Definition of Reconciliation?

IDEA Handbook defined reconciliation as "a process through which a society moves from a divided past to a shared future,"

Lederach, "Reconciliation is first and last about people and their relationships,"

Chapman, reconciliation, "establishes the framework for new types of relationships," (2002, 1), in particular for "social and political relationships"

Brandon Hamber and Grainne Kelly, "see reconciliation as moving from the premise that relationships require attention to build peace. Reconciliation is the process of addressing conflictual and fractured relationships,"

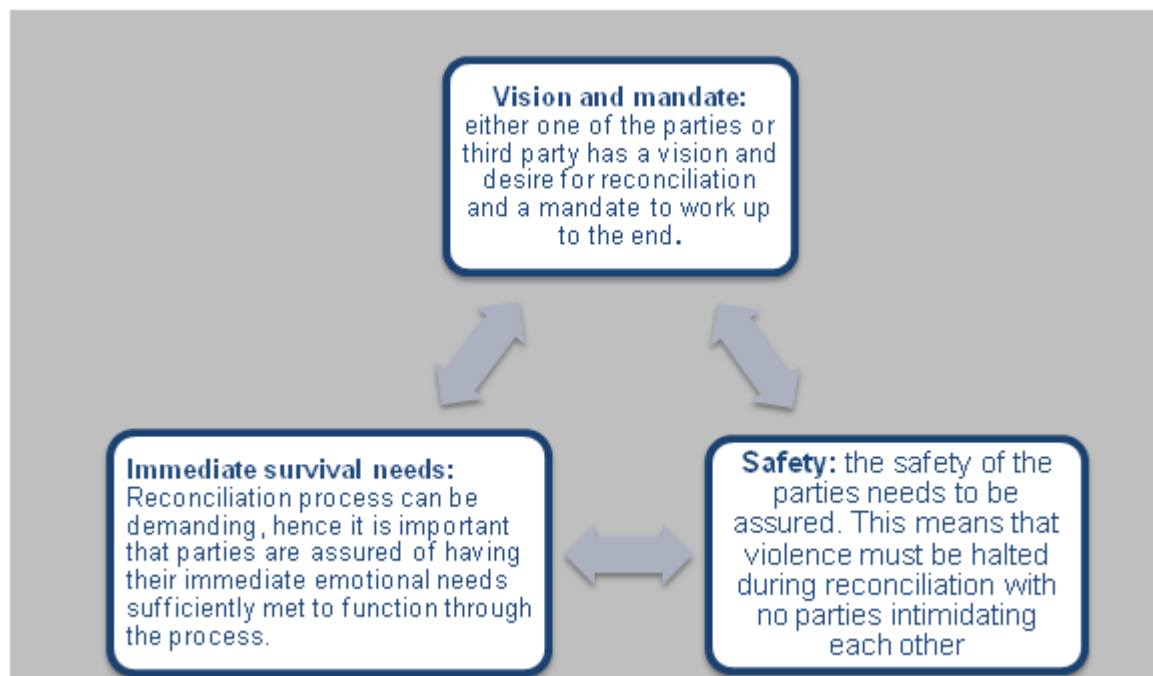
Louis Kriesberg defines the term as, "the processes by which parties that have experienced an oppressive relationship or a destructive conflict with each other move to attain or restore a relationship that they believe to be minimally acceptable,"

Components of Reconciliation:



- A justice process that punishes past violence and deters future repetition; and justice reform that is built on human rights principles, democratic practice, and international legal norms, and that promises fairness in the future
- A process of acknowledging experiences, uncovering unknown events, giving voice to the previously unheard, and addressing interpretations of history: often referred to as truth-seeking or truth-telling
- A process of healing, whereby victims repair their lives by coming to terms with their suffering (something more straightforward to understand at the individual level, but very unclear
- A process of reparation, through real and/or symbolic compensation for loss

Stages required for Reconciliation to take Place



Trainer Notes:

Often people are afraid of reconciliation, because they are afraid they will lose their rightful claim as victims of great injustice, or that they will be asked to forget the act that caused them pain, or lose the hurt that has become so familiar and even comforting. To get beyond these fears, and contemplate reconciliation, we need to first examine some of the dilemmas that reconciliation poses for us. When working with trauma or supporting a reconciliation process, taking a long-term view is critical. Reconciliation, like peacebuilding, is a very long process that needs to be supported throughout.

SUBJECT 4.3: REBUILDING COMMUNITY TRUST

Introduction:

The issue of trust is a key component in transformation of deep-rooted conflicts where the communities are not simply disputing over materials but suffering from damaged social relationships where there no more trust and the gap is so deep among the conflicting communities. This subject focuses on building trust between communities in conflict with, local partners, key stakeholders and State security. It identifies challenges and risks that need to be taken into account when building constructive relationships in conflict-affected contexts, and shares best practices and lessons learnt from other experience.

Purpose

To rebuild community trust, social relationships, based on the belief that each person and society have the inner capacity to heal, and an inherent intuition of how to recover from trauma and leave peacefully.

Objective:

To help participants examine and discuss the consequences of violence in their lives by bringing together people from opposing sides of conflict through community participation in rebuilding trust forums.

Target: government officials, LPCs, DPCs, NGOs

Learning Outcomes

1. The participants will be able to review the relevance of promoting Conflict transformation through community rebuilding trust in conflict-affected cross border communities
2. The participants will be able to strengthened Capacity of communities in conflict-affected countries with their governments on community rebuilding trust and implementation.
3. Participants will be able to revisit opportunities and challenges of promoting peacebuilding through development, and elaborate policy recommendation

Content:

1. Requirements for rebuilding community trust
2. Stages of rebuilding community trust
3. Actors in re-building community trust
4. Challenges and opportunities of community rebuilding in each participating country

Subject stages of rebuilding community trust

Steps of Rebuilding Community Trust

- **Link dialogue to action and community change.** A dialogue initiative with community residents with police can be a springboard not just for building relationships, but also for transforming the practices and cohesiveness with the members of the community e.g it will enhance community policing (SAPCONE strategy).
- **Create opportunities for genuine community engagement:** This allows the communities to communicate their concerns together with the security on how residents can play critical roles in effective partnership strategies which was lost in the past.
- **Address the history of mistrust and disconnection between the communities in conflict together with the security.** The discussion guide can help have a conversation with community which aids in dismantling stereotypes, e.g the police are corrupt, to understand the impact, mutual trust and respect, and develop strategies for changing community attitude towards the state

Actors to include in rebuilding community trust

- **Include all voices in the community, especially those who have been marginalized or excluded.** invite them to take part in community conversations and action steps with conflict sensitivity being considered.
- **Involve local officials and members of the police community.** Having these groups take part in the conversation and action steps will begin to open a different form of communication between police and the community.

- **Involve young people.** it's essential for young people to be involved from the beginning both in decision-making and implementation of change in the community.
- **Work with bridge-building organizations and leaders in your community.** Find local organizations and people to partner with who have trusting relationships with both the police department and community members (SAPCONE)

Benefits of Building community trust

- Individuals increased confidence to take an active role in their community
- The establishment of new groups in the community, which are conflict sensitive e.g LPCs women groups youth Groups
- More additional NGO coming in to support participatory community activities
- More people within communities playing leadership roles
- The community will be able to acquire new skills such as first - aid, crisis response, social media, advocacy, participatory decision-making.

SUBJECT 4.4: BUILDING COMMUNITY RESILIENCE

Conflicts over land or natural resource access are intensified through a number of external factors in the clusters that can serve to exacerbate underlying tensions. These include climate change where a greater number of crisis events disturb local production systems, trigger displacements of people and their livestock, and place increasing pressure on resources. To cope with such, it is important to strengthen pastoralists' adaptability, coping and resilience capacities as part of conflict prevention processes.

Recognizing that resilience is not unequivocally good but a neutral concept with the potential of bringing about both positive and negative outcomes has important implications for the design of peacebuilding strategies. Thus, the careful analysis of which capacities have the potential to bring about peace, and which need to be mitigated should be an integral part of any resilience. Identifying negative manifestations of resilience such as violent youth gangs in this manual can inform peacebuilding, conflict transformation strategies in particular ways. Whereas a fragility-informed intervention would likely seek to stop such violent practices and dismantle these groups altogether.

Building resilience is a long-term process but in this training manual, it is based on the recommendations of the KIIs in conflict cluster set up.

Purpose:

To minimize human suffering and hasten recovery during conflicts by enabling communities to identify self-driven orientation that will explore on how to build existing capacities and solidarity networks while focusing on mitigating or eliminating the violent conflicts tactics employed.

Learning outcomes:

It will enable the participants to:

- The participants will be able to assist the affected communities to resume normal, routine activities during or in the aftermath of conflict
- For the ToTs, the subject will have strong personal and social skills to adapt to and cope with adversities which they will train their communities leading to the following

- Make good and safe life choices.
- Trust others and feel comfortable about sharing feelings and thoughts.
- Seek help from others (i.e. peers and adults) when needed and have stronger awareness about who can help.
- They will be able to solve problems without violence.
-

Trainer Notes

What is resilience?

The word resilience comes from a Latin word "resilio" which means to bounce back or retaliate:

Resilience refers to the capacity of a group of people usually at the community level – to monitor, anticipate, respond to and manage both known risks and future uncertainties.

Irenologist: It is the ability of a community or society, through incremental and transformational change, to absorb shocks, adapt to stresses and bounce back better.

Engineering. It refers to elasticity, to an ability to bend and stretch without breaking.

In psychology, and mental health, it refers to the ability to return to equilibrium and a level of functioning the same as or greater than before a crisis tragedy or trauma

While resiliency implies not only surviving and coping but thriving in times of adversity. It involves maintaining one's ability to live with hope and joy.

Concepts of Resilience



What do resilient communities look like?

- Are able to respond creatively to adversity change.
- Can respond to crises in ways that strengthen community bonds.
- Exhibit creative thinking and flexibility.
- Have the ability to improve in new changing situations.
- Use misfortune to strengthen communal solidarity and renovate social fabric
- Have spirituality or philosophical framework that helps the community transcend the material world and accept tragedy as attest or challenge through which the community might grow
- Have a sense of communal pride and satisfaction with the place in which they live.
- Have a cultural identity (body of customs, values, dances, music that gives the community a sense of belonging and identity.
- Exhibit social humor, the ability of a group to find a comedy in the midst of conflict and disaster
- . Have wise leadership that inspires courage, hope and creative peacebuilding.

Conditions that reduces community resilience

- **Fatalism:** the passive attitude of helplessness in face of adversity.
- **Authoritarianism:** apolitical system where individual's freedom is subordinates to the power of one person or group that is not accountable to the community.
- **Corruption:** when personal interest of public officials overrides the public interest
- **Impunity:** lack of punishment for criminals.

How is building resilience done?

- At the local level by engaging local government and community elders and supporting local social structures to open valuable channels of communication.
- Shaping community action plans by holding dialogues with government and local peace forums. This has helped shape community action plans in improving social cohesion, and economic empowerment especially for women and young people.
- Initiatives by offering training and skills development for youths, women to boost local livelihoods. Dialogue forums include young people, forging a positive relationship between young people who once felt marginalized and the wider community.
- Leveraging on community alternative conflict resolution and village organizations e.g (kebeles, village elders) to enable dialogue and communication leading to cooperation within the community, partners and with local government. This is increasing community confidence and complements building the resilience of communities. (*Sharing of resources recommended by NMDA & water management in the region*)

Buzz Idea Activity (10 minutes)

Practical tools and lessons for enhancing resilience:

Here is a group activity designed to introduce, educate, and spark discussion on resilience.

- A picture tells a thousand words... A great way to introduce a topic.
- Spread miscellaneous pictures or magazine cutouts on the floor. Ask participants to choose a picture card they think best relates to the word resiliency.
- Participants then share what their card means in relation to resiliency and what resilience means to them.

REFLECTION THROUGH PERSONAL ESSAYS FOR BUILDING RESILIENCE

Writing stories about personal strength that can help reinforce resilience building activities for participants . By exploring answers to the following questions, they can foster insight of their strengths and what need in healthy with others.

- Write about a person who supported you during a particularly stressful or traumatic time. How did they help you overcome this challenge? What did you learn about yourself?
- Write about a friend that you supported as he or she went through a stressful event. What did you do that most helped your friend? What did you learn about yourself?
- Write about a time in your life when you had to cope with a difficult situation. What helped and hindered you as you overcame this challenge? What learning did you take away that will help you in the future?

SUBJECT 4.5 : WOMEN EMPOWERMENT

Introduction:

Women Empowerment refers to the creation of an environment for women where they can make decisions of their own for their personal benefits as well as for the society. Women empowerment involves increasing and improving the social, economic, political and legal strength of the women, to ensure equal-right to women, and to make them confident enough to claim their rights. If you are women who want to attain development, it is important to build your mental and physical abilities

Empowerment is a popular concept which has proliferated in the development over the last 15 years. But it has been used, and sometimes abused, in very different ways, for different purposes, under different meanings, and often in vague terms, making women's empowerment a complex concept to define and measure.

Women's Empowerment is a cross-cutting priority across the programming of peacebuilding, conflict prevention and conflict sensitivity. following a growing commitment to leaving no one behind in its efforts to build sustainable and inclusive peace in conflict and post-conflict environments.

This subject is to provide an overview of women's empowerment issues and, in particular, assess their applicability to conflict and post-conflict. The paper builds on an extensive desk review of the literature in the areas of empowerment.

Purpose:

This training manual will address empowering women in the SECCCI cluster economically. This means that a meaningful process of empowerment requires a structural change of the social rules that govern gender relations to make them more egalitarian. An alternative definition of empowerment, particularly useful in the context of development assistance given its ability to be

Objective of women empowerment programming:

- To Strengthen women's leadership and participation in decision-making in conflict and post-conflict situations
- Ensure that a gender perspective is incorporated into, governance, post-conflict activities and interventions
- To create awareness level regarding gender-specific issues among CSOs participating in conflict prevention, conflict management and post-conflict peacebuilding;

- To Heightened gender perspectives and the participation of women in the negotiation and implementation of peace agreements;

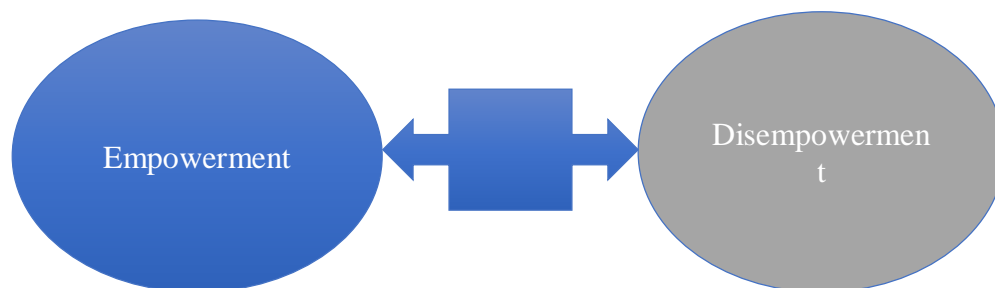
Learning Outcomes:

- ❖ The participants will be able to understand legal rights of women and that adequate measures are taken to respond.
- ❖ to identify the elements that characterize a gender approach at all levels of humanitarian and recovery assistance.
- ❖ use specific tools and frameworks to conduct a gender analysis and data collection in order to have a more accurate representation of the context in which women are operating;
- ❖ develop mechanisms to ensure that the resources and needs of both women and men are addressed in all stages of programme protection and assistance empowerment
- ❖ assist women, recognizing that most of them are facing new situations (single household, single motherhood, widow)

Trainers Notes

What is empowerment?

Sometimes empowerment is confused with disempower. The facilitator will ask the participants to discuss what they understand by the word empowerment with disempowerment.



Empowerment: A process through which women and men in disadvantaged positions increase their access to knowledge, resources, and decision-making power, and raise their awareness of participation in their communities, in order to reach a level of control over their own environment.

Disempowerment: Any action, policy development and/or relief program or process through which women's and men's priorities, needs and interests are further ignored, reducing their participation in decision-making and representing an obstacle to their economic, political and social improvement .

- According to Aslop and Heinsoh, the extent or degree to which a person is empowered is influenced by personal agency (the capacity to make purposive choice) and opportunity structure (the institutional context in which choice is made).
- Kabeer (2001) defines empowerment as “the expansion in people’s ability to make strategic life choices in a context where this ability was previously denied to them.”
- World Bank “the process of enhancing an individual’s or group’s capacity to make purposive choices and to transform those choices into desired actions and outcomes.

Or

Empowerment is the expansion of assets and capabilities of poor people to participate in, negotiate with, influence, control, and hold accountable institutions that affect their lives

What is Women Empowerment?

- Empowerment is the process of increasing the capacity of women or groups of women to make choices and to transform those into desired actions and outcomes.
- Women empowerment is a process by which women gain power and control over their own lives and acquire the ability to make strategic choices.
- Women empowerment seeks to stimulate the confidence in women by providing to them everything that in their capacity to help them see the skills that they contain and are dormant within them
- proper nurturing, polishing and sharpening of those skills are only made possible through better education, awareness and space to freely express oneself

How is Women Empowerment Achieved?

- by promoting equal access to education, health, and economic opportunities. In doing so, we help create opportunities for more equitable participation in society for females across the country
- Expanding Economic Opportunities for Women often face different and more basic economic constraints than men, including less access to credit and limited market access. To support women’s ability to create businesses and secure their own livelihoods, we encourage financing for female-owned businesses
- To support women in agriculture we empower women in decision-making about production, the use of resources like land, water, or capital, and control over income. We support women in chronically food insecure households by boosting access
- Promoting the Health and Safety of Women and Girls improved farming inputs and creating income earning agricultural activities. women do not make decisions on individual and family issues. Instead, their husbands make decisions for them on choices including the option to use birth control methods, and whether to give birth in a health facility or seek the assistance of a trained provider. Additionally, harmful traditional practices—early marriage and childbearing, female genital mutilation and gender-based violence—all having adverse effects on Ethiopian women

Women's equal participation in the peace process is an essential condition for establishing lasting peace. Women also bring alternative perspectives to conflict prevention at the grass-roots and community levels. Practical steps and initiatives should be taken by the European countries to advance the role of women in all aspects of conflict prevention and post conflict peace-building.

Advantages of Women Empowerment:

- Women empowerment offer Reconstruction in the post-conflict phase opportunity for change, for rebuilding, instead of reproducing, the old order in society. Empowerment presents an opportunity to enshrine gender equality and women's economic empowerment issues in the new social, governance, and legal order
- Women's economic empowerment can contribute to improve governance and social cohesion; as well as to economic growth, both important ingredients for a smooth transition from reconstruction to development
- Women empowerment leads to Improving governance at all levels and rebuilding trust and social cohesion in post-conflict societies.
- It Increases participation of women in economic decision making at the household, community, national levels could therefore strengthen governance.
- "Inclusion of all social groups fosters the pluralism that is necessary to develop a more inclusive, stable, and participatory post-conflict peacebuilding through women's contribution to governance through increased formal and informal political participation in different conflict and post-conflict interventions
- Similarly, broad based and pro-poor growth is crucial in post conflict societies where the opportunities for social peace depends on peoples' hopes/ability of finding jobs to rebuild their lives and return to normality. Women's economic empowerment offers an avenue for the creation of jobs for women, for others, and for overall economic recovery
- Women comprise the majority of agricultural workers and small scale traders in the country. Their networks of 'market women' bring together female producers from rural areas and female traders
- Women's economic empowerment potential contribution to governance and growth/poverty reduction could help advance a women's economic empowerment agenda in post-conflict countries through dialogue with strategic actors such as the Ministry of Finance, cabinet, or international donors.

Obstacles to women's economic empowerment.

There are many obstacles to women's economic empowerment. Some of these obstacles can be external, related to the economic environment and the functioning of the economy (e.g. high unemployment, deficient infrastructure, etc.) and would affect women and men alike. Others, however, are rooted in gender-biased social institutions and norms including a discriminatory legal system

- Gender related Obstacles • Domestic burden. Family disruption as a result of the conflict leaves unconventional family arrangements and a large number of female headed households in conflict and post-conflict countries.
- Gender-based violence. Gender-based violence is probably one of the most important gender-related obstacles to women's empowerment in conflict and post-conflict countries.
- After the conflict, studies show that displacement and post-conflict unemployment undermine men's sense of identity as providers, often leading to violence directed at women
- Low psychological well-being. The trauma of conflict and its consequences – from displacement to violence or family disruption – takes an important toll on men and women's psychological well-being in conflict and post-conflict societies
- Female illiteracy; women's lack of information and often low levels of critical social capital (e.g. business networks),
- Gender discriminatory norms that preclude women from accessing and/or owning land are examples of factors which influence women's access and control of economic resources.
- Discriminatory working conditions; gender segregation in the labor market; the lack of an enabling environment for women's businesses;
- Restricted mobility; women's domestic work; or women's diminished health as a result of gender-based violence for instance – are examples of factors which may limit women's ability to access and/or enjoy the returns of their work
- lack of decision-making power at the household level, low literacy or lack of knowledge of ones' rights, low self-esteem and isolation with Low legal literacy
- Female illiteracy e.g Gender biased land legislation and customary regimes Low intra-household decision making power Domestic burden
- Poor health, High unemployment due to low level of education. Low self-esteem that leads to Low participation in society.

Divide the participants into groups between 5-8. Let them discuss their understanding of women empowerment.

The following questions can help steer the discussions after the presentations.

1. What is women empowerment?
2. Who should be empowered?
3. Why do you want to empower the community?
4. How do you empower women in community?
5. How do you identify community members who want to be empowered?
6. What are the advantages of community empowerment?

SUBJECT 4.6: COMMUNITY POLICING

Introduction:

The focus in this subject is on public safety and enhancing the public feeling of security. The lack of trust between police and communities emanated from historical relationships that were pronounced by mistreatment, blatant abuse of rights, the absence of the rule of law and service delivery. Community policing broaden the nature and number of police functions compared with traditional policing. This subject emphasizes on community transformation that supports community policing through sharing information with security agents.

Purpose:

To support the use of partnerships and problem-solving solutions to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime.

- To develop and enhance the law enforcers and community capacity in sharing information in order to ensure sustainability of community policing with the community.
- To enhance community partnership and collaboration with law enforcement in the Mandera triangle to address increasing

Learning Outcomes: In this subject the participants will be able to:

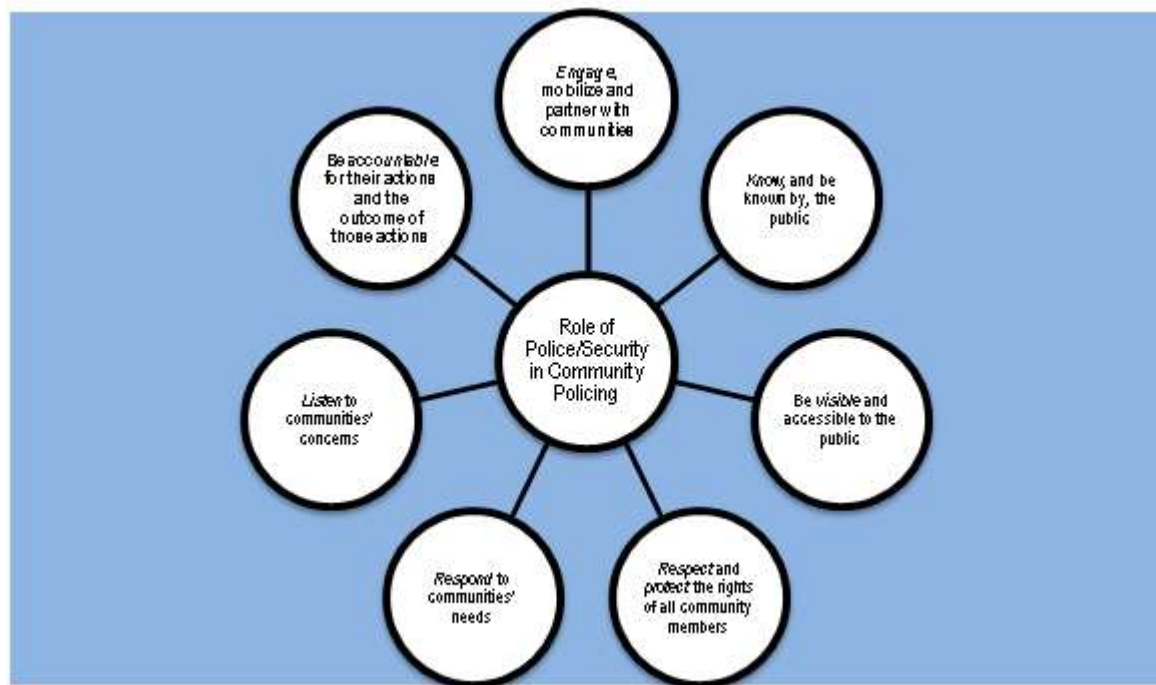
- Understand community policing and its role in prevention.
- Enhance knowledge on similar approaches to community policing.
- Identify potential partners.
- Learn how to build different types of partnerships through various avenues and enhance cooperation with existing partners.
- Identify several challenges involved in the community policing approach.

Trainers Notes

What is Community Policing?

Community policing, or police-public partnerships, can be defined as a philosophy and organizational strategy that promotes a partnership-based, collaborative effort between the police and the community to more effectively and efficiently identify, prevent and solve problems of crime, the fear of crime, issues of physical safety and security, social disorder, and neighbourhood decay in order to improve everyone's quality of life.

The key principles of community policing are that the police should:



Role of Police in Enhancing Community Policing

- ❖ Providing a visible presence.
- ❖ Being more integrated in the community.
- ❖ Providing information to the public.
- ❖ Helping to mediate and resolve conflicts.
- ❖ Offering support to victims.
- ❖ Acting as mentors and role models.
- ❖ Participating in local crime prevention partnerships.

Challenges of Community policing

Research has shown that community policing has not always worked well. Despite efforts to develop a more comprehensive and prevention-based policing strategy, community policing as a practice requires certain conditions and at times fundamental changes

- Pressure from high rates of urban crimes has reduced the focus on community-based policing and prevention strategies
- Change of government or head of police interrupted or dismantled existing promising initiatives
- Community policing remained a token concept used by government
- High turn-over of police officers in community police station
- Pressure from high rates of crimes has reduced the focus on community-based policing and prevention strategies

Summary of key points on Community Policing

- ❖ Community policing is a philosophy and organizational strategy to more effectively achieve the objectives of democratic policing.
- ❖ Community policing emphasizes partnership-based, proactive problem-solving efforts between the police and the public in order to identify, prevent and solve community-safety and security issues more efficiently and in a collaborative fashion
- ❖ Continued commitment over the medium to long term is necessary for community policing to deliver on its potential benefits to the police and to various communities.
- ❖ Community policing can be an effective strategy to help reduce crime and enhance wider community safety. If implemented in its own right and with adequate planning and preparation, community policing can also make a tangible and durable contribution to wider strategic efforts to prevent terrorism.

ACTIVITY (OPTIONAL)

Time Required: 10minutes for activity. The trainer should ask participants to break into small groups and discuss the following:

- Does your police department apply the professional (i.e. traditional) model of policing?
- If so, which elements are applied? If not, please explain why.
- Has your department diversified its policing approaches to replace or complement traditional policing?
- Which approaches are now being used?
- For how long have these approaches been used?
- What has been your experience in the diversification of policing approaches? • What have been the challenges?
- What have been the successes? • Has your police department recently integrated new approaches? If so, what are they?

Tool kit: Training tools

Questions for reflection

*If someone loses a house, you build a shelter. If they need water, you dig a well. If their crops fail, you bring all sorts of farming practices to restore their fields.
But how do you replace lost trust?*

Tips for the facilitator

- If participants are disengaged, start a group discussion or break into smaller groups and encourage conversation about the topic.
- If participants are struggling with the information, provide examples.
- If participants are feeling overwhelmed, take time out or move to skill development activity
- If unsure how the session is going, ask participants how they are doing; ask for two words that describe how they are feeling
- If they have lots of questions about an activity, explain again and then ask them to start. If they still don't understand, talk to participants individually.
- If a disagreement with participant occurs, stay calm, listen carefully, reflect what has been heard, trust the group enough to ask them what they think, respect what the group has decided, summarize, and thank the participant for her opinion.

SUBJECT 4.7 VIOLENT EXTREMISM

Introduction:

Based on SECCCI collected information from cluster 3 Mandera -Gedo cluster border between Kenya and Somalia. It became important to train the youths and empower them to refrain from joining extremism groups and reach out to the youth who show tendencies towards radicalization or youths close to extremists' groups or those already been in contact with such groups. The focus of this unit is on the youths who are at the risk of marginalization ideologies the unit trains the participants to be keen on issues in the society and how to address the Early Warnings of youth extremism. Violent extremism is a new term that lacks a consistent definition but is generally held to mean preventative measures which seek to address drivers or root causes of violent extremism This training manual will be guided by USAID definition of violent extremism as "advocating, engaging in, preparing, or otherwise supporting ideologically motivated or justified violence to further social, economic or political objectives".

Rationale:

According to UNDP, 2019 and Sommers, 2019, majority of people who become violent extremists are youth. The emerging concerns related to extremism and radicalization leading to violence have highlighted the need to work with young people in order to identify and address the root causes of extremism and prevent their radicalisation, as well as strengthen young people's resilience, prevent marginalization, promote equality, emphasize alternatives and reinforce the cohesion of communities in which they live. the factors driving youth involvement in violent extremism are complex, diverse and often mutually reinforcing. Understanding these factors and the local context 'is critical for developing comprehensive solutions that properly address the myriad of problems young women and men face across the globe. The Mandera-Somalia Gedo

cluster suffers from constant attacks of violent extremist by the Al-shabaab extremeist group. However, the Rising inclination of young people towards radical groups as well as the presence of intolerance in digital space becomes more and more disturbing especially in the context of current political discourse on migration, social rights or gender equality.

Purpose:

The purpose of this subject aim to tackle the radicalization of young people and its display in the social context. This training course will give participants a deeper understanding of the concept of extremism and equip them with tools to identify, and work with, those most at risk. It will focus on how intercultural dialogue in international youth work can be used to engage those who might otherwise turn to extremism.

Rationale:

Radicalization leading to the violence of young people has an impact on their wellbeing, as well as on the wellbeing and stability of their communities and the entire world, as it challenges the democratic values of society. The threat of this type of radicalization needs to be recognised and prevented through early interventions, which can help increase young people's resilience to extremism and the use of violence or hate speech in the online world.

Target:

Training course for youth practitioners, working directly with young people who are vulnerable to radicalization. The ToTs, CSOs, FBOs, women and youth groups and security officers.

Objectives

- To improve knowledge and understanding of participants on the processes involved in radicalisation and the ability to identify those youths who are most at risk and tools to respond.
- To strengthening young people's resilience to violent ideologies by developing their critical thinking and helping them recognize the harm violence can cause to them and their communities.
- To provide opportunities to share good practice initiatives to challenge youth extremism
- To build trust with police and other security forces, in promoting collaborative approaches that enhance community security and build trust between youth and security actors

Learning outcomes

- and the end of the training the participants will be able to engage with young people and help them (re)build healthy relationships with their families and communities
- to support young people to deal with challenges they face through capacity building

- to strengthen young people's resilience to violent ideologies by developing their critical thinking and helping them recognize the harm violence can cause to them and their communities.

Trainer Notes

What is violent extremism?

Violence extremism is the use of violence, in line with an ideological commitment to achieve political, religious, or social goals. PVE measures aim to create an environment where people can be in control of their own lives, free from manipulation by violence, propaganda, and hate speech. Violent extremism is a fundamental social problem, which calls for social solutions where everyone is a stakeholder. Because definition of violent extremism has not been agreed this training manual explored global definition for example, the U.S. government does not have one agreed-upon definition for violent extremism, just as other governments and international organizations do not. However, individual government agencies have offered their own definitions:

- ❖ The U.S. Federal Bureau of Investigation defines violent extremism as encouraging, condoning, justifying, or supporting the commission of a violent act to achieve political, ideological, religious, social, or economic goals.
- ❖ The U.S. Agency for International Development defines violent extremism as “advocating, engaging in, preparing, or otherwise supporting ideologically motivated or justified violence to further social, economic, or political objectives.”
- ❖ Public Safety Canada defines violent extremism as “the process of taking radical views and putting them into violent action when persons promote or engage in violence as a means of furthering their radical political, ideological, or religious views.

Although these various definitions share similarities, the lack of a common definition can make it difficult for governments, civil society organizations, and international institutions to collaborate on unified initiatives to counter violent extremism. In addition, the varied contexts and characteristics of extremism make them subject to interpretation. This training manual adapts The UNDP definition.

When do violent extremism occur?

Violent extremism occurs when “a person or group decides that fear, terror and violence are justified to achieve ideological, political or social change, and acts accordingly”. Violent extremism is an extension of radicalisation from a relatively benign expression of a viewpoint to the use of violence to achieve a particular goal.

Types of Extremism.

- ❖ **Domestic extremism:** it refers to the activity of individuals or groups conducting criminal acts of direct action to further their protest campaign. This term covers the conduct of groups involved including the extreme right wing and animals rights extremists
- ❖ **Violent extremism:** refers to the activity of Violent extremism refers to the activity of individuals or groups conducting acts by any means to express views which justify or

glorify terrorist violence. This includes those that encourage others to commit terrorist acts or provoke others into terrorist related activity. It also includes those whom foster hatred which may lead to inter-community tensions and violence

- ❖ **Radicalisation:** is the process where a vulnerable young person or adult changes their perception and beliefs due to exposure of an extremist influence (which may be online, publication or one to one direct contact) to become more extremist in nature which may result in extremist actions

Drivers to violent extremism

- Feeling a sense of disengagement and marginalization while other youths react to corruption or perceived injustice.
- Some youths have a desire to feel part of something larger than themselves and become vulnerable to being manipulated or coerced to use violence.
- Youth exclusion can be due to diverse structural factors: unemployment and lack of livelihood opportunities
- Poor governance, violations of human rights and the rule of law contributes to youths feel insufficient, unequal and inappropriate education and skills; poor governance and weak political participation; gender inequalities and socialisation;
- Lack of socio-economic opportunities; sense of political marginalisation, unequal treatment by security forces; sense of social and economic injustice; lack of access to education and employment opportunities; lack of future prospects and sense of social and personal worth and purpose; and disruptive social context and experiences of violence.
- relative deprivation: it is not poor socioeconomic status itself, but relative deprivation – the absence of opportunities relative to expectations – that is significant; and
- sense of purpose – those who join violent extremist groups are motivated by a search for companionship, esteem, meaning, empowerment, glory and the thrill of action.
- Prolonged and unresolved conflicts, the youths feel unable to resolve disputes peacefully and find it difficult to embrace diversity owing to a culture of violence and intolerance; • Have experienced - or fear - abuse from the institutions in society holding the monopoly of violence and detention;
- Youths Do not feel listened to or engaged, they feel humiliated, disrespected and unrecognised formally or informally
- Feeling disillusioned with the state governance and responsiveness;
- Perceive social inequality favouring specific groups (other than the one the individual belongs to) - groups that also benefit from impunity; • Experience a lack of opportunity in terms of education, livelihood, and income; and • Experience a lack of meaning, identity, belonging, and cultural acknowledgment
- Youth bulge and lack of opportunities
- Radicalization in prisons

How to respond to Early warning associated with Violent Extremism

- **Be aware when the youths cuts off bonds with social groups.** It could be a sign of radicalization e.g some involve cutting off from parents, siblings, school teachers, relatives, church among others'
- identify signals such as crying for attention or shouting for attention for instance expressing support to extremism through shouting for a chance to get their own needs and wishes heard or wanting their own problems noticed creating both physical and virtual environments for at-risk youth to express their opinions and have their voices recognised empowers youth to be agents of change in their communities.
- Notice a drastic change in the behaviour or external appearance could be a signal that the youths are undergoing a lot of changes or trouble inside.
- train the participants that they should avoid stigmatizing the young persons who are potential to extremism, they should train to understand the real issues behind the change
- Youth civic engagement - building opportunities for youth to develop a sense of purpose and meaning through civic engagement increases their sense of self-efficacy, leading to resilience.
- build a trustful relationship before confronting ideology, confrontations takes place face-face settings, not in front of the groups of the group in a respectful way. Always tell the youths, make it clear that this ideology they rejected not the young people
- know the geography of your area and be ready to intervene on site – knowing the geography can provide a good and successful means to get in contact with youths at risk of radicalization into violent extremism. good knowledge of the local networks is important . like the vicinity of the young person, family neighbourhood, school ,clubs, market and scenery around is crucial
- use peer education activities to prevent young persons from getting more involved in extreme circles. By creating a free set up where youths are provided with space among peers who are under extremist influence
- find out why youths are motivated to join extremism and develop support strategies and social alternatives,
- Engaging families of youth - Engaging families, particularly mothers, plays an important role in preventing violence extremism. Recommendations include strengthening family-based social networks, encouraging families to work with authorities, empowering mothers
- Engage youth in governance - ensuring representation of youth in policy-making processes through the creation of youth councils creates a political outlet for youth sentiments and serves as a branch for advocacy.
- train in dialogue facilitation technique (unit captured extensively in module 3) to negotiate and change the youths from extremism
- train on dynamics and processes of violent radicalization and propaganda on motives and attractions e.g group dynamic, mass psychology ,sect movements this would provide insights on how recruiting networks operate, thus help the youth not to be dragged by these networks.

- give young people positive role models to learn from and share with as an alternative to violence and crime. These models can also address issues of youth voice, grievance, and variance in narratives
- training youth leaders of marginalised communities, with an emphasis on peacebuilding practices, creates positive youth role models that are prepared to mitigate conflict in their communities.
- support long-term leadership initiatives that are youth-led, connected to youth organizations, and create practical learning experiences for youth. Enhancing youth's conflict mitigation skills as well as pride for their community and culture increases social cohesion and addresses issues of community conflict and well-being.
- Assess the conditions and identify the drivers of violent extremism specific to relevant local, national and/ or sub-regional contexts, in consultation with key stakeholders.
- Support dialogue and conflict prevention, for example by engaging religious leaders to promote tolerance and understanding in communities or by providing spaces for voicing grievances in a non-violent manner.
- Empower youth to become agents of positive social change by giving them a voice and developing their capacity to engage constructively in discussions about society (not just youth questions).
- Use Sports for development and peace - Using sports as a vehicle to teach peace and conflict resolution and leadership skills is a relatively recent but promising approach. Behaviour based messaging and skills development woven into broader sports (or cultural) activities has been shown to be key to successful programmes

Divide the participants into discussion groups

- ❖ How do we know what violent extremism is, and how can we differentiate it from non-violent extremism? What causes individuals to be radicalised and violent extremist groups to form?

SUBJECT 4.8 GOVERNANCE

Introduction

Ineffective governance is thus one of the factors which can lead to violent conflict: it can result in the breakdown in delivery of critical political goods like security, rule of law and social services when armed conflict emerges within the borders of a state. Equally, violent conflict has a strong impact on governance in its different dimensions. The link between conflict and governance is a two-way street. weak or destructive governance is sometimes the source of conflicts in the first place. The deficit and crisis of poor governance pose enormous challenges to Africa. Bad leadership manifested by persistent human rights violation, bad governance, dysfunctional institutions, patronage, electoral fraud, manipulation of ethnic differences, corruption and personalisation of power hinder the prevalence of peace and social justice. Powerful political elites feed on the state, prey on the weak, use national resources for self-aggrandizement.

the challenge of land governance of pastoral lands across border in the three clusters, this training manual this unit will not address pastoral land governance and land tenure, challenge facing the revealing pastoralists face, and the shortcomings of governments in securing pastoral tenure, will not be addressed under governance. This unit purposely trains is on capacity building on what is governance, and how it can be programmed in relation to conflicts in the cross border clusters.

Target

- This training course will benefit all professionals who desire to learn practical high level leadership and management techniques to maximize their effectiveness and contribution at work/political life, political leaders, CBOs, CSOs. The training course will give them the understanding and skills to approach strategic and everyday challenges and problems with the awareness, confidence and self-assurance needed to take action and achieve positive results.

Purpose

This subject is designed to meet several specific learning objectives. Users and/or facilitators of this training handbook will be able to:

- Explain the meaning of governance and the importance of good governance in preventing past conflicts relapsing into violence
- to promote democratic governance in post-conflict settings, often when warring parties have reached a settlement or peace agreement.
- Explain the principles underlying good governance.
- Explain the process and some of the tools for applying principles of Good governance to the work community forum in each respective country
- Reflect on the strengths and shortcomings of good governance practices in their own countries
- Develop practical manuals to ensure adoption of effective and best practices of governance principles and practices

Learning Outcomes

This Unit will provide an overview of good governance and the participants should be able to:

- Understand the concept of governance “good governance” democratic governance , and Understand how principles of good governance interact with the three components of governance
- analyze and evaluate how leadership across the various governance models influence and inform relationships, communications, and interactions
- Strengthened the capacity of those in leadership to participate more meaningfully and continuously in governance.
- Increased institutional capacity of civil society organisations to enhance political, women leaders, FBOs participation in governance and development.
- Increased understanding of specific community issues and needs for meaningful participation in multi-party democratic dispensation

- Increased and sustained engagement and accountability between community, youths, women, political leaders and local and national governments

Trainers Notes

• What is Governance?

Governance refers to the totality of procedural, practical, institutional and citizenry rights in the exercise of political, economic, administrative, and legal authority in the management of a country's public affairs at all levels

Governance is a process that involves

- A system of check and balances between owners and other stake holders who set the standard and objectives of accountability of a given institution.
- Leadership and commitment to ensure fulfillment of the institution's mission and protection of its assets over time.
- Guidance by the board of directors, the governance is under the direction of the board It is a process through which a board of directors, guides an institution in fulfilling its corporate mission and protects the institution's assets over time¹ Individual directors have to work in partnership to balance strategic and operational responsibilities
- Governance refers to a system of oversight, exercise of authority, or control within a government, institutions, CBOs etc
- Governance is the way in which an organisation distributes powers, rights, and accountability.
- Governance is the activity performed by an entity such as a board, executives, political leaders, state officer, or a legislature that holds authority within a system. In an organizational system such as a nonprofit, authority is granted to the board of directors by the state when the organization is incorporated. The board is authorized to make decisions and set policies that define how the organization will carry out its mission; it is also held accountable for the actions that follow those decisions and policies. The board then governs the organization—that is, it directs and guides the organization from its position of authority

Advantages of Governance in Conflicts and Post Conflicts Transformation

- It anticipates both intended and unintended consequences conflicts and post conflicts
- Good governance maximizes positive effects and mitigates against worsening relations which can cost conflicts in the community
- Undertaking conflict analysis in advance helps democratic governance programming to be conflict preventive.

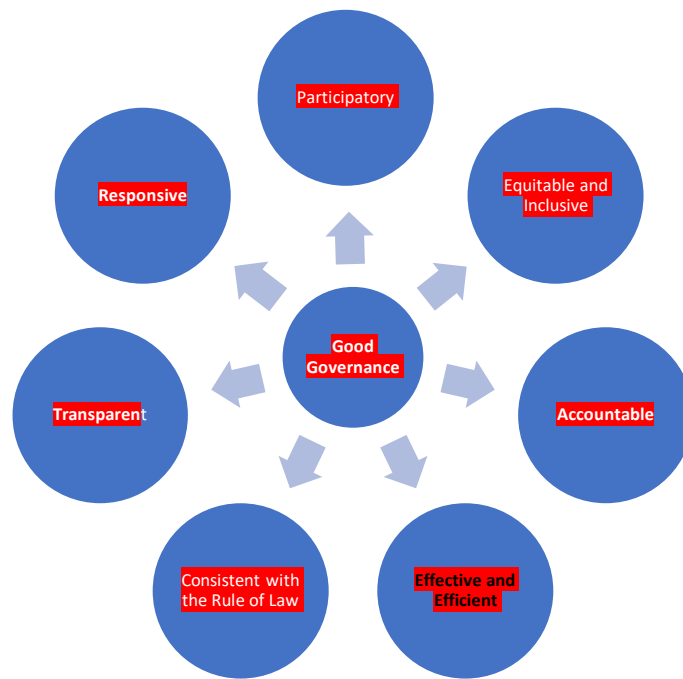
What is good governance?

- Good governance is about making good policy choices, setting strategic direction and good execution of these policies for the benefit of the smallholder farmers in each respective member state.
- Good governance is not about making correct decisions, but about the best possible process for making those decisions.
- Good governance entails full respect of human rights, the rule of law, effective participation, multi-actor partnerships, transparent and accountable processes and institutions, legitimacy, access to knowledge, information and education, empowerment of people, equity, sustainability, and attitudes and values that foster responsibility, solidarity and tolerance among smallholder farmers.

Principles of Good Governance

Good governance is tightly linked to the fight against corruption. Accordingly, some of the core principles of good governance are also principles of anti-corruption. The literature identifies good governance with political systems that are:

1. Participatory
2. Consistent with the rule of law
3. Transparent
4. Responsive
5. Consensus-oriented
6. Equitable and inclusive
7. Effective and Efficient
8. Accountable



When political systems do not adhere to these eight principles, their institutions might be incapable of delivering public services and fulfil people's needs. The sixth principle is especially worth emphasizing as it ensures that the views of minorities who are the cross-border pastoralists are taken into account and that the voices of the most vulnerable in society are heard in decision-making

Nature of conflict related to poor governance:

Because poor governance interventions can cause violent conflict, while democratic governance can enable the peaceful settlement of tensions and conflicts.

- Competition over land and resources a major driver of conflicts in cross pastoral conflict
- Sudden and deep political and economic transitions.
- Increasing crime, corruption, and illegal activities.
- Weak and unstable political regimes and institutions.
- Identity politics and historical legacies, such as colonialism.
- Growing inequality among people and communities.

How governance prevents or reduces both forms of conflicts

Given its commitment to openness, fairness, equal opportunity and fair play, democratic governance is the best means of conflict prevention, management and resolution. When a country adopts a democratic mode of managing its public affairs that is referred to as good governance.

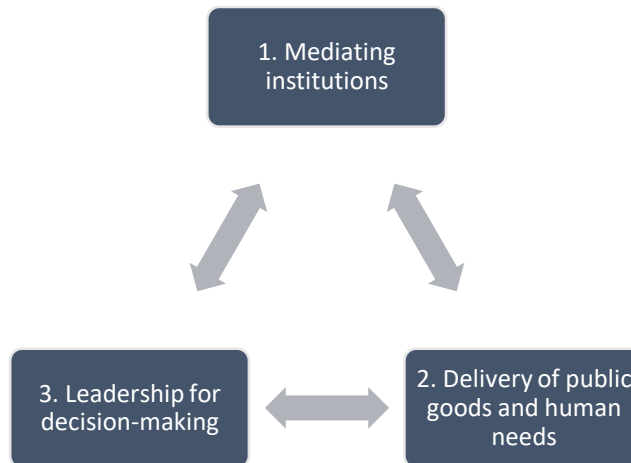
- ❖ Promoting a rule of law and human rights-based approach to PVE;
- ❖ Enhancing the fight against corruption;
- ❖ Enhancing participatory decision-making and increasing civic space at national and local levels;
- ❖ Providing effective socio-economic alternatives to violence for groups at risk;
- ❖ Strengthening the capacity of local governments for service delivery and security;

- ❖ Supporting credible internal intermediaries to promote dialogue with alienated groups and re-integration of former extremists;
- ❖ Promoting gender equality and women's empowerment;
- ❖ Engaging youth in building social cohesion;
- ❖ Working with faith-based organisations and religious leaders to counter the abuse of religion by violent extremists;
- ❖ Working with the media to promote human rights and tolerance; 11. Promoting respect for human rights, diversity and a culture of global citizenship in schools and universities.

What is Democratic Governance?

Democratic governance is concerned with the promotion and operation of: Democratic governance and conflict prevention/recovery are both concerned with the promotion and operation of:

- (a) Mediating institutions.
- (b) Leadership for decision-making; and,
- (c) Delivery of public goods and human needs.



Democratic governance for conflict prevention/recovery operates in both the formal and informal relationships that hold the state together. Because poor governance interventions can cause violent conflict, while democratic governance can enable the peaceful settlement of tensions and conflicts, it is essential that the work of CEWARN in support of democratic governance focuses not only upon governance per se but on promoting governance with a conflict preventive lens in place.

How do you measure governance?

To measure the success of governance, this training manual adopts the World Bank guide. The most popular indices related to good governance by the World Bank's Worldwide Governance Indicators (WGI) include the following.

- **Voice and accountability** implies citizen participation and independent media including political and media freedom as well as civil liberties
- **Political stability and absence of violence/terrorism:** threat of state coup
- **Government effectiveness:** quality of civil service
- Regulatory quality: market-friendly policies
- **Rule of law:** perceptions of crime, an effective judiciary, enforceable contracts

- **Corruption:** control of corruption, measured through composite survey instrument

Exercise:

- In assigned groups of five ask the participants to appoint the team leader and write down in a flip chart What is Governance and what are the key principles of governance? And Review the different definitions of Governance. Which one best captures the meaning of governance, and why?
- Ask the participants to Review the list of principles of good governance. Which three do you think are most important, and why? • Prepare a report describing your selections, and outlining your reasons for selection

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MODULE 5: CONFLICT SENSITIVITY



I). MODULE INTRODUCTION

The phrase ‘conflict sensitivity’ has been at the margins of development practice since at least 1999. The idea of conflict sensitivity owes a great deal to diverse literature and thinking on Peace and Conflict Impact Assessment (PCIA), though PCIA is not the only intellectual and, importantly, experiential source that has influenced the development of ‘conflict-sensitive approaches’ (CSA) there many others which this training manual will refer.

With a sharp increase in international development assistance in the recent past, Development projects are being implemented in by a wide range of actors calls for Conflict Sensitivity. In light of the conflict context it is vital that development actors recognize the inevitable impact of development assistance on conflict and peace, and that interventions are designed, managed, implemented and monitored in a conflict-sensitive manner. While this module focuses on local and community development, many of topics are based on the findings and are equally relevant to other types of development support.

This report suggests that the case for conflict sensitivity cannot be limited to development programmes in ‘conflict areas’, as this risks missing the interactions between development activities and the different layers and levels of conflict that exist throughout the SECCCI Cluster, including multiple fault-lines around ethnicity, religion, language, class and poverty, gender, and age. The training manual was developed based on the findings of the projects operating in the community as interventions and views of the community elders towards the programme intervention.

II) MODULE DESCRIPTION

This module on conflict sensitivity will provide an introduction on what is conflict-sensitive with an overview of methodological tools and approaches by different actors in the promotion of peace. Also, the challenges of conflict-sensitive are discussed. The subject is aimed at disseminating conflict sensitivity skills to the grassroots and increase the pool of peacebuilders who can apply peacebuilding, humanitarian interventions. It will help to understand the context in which they operate.

The module is ideally useful as a guide for the operation of conflict sensitivity by way of context analysis and main-streaming of conflict sensitive approaches in community interventions, institutional policies especially in conflict prone areas. The module provides an opportunity to apply conflict sensitive approaches in the fictitious environment it explores the basic concepts around conflict sensitivity. It also reflects on individual attitudes and behavior and how we are affected by working in conflict-affected contexts.

III). TARGET

The Handbook is designed primarily for the following readers:

- Those who are responsible for designing, managing, and evaluating conflict and peacebuilding programs, including Missions receiving funds
- Those who are tasked with formulating, managing, and participating in conflict vulnerability assessments.
- Those who are responsible for designing, managing, and evaluating conflict and peacebuilding programs Persons working in the field of peace building
- Different categories e.g Those implementing partners, both African and international, who design, implement, monitor, and evaluate conflict transformation and peace building activities
- Private Institutions and Organizations having conflict management amongst their attributions; Those whose programs are likely to be significantly affected (positively or negatively) by conflict situations or peacebuilding interventions.
- Private individuals who are interested in having awareness in conflict management and resolution fields.
- The intended audience includes donors, NGOs. Government officials the course is open to international participants, ons. International participants should be affiliated with: Government Ministries: Foreign Affairs, Defence, Interior, Justice, or other; Organisations and institutions active in the field of peacebuilding such as EU, AU, regional organisations; NGOs and traditional authorities.
- The intended audience for this study are development actors with a mandate for, or involved in, local and community development programming, including government ministries and departments, multilateral and bilateral donor and implementing agencies, international nongovernmental organizations (INGOs), NGOs, and civil society organizations (CSOs).

IV). PURPOSE

- It is intended to equip practitioners with skills and knowledge that will enable them to, among other tasks conduct conflict sensitive training, conflict analysis, undertake peace and conflict impact assessments, as well as to design, implement, monitor and evaluate conflict sensitive programs.
- To increase the effectiveness and efficiency of programming, by acquiring knowledge, skills and tools that will enable partners to gain a deeper understanding of the context in which they operate;
- To understand the relationship between proposed interventions at programme levels and in an operational context how they affect each other.
- To be able to design appropriate interventions that minimize negative impacts and maximize positive impacts interventions.
- This is aimed at improving and enhancing the values and principles in the understanding, application, and monitoring of conflict-sensitive programming.

V). LEARNING OUTCOMES

At the end of the course, participants are expected to

- Be able to understand mistakes/errors in applying conflict sensitivity to project cycle
- Be able to know how to integrate conflict sensitivity into programme/project documents.
- Be able to understand indications of conflict for reshaping programmes for C.S.

- Have practical tools in their hand (checklists etc.) on how to apply conflict sensitivity.
- Describe the key principles underpinning the conflict-sensitive approach.
- Explain the relationship between conflict analysis and conflict sensitivity.
- Devise conflict sensitive approaches to issues faced in civilian crisis management.
- Identify the benefits and limitations of the conflict-sensitive approach.

VI). COURSE CONTENT

This study report addresses integrating conflict sensitivity into local and community development programmes . While this study focuses on local and community development, many of the units developed are equally relevant, to other types of development support and investment.

Introduction to conflict sensitivity, conflict sensitivity lens, capacity building, programming, designing, planning, monitoring and evaluation, exit strategy and challenges facing conflict sensitivity.

SUBJECT 5.1: UNDERSTANDING CONFLICT SENSITIVITY

The concept of Conflict Sensitivity does not have one agreed definition; different actors adopt definitions that are tailored for the work they do and the context under which they operate. To counter this challenge, the working definition in this training manual adopts conflict sensitive from CSA.

What is Conflict sensitivity?

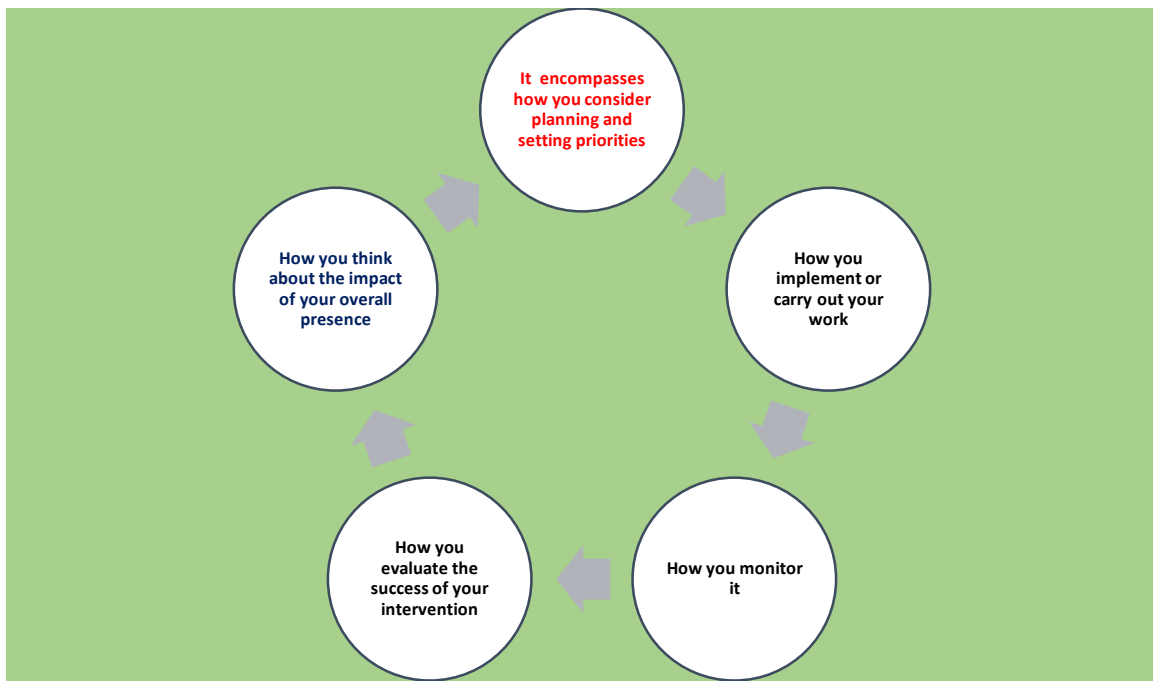
according to this subject is the ability of an organisation to:

- ❖ Understand the context it operates in
- ❖ Understand the interaction between its intervention and that context and
- ❖ Act upon this understanding to minimise negative impacts and maximise positive impacts on conflict

CSA defines Conflict sensitivity as:

- ❖ Conflict sensitivity can be defined as different efforts, methods and tools for working in conflict zones with the objective of at least avoiding destructive, negative, harmful, unintended effects and if possible, contributing to peacebuilding through positive effects.
- ❖ Conflict sensitivity is about being aware of conflict dynamics in the context in which you work and making a commitment to thinking through how to structure and manage your work and adapt your presence in order to avoid as far as possible feeding into conflict dynamics in a negative way
- ❖ To maximize the potential of your work or presence to help shift or alter conflict dynamics in a positive way to build peace.

When teaching the community leaders the best approach is using an illustration below



Conflict sensitivity is not a specific tool or checklist. Rather, conflict sensitivity is about being aware of conflict dynamics in the context in which you work and making a commitment to thinking through how to structure and manage your work and adapt your presence in order to:

- On the one hand, avoid as far as possible feeding into conflict dynamics in a negative way and,
- On the other, to maximize the potential of your work or presence to help shift or alter conflict dynamics in a positive way

Facilitator

You could begin by first asking the participants what comes to mind when hearing the term 'conflict sensitivity'. Don't dwell too long on this or go into detail, but just note their thoughts and comments on a flipchart. Try to pick up on these during the module. (5 minutes):

What is conflict sensitivity?

Conflict sensitivity is about

- a) Understanding the context and the conflict: this means being able to identify conflict causes, stage/level of conflict, drivers and structural factors of conflict
- b) Understanding the interaction between the intervention and that context: being conscious of the fact that the context and the conflict impacts on your work and your work impacts on both the context and the conflict
- c) Acting upon that understanding of the contextual realities, in order to avoid negative impacts and maximize positive impacts of your intervention.

Clarifying Conflict Sensitivity

- Being conflict sensitive does not mean avoiding all kinds of conflict at all costs.
- If you are engaged in recovery/development work, for example, you have to accept that your work will inherently create some kinds of conflict as existing power relationships are modified.
- To be Conflict Sensitive, you must fully understand the conflict dynamics within the context that you are working in so that you can think through clearly how your particular development project will interact with these dynamics and making sure that your work does not inadvertently end up doing more harm than good.

SUBJECT 5.2: CONFLICT SENSITIVE LENS

Why is conflict sensitivity important?

For many years aid practitioners have been pointing to the fact that humanitarian, development, or peacebuilding interventions sometimes have negative unintended side effects. Infusing resources in environments of inequality, scarcity, conflict, polarisation and intergroup tensions, exacerbate existing tensions and conflicts.

On the other hand, the positive impact of an intervention of aid to strengthen social cohesion (through participatory development etc.) and transforming conflicts is equally clear.

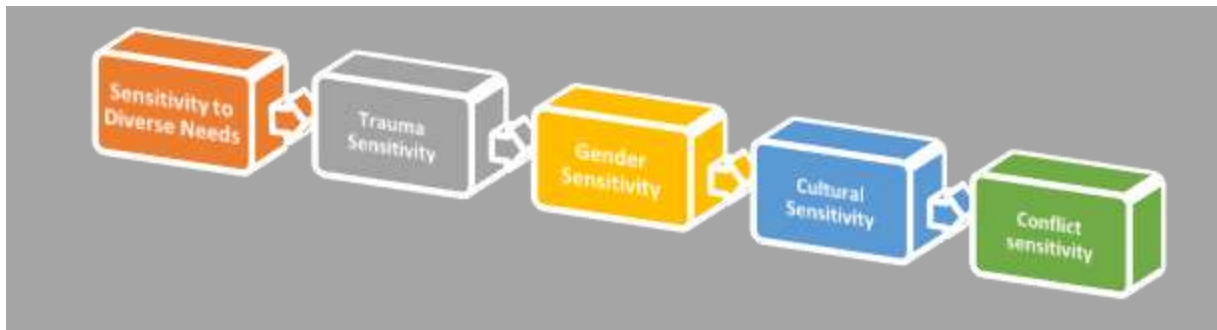
What therefore is needed is an institutional recognition and awareness of these facts, and an approach that minimizes the risks and maximises the positive potential of working in conflict affected situations.

This particular approach is called Conflict Sensitive Lens Program Management (CSPM).

It can be described as a lens to look at reality, a norm, a management instrument, a project/program management tool as well as a matter of personal attitude and behaviour by ensuring that programming does not contribute to violence.

Where does Conflict Sensitivity take place?

conflict sensitivity is not limited to implementation in the field. Conflict sensitivity is essential at all times, both in the community-field and within organizations. In order to have effective conflict sensitivity, organizations working in the field has a responsibility to be conflict-sensitive both externally in interactions with partners, communities and programming, and internally, in its practices, policies and habits. In implementing the appropriate method, we recommend the application of our Five-Sensitivity Model, which include conflict, culture, trauma, gender sensitivity, and sensitivity to diverse learning styles. The field officers should be trained on how to recognize the 5 module when carrying out conflict analysis in order to be conflict sensitive and decrease conflicts.



Conflict Sensitivity

- Means ensuring that participants develop awareness of dynamics of a conflict and learn how to cooperate with local stakeholders so they can intervene appropriately. It involves sensitising participants about potential unforeseen consequences of an intervention and ways to work with local populations. These suggestions should serve as a starting point rather than a comprehensive list of ways to ensure trainers are sensitive in implementing the method

Cultural Sensitivity

- Cultural sensitivity during training involves recognizing and valuing differences in the way cultures perceive and approach an issue. “Cultural sensitivity means being aware of cultural differences and how they affect behaviour, and moving beyond cultural biases and preconceptions to interact effectively

Gender Sensitivity

- Gender sensitivity is about being aware of the history of inequality and the impact of that inequality today. This includes recognizing that women and men may be impacted by conflict differently and that masculinities and feminine identities may be interlinked with conflict and violence. As such, men and women have equal responsibility in promoting gender equality

Trauma Sensitivity

- Trauma sensitivity ensures all stakeholders are aware of symptoms of trauma, how to avoid retraumatizing an individual, and how to respond to a person whose traumatic experience has been triggered. In addition to educating on trauma in a training, trainers should be sensitive to the potential of triggers within a training. It is imperative that trainers speak about trauma sensitively and be mindful of possible histories of trauma

Sensitivity to Diverse Needs

- This encompasses a broad range of issues, including different physical and mental abilities, learning styles, and level of prior experience with a resource. Provide space application and registration forms to confidentially indicate any special needs

SUBJECT 5.3. CAPACITY BUILDING IN CONFLICT SENSITIVITY

What is capacity building?

Capacity building is the ability of organization to develop and use the sum of its human and organisational capital to minimise negative and maximise positive impacts on the conflict dynamics where it works. It means Building individual and organizational capacity on conflict sensitivity.

Capacity building at community level or individual level, means developing the knowledge, skills, attitude and experience to apply conflict sensitivity in development programming practice.

Capacity building at organizational level, is developing and institutionalizing the systems, structures, incentives and culture to the practice of conflict sensitivity so that it can be applied holistically and systematically in a sustained manner.

Individual capacity building on conflict sensitivity needs the following:

- ❖ Supportive leadership, resourcing, incentives or sanctions , organizational systems that enable rather than hinder working in a conflict sensitive fashion are all required.
- ❖ Other key people who are also supportive of conflict-sensitive approaches, including donors, colleagues, partners and project stakeholders. Staff turnover and loss of institutional knowledge can typically be a barrier to sustaining conflict sensitivity in institutions, as can be competing internal incentives, such as time or funding pressures.

Capacity building at Government, national and international agencies are trained on

- ❖ awareness of the general concepts,
- ❖ how to conduct a conflict or stakeholder analysis,
- ❖ communication, dialogue and facilitation skills.

Purpose of capacity building in Conflict Sensitivity

- ❖ To build the capacity of partner organisations' on Conflict-Sensitive approach to programming development and peacebuilding work by making sure programme and project activities do not aggravate or lead to conflict, but seize opportunities in the context to bring about positive impacts in the lives of the communities
- ❖ capacity-building for conflict sensitivity is to increase the effectiveness and efficiency of our programming, by acquiring hands-on knowledge, skills and tools that will enable partners to gain a deeper understanding of the context in which we operate; understand the relationship between our interventions both at project and programme levels and in an operational context (i.e. how they affect each other); and, based on that knowledge, pro-actively design appropriate interventions that minimise negative impacts.
- ❖ Strengthening expertise and capacity amongst member organizations and civil society partners to institutionalize and implement conflict sensitivity at headquarters and local levels
- ❖ to ensure that our interventions are adequately informed by a rigorous analysis of the context on an ongoing basis, to know how the context and the programme activities impact on each other so that we can minimize negative impacts while maximizing positive impacts
- ❖ strengthening capacities for conflict sensitivity in the community level could impact change at individual, relational and institutional levels capacity building is needed to help

- people reflect on themselves, help them to transform negative stereotypes and prejudices, and build individual skills for empathy, dialogue and problem solving, which are key building blocks for conflict sensitivity
- ❖ Staff participating in the process will have different levels of existing understanding of conflict sensitivity.

Benefits of capacity building

- ❖ Useful in raising basic awareness of conflict sensitivity.
- ❖ It can reveal greater existing knowledge and implicitly conflict sensitive practices among staff that may have been anticipated.
- ❖ It helps highlight both hidden barriers and opportunities for change.
- ❖ Individual skills and knowledge are central to achieving positive impact, including in conflict-affected areas, where social skills will be as important as technical ability, if not more so.
- ❖ involving partner staff in conflict sensitivity training, together with community participants where possible, makes a critical difference to the quality of implementation.

Benefits of capacity building for the community

- ❖ It enables all actors involved in the project to recognise conflict issues, and how they relate to the project and to devise solutions jointly.
- ❖ Including communities in capacity-building, of a project design, generate a strong sense of ownership.
- ❖ It also sensitises communities to what conflict sensitivity is about, as well as to the fact that an intervention can do harm and that they can feel free to speak about any concerns.
- ❖ Capacity-building of communities in conflict sensitivity also fosters their understanding of project processes and reduces conflicts which could have emerged.
- ❖ It gives the community the reasons why particular choices are made in relation to the project interventions.
- ❖ It enables the community have a better understanding of the interactions between aid assistance and conflict and how these interactions may decrease or increase the impacts on the conflict in terms of the peace building or conflict reinforcement even if it was not their intended or expected outcome.

SUBJECT 5.4. INTEGRATING CONFLICT SENSITIVITY PROGRAMMING

Introduction

The process of integrating conflict sensitivity showed that this type of initiative also provided a good opportunity to raise internal awareness of the relevance of conflict analysis and conflict sensitivity. Conflict sensitive programming is a cross cutting approach that can be integrated in any intervention (emergency, humanitarian, recovery or development) through the various sectors such as water, natural resource management, animal health, education, health and nutrition that may not necessarily be conflict related. This subject was key among projects implemented by NMDA, ICPAC, DAO, and SAPCONE.

Purpose of Conflict Sensitivity Programming

- To ensure that when you work in conflict-affected settings, you 'Do No Harm' as you plan and implement your programmes by carefully reviewing and adjusting processes, policies

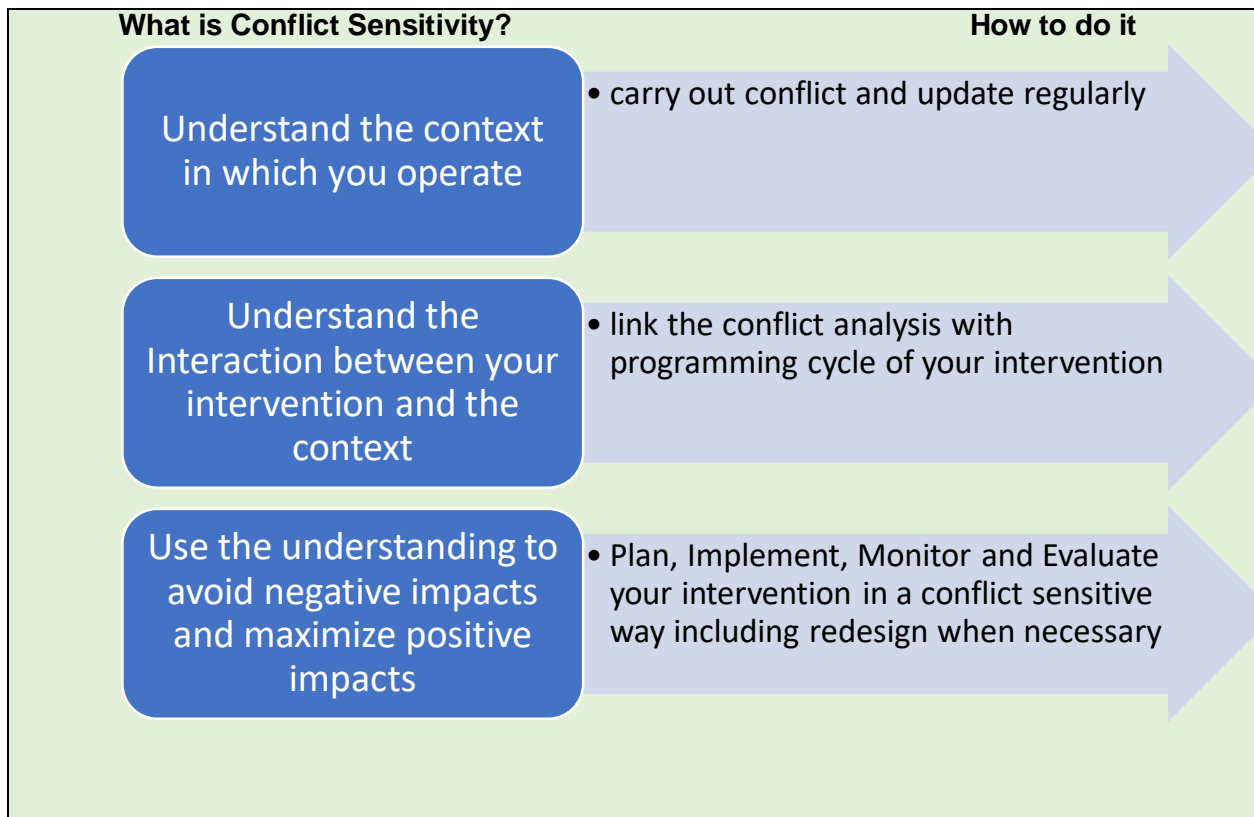
and activities, both internally and externally, to identify, prevent and mitigate harms that may be inadvertently triggered or exacerbated programming.

- Effective conflict-sensitive programming is rooted in sound conflict analysis it will ensure that the conflict analysis process is integrated into programme planning.

Conflict sensitive programming requires that an organization

- Demonstrates ability to understand its operational context,
- its interventions and interactions with that context
- to ensure that its interventions minimize negative impacts and maximize positive impacts on conflict.

How to carry out conflict sensitivity in a programme



SUBJECT 5.5: DEVELOPING CONFLICT SENSITIVITY INDICATORS

Introduction

Conducting a conflict sensitivity analysis of any project can be done quite simply and is one of the most fundamental steps to ensure conflict sensitive practice during project implementation. Because conflict analysis is the foundation of conflict sensitivity and without a good understanding of the context in which interventions are situated, organizations that support or directly implement them may unintentionally help to fuel violent conflict or to exacerbate existing tensions. Conflict analysis helps organisations towards a better understanding of the context in which they work, and a conflict sensitive approach.

Conflict analysis is the core of conflict-sensitive programming and includes:

- ❖ In-depth analysis of the conflict environment (actors, profile, causes and dynamics), informed by the perspectives of the communities themselves.
- ❖ mapping and analysis of the conflict as the programme unfolds. This includes awareness of linkages among community, national, regional and international levels of conflict;
- ❖ Ensuring that the knowledge gained from this analysis informs the different steps of the programme, from planning to implementation, monitoring and evaluation.

Benefits of carrying out a conflict analysis in conflict sensitivity

A conflict sensitivity analysis will be most effective if it is conducted at the initial design stage and then regularly reviewed as part of the monitoring process

- ❖ help foresee risks and obstacles to effective implementation early on
- ❖ prevent timely and costly ad hoc management interventions arising from, or exacerbated by, a project
- ❖ help identify new opportunities for action. Linking conflict analysis to the project design involves
- ❖ reviewing all key parameters of a project in view of their link to the conflict context (what?, who?, where?, when, how?)
- ❖ assessing the risks of implementation being affected by conflict issues or contributing to tensions
- ❖ identifying opportunities for reinforcing peace outcomes (increased dialogue between divided groups, less violence etc) through the planned intervention
- ❖ identifying changes to the original project design to avoid unintentionally contributing to tensions.
- ❖

Conflict-sensitive indicators fall into two categories

(i) Conflict indicators:

are developed during the conflict analysis stage, are used to monitor the progression of conflict factors against an appropriate baseline, and to provide targets against which to set contingency planning.

(ii) Interaction indicators:

are used to monitor and evaluate the interaction between the Program and the conflict factors by measuring the impact the Program is having on conflict (e.g. restricted access to occupational skills training and availability of jobs that no longer antagonise an ethnic minority) and measuring the impact conflict factors are having on the Program (e.g. number of travel authorisations given to Program staff; tensions that make interethnic training difficult to conduct)

Once a conflict analysis has been conducted and the implications for the intervention have been identified and integrated into its design, it is necessary to develop indicators in order to be able to monitor the success or non-success of the intervention's conflict sensitive approach.

Purpose for indicators

- To differentiate among three types of developing conflict sensitive indicators
- To help participants develop conflict sensitive indicators
- Indicators can be especially useful, since it is often people's perceptions about the context, and their position within it (rather than any 'objective' truth) that drive conflict.

SUBJECT 5.6 CONFLICT SENSITIVITY DESIGN

Conflict-sensitive project design What does this task involve?

Integrating conflict sensitivity at the design stage involves using findings from the conflict analysis to inform all key parameters of the project, such as:

- ❖ What the project will do.
- ❖ Who will implement it and for whom.
- ❖ Who the beneficiaries/participants will be.
- ❖ Where the project will be implemented.
- ❖ When the project activities will take place.
- ❖ How the project will be implemented.

It is also good practice to reflect contributions to peacebuilding in the design wherever possible. Some dimensions of project design that are particularly important for conflict sensitivity include

- ❖ project structure (essentially its timeframe and implementation modality),
- ❖ beneficiary targeting
- ❖ Good practice in terms of conflict-sensitive project design processes
- ❖ emphasizes a high degree of participation,
- ❖ ideally with key design decisions being generated bottom-up from beneficiaries and key stakeholders (including relevant government and EAO authorities), and
- ❖ deep consideration of context. In transitional contexts, particular attention is needed to the politics of who is involved, when and how, in order to secure both the input and engagement, or formal approval, of key people and agencies.

Importance of involving local community at project design

- ❖ **For a project to succeed** The good practice is to maximize community decision-making in the project design process and to build this into the entire project cycle.
- ❖ bringing local communities and CSOs into the process too late, when the project's broad parameters have already been designed and agreed upon at higher levels creates conflicts.
- ❖ One organization interviewed had inadvertently left out a key ethnic stakeholder in its consultations on project design, who then publicly criticized the project, compelling the organization to put the project on hold.
- ❖ Building strong relationships and trust with government, local civil society and the community at design stage is crucial for local and community development projects to progress.

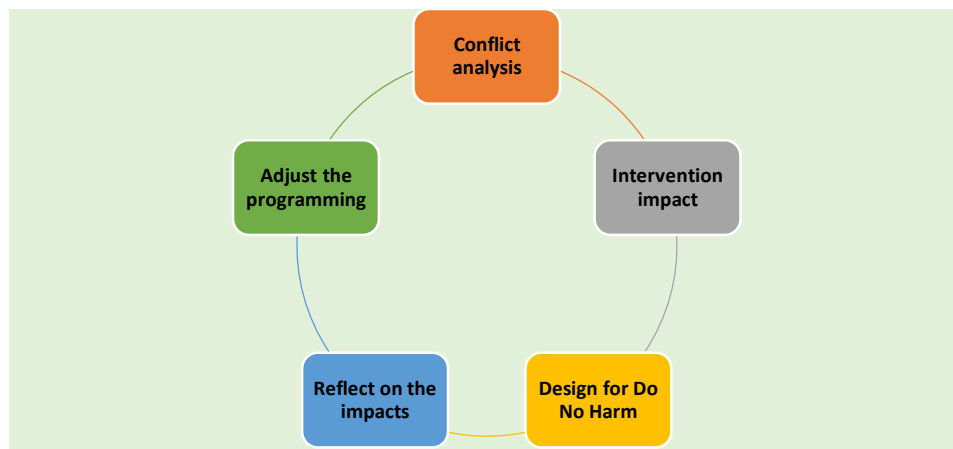
SUBJECT 5.7: CONFLICT SENSITIVITY PLANNING PROCESS

The aim of conflict-sensitive planning is explicitly and continuously to link information on the programme to the conflict environment by, for example:

- ❖ Incorporating peacebuilding and conflict-transformation principles into agencies' strategic policies;
- ❖ Linking conflict analysis with the objectives of the project in the project design;
- ❖ Ensuring all planning processes themselves are conflict-sensitive; and
- ❖ Sacrificing some speed of delivery to ensure adequate conflict-sensitive planning.

To ensure consistent conflict sensitivity in planning process, the following 5 steps are required:

1. **Do a conflict analysis:** Understand the context in which your programme operates, through engaging in some form of conflict analysis. Do a non-state entity analysis, where such entities are present.
2. **Consider impacts:** Consider the impacts your proposed intervention may have, particularly on dynamics between and among social groups. Act in a way to avoid negative impacts and maximize positive ones
3. **Design for conflict sensitivity:** address the potential interaction between your planned (or ongoing) interventions and the conflict context, and ensure that the design addresses the possible conflict impacts.
4. **Reflect:** Consistently reflect on the implications of your intervention using 'reflective practice'. Understand the mutual interaction between one's own interventions and the context.
5. **Adjust:** based on reflection, monitoring findings and changes in context, adjust programming to continue ensuring conflict sensitivity. Act in a way to avoid negative impacts and maximize positive ones.



SUBJECT 5.8: CONFLICT SENSITIVITY MONITORING AND EVALUATION

Introduction

Developing the monitoring and evaluation tools (specifically indicators) for the implementation phase to ensure that conflict sensitivity is mainstreamed and included as part of project monitoring through conflict-sensitive indicators. These should include tools to be used to monitor trends and impact on program implementation to further inform program design, intervention and adaptation, and policy influencing. These tools will be developed in conjunction with gender sensitivity tools, ensuring that gender specific impacts of conflict are monitored.

Monitoring and evaluation (M&E) is important in determining how accurately initial conflict analysis has been reflected in programming and provides the space for updating analysis and adapting interventions such that they comply with conflict sensitive principles. To help ensure that project and programme implementation remains conflict-sensitive, through the understanding of key project management and implementation issues. This training will help the participants to set up, implement, monitor and adjust the project and programme in a conflict-sensitive manner by:

Objective:

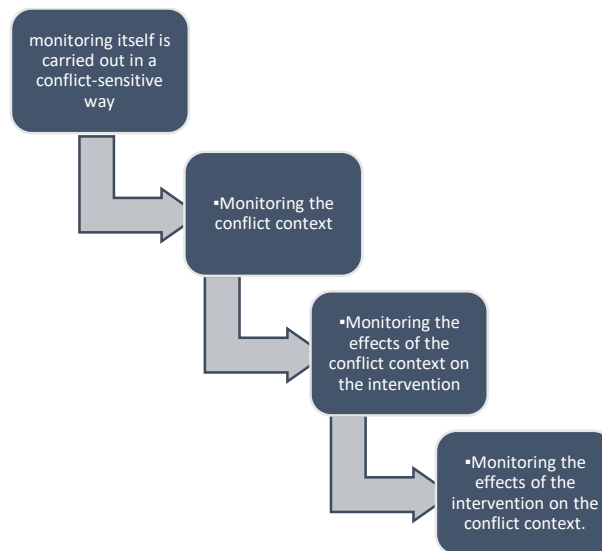
- ❖ A key objective of conflict-sensitive monitoring is to help adapt the implementation plans where necessary
- ❖ A key objective of monitoring for conflict sensitivity is to help adapt the implementation plan where conflict issues directly relating to the intervention are identified

Purpose of M & E

- ❖ To help the participants to design and implement a monitoring and evaluation system that captures the interaction between project and context, and to identify relevant indicators to monitor this interaction.
- ❖ To help the reader to design and implement a monitoring and evaluation system that captures the interaction between project and context, and to identify relevant indicators to monitor this interaction.
- ❖ The monitoring system should seek to measure the impact of the intervention on the changing context and vice versa, and to enable programming to be adjusted if necessary to ensure optimum conflict sensitivity.
- ❖ The evaluation system should seek to identify lessons for improving conflict-sensitive planning and implementation in the future.

Trainers Notes:

Monitoring in Conflict Sensitivity



The key principles for conflict-sensitive monitoring and evaluation include

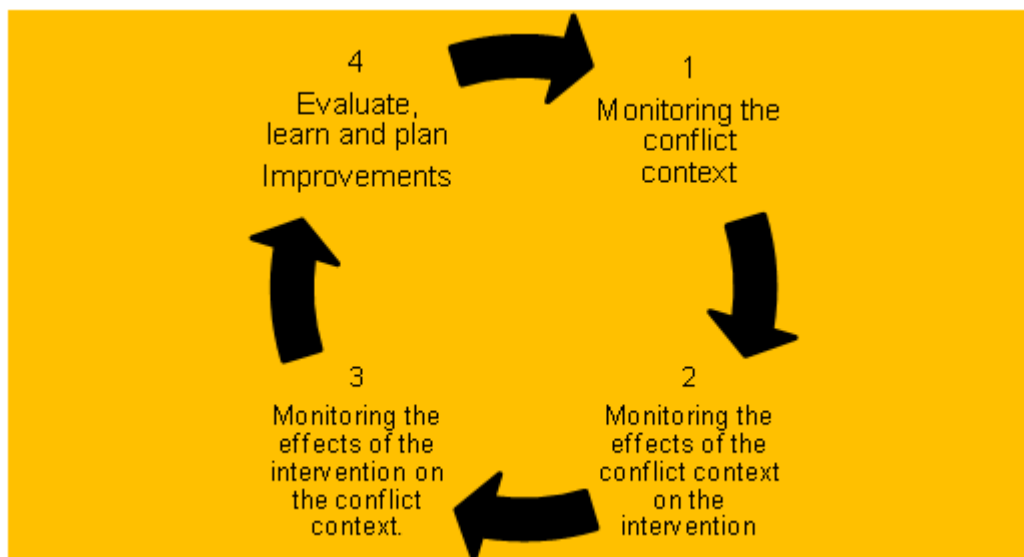
- ❖ Monitoring and evaluating programmes according to their impact on conflict and peace and vice versa;
- ❖ Setting flexible indicators that cover the process and outcomes of the programme as well as its outputs; and
- ❖ Conducting joint monitoring and evaluation with local partners and communities on the processes and actions with a conflict/peace impact lens.

The five key steps in monitoring and evaluation

- ❖ Step 1: Work out a systematic way of monitoring and evaluation of the interventions by deciding when to monitor or evaluate
- ❖ Step 2: Design monitoring and evaluation tools and processes
- ❖ Step 3: Ongoing collection of data and relevant information
- ❖ Step 4: Periodic analysis of the information
- ❖ Step 5: Come up with viable alternatives and redesign the interventions to avert or mitigate the negative effects

How to carry out Evaluation

Conflict-sensitive evaluation introduces a detailed understanding of actors, profile, causes and dynamics into traditional evaluation activities and processes. Conflict-sensitive evaluations are used to understand the overall impact a given intervention has had on its context, and the context on the intervention. These evaluations can then be used to adjust subsequent phases of an ongoing initiative, and/or provide lessons for future initiatives.



SUBJECT 5.8.1 DESIGNING CONFLICT SENSITIVE EXIT STRATEGIES

Once a conflict sensitive project or intervention has been included in this training manual to enable participants learn how to exit a project intervention phased out in a conflict-sensitive manner. Sometimes intervention projects will be extended, replaced with another phase of the project or concluded altogether depending on the funding the following should be focused on.

- ❖ **Design** with flexibility to ensure that the project's exit strategy can adapt to a changing conflict context. This may entail designing multiple, contingency exit strategies that can be assessed as the project is monitored and the conflict dynamics change;
- ❖ **Communicate** the exit strategy effectively to the stakeholders to set realistic expectations;
- ❖ **Establish** structures that sustain the benefits of the project for the stakeholders beyond the project's completion, if appropriate; and
- ❖ **Evaluate** the completed project or program to gauge its success.

SUBJECT 5.8.2: CHALLENGES ACHIEVING CONFLICT SENSITIVITY

Despite widespread agreement among aid actors about the importance of conflict sensitivity, there are still various factors that have undermined the successful operationalization of conflict sensitivity.

- **Organizations are rarely held to account** for failure to incorporate conflict sensitivity approaches or for the negative impacts that their programming may have.
- **Analytical issues and integrating findings into programming:** difficulties in gathering information, such as educational data, can undermine the ability to conduct effective conflict analysis and assessments.
- **Inconsistent application of conflict sensitivity at the policy and organisational level,** throughout the project life cycle, and at the inter-agency and inter-sectoral level. Lack of coordination among actors operating in the same space, for example, can result in unintentionally undermining the work of others.
- **Political dimensions:** conflict analyses are political exercises. Assessments of capacity building in relation to conflict and fragility can be controversial as they often include a critical analysis of the political ideology in conflict areas.

SUBJECT 5.9: CONFLICT SENSITIVITY APPROACHES TOOLKITS

Introduction:

The following resources offer a holistic look at the principles of conflict sensitivity, frameworks, and practical guidance on conflict sensitivity. Because assistance to a country or sector (e.g. education, agriculture, infrastructure) will have an impact (either positive or negative) on conflict risks and dynamics particularly in countries which are affected by, or at risk of, violent conflict. It is therefore imperative that this assistance be implemented in a conflict-sensitive way. This manual will use the following approaches.

1. A common central component of conflict sensitivity approaches and tools is conflict or political economy analysis, which provides an understanding of the interaction between the intervention and the context and informs conflict sensitive programming (Resource pack, 2004).

1. The Do No Harm (DNH)

The Do No Harm (DNH) project was launched in late 1994 to answer the question: How may assistance be provided in conflict settings in ways that, rather than feeding into and exacerbating the conflict, help local people disengage from the violence that surrounds them and begin to develop alternative systems for addressing the problems that underlie the conflict?¹ At the core of do no harm is analysis of dividing and connecting issues and actors, which should be done with local partners and regularly updated during project implementation. Primarily seen as a project level tool, the DNH framework has seven steps (see CDA 2004).

2. The DNH framework has seven steps (see CDA 2004):

1. Identify which conflicts are dangerous in terms of their destructiveness, and which therefore require DNH.
2. Analyse 'dividers' – identify what divides groups and sources of tension.
3. Analyse 'connectors' – understand how people remain connected across sub-group lines despite divisions created through the conflict, and local capacities for peace (LCPs).
4. Conduct a thorough review of all aspects of the assistance programme.
5. Analyse the interactions of each aspect of the assistance programme with the existing dividers/tensions and connectors/LCPs. For example, who gains and who loses from assistance?
6. Examine steps one to four: if assistance exacerbates inter-group dividers, rethink how to provide the programme in a way that eliminates its negative, conflict-worsening aspects.
7. Once a better programming option has been selected, re-evaluate the impacts of the new approach on the dividers and connectors.

3. Peace and Conflict Impact Assessment (PCIA)

In 1998, Kenneth Bush developed the Peace and Conflict Impact Assessment (PCIA) methodology, comparable to environmental or gender impact assessment. While similar to DNH in its focus of how aid impacts conflict, PCIA adds an additional layer of assessment – looking also at how the context can affect aid interventions. There are three key steps to conducting PCIA (see Bush 2009):

1. Mapping exercise: to better understand the complexity and dynamics of peace and conflict environments and the interests, objectives and actions of stakeholders.
2. Risk and opportunity assessment: to identify the negative and positive ways in which the peace and conflict environment could impact on the initiative.
3. Peace and conflict impact assessment: to identify the ways in which the initiative could create or worsen conflicts or contribute to peacebuilding. This assessment should be engaged in pre initiative, during the initiative, and post-initiative - contributing to planning, monitoring and evaluation

4. How to guide Conflict Sensitivity Consortium. (2012).

To conflict sensitivity. London: The Conflict Sensitivity Consortium.
http://www.conflictsensitivity.org/sites/default/files/1/6602_HowToGuide_CSF_WEB_3.pdf

Drawing on the consortium of NGOs' experience in applying conflict sensitivity, this how to guide aims to provide practical, user-friendly information for humanitarian, development and peacebuilding actors, focusing at project or organisation-wide level. It provides guidance on how to: □ conduct conflict analysis (chapter 1); □ link conflict analysis to project design and integrate conflict sensitivity throughout the project cycle (needs assessment, design, implementation, monitoring and evaluation) (chapter 2); □ engage in conflict sensitive programming (chapter 3); □ assess and build institutional capacity for conflict sensitivity (chapters 5 and 6); and □ apply conflict sensitivity in emergency settings (chapter 4).

5. APFO, CECORE, CHA, FEWER, International Alert, SaferWorld. (2004).

Conflict-sensitive approaches to Resource pack development, humanitarian assistance and peacebuilding: London.
<http://www.saferworld.org.uk/resources/view-resource/148-conflict-sensitive-approaches-to-development-humanitarian-assistance-and-peacebuilding> This pack covers theory, principles, debates, frameworks and lessons learned related to conflict sensitivity. It includes modules on how to: □ conduct conflict analysis (chapter 2); □ engage in conflict sensitive planning, implementation and monitoring and evaluation (chapter 3); □ integrate conflict sensitivity into sectoral approaches (chapter 4); and □ build institutional capacity for conflict sensitivity (chapter 5).

6..How to guide Conflict Sensitivity Consortium. (2012). to conflict sensitivity. London: The Conflict Sensitivity Consortium.
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8. APFO, CECORE, CHA, FEWER, International Alert, Saferworld. (2004). Conflict-sensitive approaches to Resource pack development, humanitarian assistance and p eacebuilding: .

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International Alert, Saferworld et al (2004), *Conflict Sensitive Approaches to Development, Humanitarian and Peacebuilding: A Resource Pack*, Parts 3 and 4.

Kenya Conflict Sensitivity Consortium. 2010. *Conflict-sensitive approaches to development: Resource pack*. *Kenya Conflict Sensitivity Consortium*. Available from: <[http://www.conflictsensitivity.org/sites/default/files/Conflict Sensitive%20Approaches%20to%20Development%20Humanitarian%20Assistance%20and%20Peacebuilding%20Resource%20Pack.pdf](http://www.conflictsensitivity.org/sites/default/files/Conflict%20Sensitive%20Approaches%20to%20Development%20Humanitarian%20Assistance%20and%20Peacebuilding%20Resource%20Pack.pdf)> [Accessed 5 April 2020].

Kenya Conflict Sensitivity Consortium. (2011). *Conflict sensitivity practitioners' training manual*. *Kenya Conflict Sensitivity Consortium*. Available from: [http://www.conflictsensitivity.org/sites/default/files/Kenya%20CSA%20Consortium%20Practitioners'%20Manual Aug%202011.pdf](http://www.conflictsensitivity.org/sites/default/files/Kenya%20CSA%20Consortium%20Practitioners'%20Manual%20Aug%202011.pdf) [Accessed 3 May, 2020].

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Trócaire. (2011). *Conflict sensitivity toolkit*. *Trócaire*. Available from: <http://www.trocaire.org/sites/trocaire/files/pdfs/policy/Conflict_Sensitivity_Toolkit_Oct_2011> [Accessed 15 April, 2020].

Anderson, M. (1999). *Do no harm: how aid can support peace – or war*. Boulder, CO: Lynne Rienner. https://www.rienner.com/title/Do_No_Harm_How_Aid_Can_Support_Peace_or_War
Brown, S., Goldwyn, R., Groenewald, H., & McGregor, J. (2009). *Conflict sensitivity consortium benchmarking paper*.

Conflict Sensitivity Consortium.

<http://www.conflictsensitivity.org/sites/default/files/CSA%20Benchmarking%20paper-full.pdf>

Why is conflict sensitivity important, and what does it mean? This paper, prepared by a consortium of ten UK NGOs, traces the emergence of conflict sensitivity to the realisation that aid can be used as a weapon of war, as in Rwanda, Somalia and elsewhere in the mid-1990s. Conflict sensitivity is important for humanitarian, development and peacebuilding actors as it can help them recognise and address the unintended consequences of their interventions.

Paffenholz, T. (2005). *Peace and conflict sensitivity in international cooperation: An introductory overview*. *International Politics and Society*, 4, 63-82. <http://www.gsdrc.org/go/display&type=Document&id=2798> Peace and conflict sensitivity has successfully entered the mainstreaming agenda of development agencies, with much institutionalisation and conceptualisation. In practical terms however, a coordinated system for peace and conflict sensitive aid implementation is absent. This article explores the gap between rhetoric and practice and identifies key challenges.

SELECTED ENERGIZERS

Icebreakers!

- Interactive ways for participants to introduce themselves and to learn about the other workshop/training participants. Icebreakers help set a “safe space” for participants to learn and share. You will likely want to do more than one of these, at least one name game and one activity that involves personal sharing.
- **Name + adjective(s):** have participants introduce themselves positively with one or two adjectives beginning with the same letter as the initial of their first name. For example: *Reliable Robert* or *Funny, Fabulous Fernanda*
- **Name + action symbol:** standing up participants form a circle or U-shape. First person says their name and then come up with an action symbol (ex- karate move or dance movement). The next person repeats the name and action symbol of the person before them, then says their names and adds their action symbol. The next person repeats the name and action symbol of everyone before them and then adds their own. Repeat until everyone in the group has gone.

Peer Introductions:

- **Goal:** Get people interacting with lots of other people, and facilitate introductions
- **How to Play:** Each person gets a piece of paper. They go around, introduce themselves to 6 people, ask them to share one fact about themselves, which they write down. After everyone has collected 6 facts, each person is introduced one at a time. For each person, everyone else in the group shares the facts they learned about that individual. This is often a fun way to learn something about the participants.
- **Supplies needed:** Piece of paper
- **Ideal Group Size:** 15-20
- **Duration:** 10 minutes

HELLO exercise:

- Hello is an opener that directly relates to the workshop process and content. It uses a deck of playing cards and a few other items. The basic idea is that you prepare four questions related to individuals' expectations, experience, questions and changes regarding the training. Teams of players are charged with the task of collecting responses from everyone in the room in just a few minutes time. The exercise is high energy and lets participants meet one another, while remaining focused on the day's agenda.
- **One minute intros:** Everyone in the group gets one minute (need a firm timekeeper for this!) to introduce themselves in whatever way they want. This allows for different types of expression such as dance, song, or just speaking.

Ball Name Game:

- **Goal:** Getting people standing up and learning each other's names.
- **How to Play:** Stand in a circle. Explain that when someone throws the ball to you you say your name and one 'fun fact'. (Favorite food, favorite color, etc.) So for the first half of the game if you catch the ball you say your name and your fact. "My name is Courtney and I like chocolate." Once everyone has said their name. You go all the way around again, but switch

to saying the name and fun fact about who you are throwing to, "This is Jeremy and he likes Herb Popcorn."

- **Supplies needed:** Ball
- **Ideal Group Size:** 7-25
- **Duration:** About 10 minutes

Heads and Toes Energizer (also known as Simon Says):

- **Goal:** Getting people standing up and energized after coffee break or lunch
- **How to Play:** Trainer acts as the "caller" and stands at the front of the room. The trainer will make gestures and the training class follows along. The trainer shows off the gestures, hands on head, hands over mouth, hands on shoulder, hands on elbows, hands on hips, hands on knees, hands on toes. Once everyone has learned the gestures, pick up the pace. Do gestures from top to bottom, and mix it up to keep people guessing. Before it is over, run through the motions, EXTRA fast, make sure to do a few hands on hips, hands on knees, hands on toes. The goal being that everyone should laugh by the end of the session.
- **Supplies needed:** None
- **Ideal Group Size:** Unlimited
- **Duration:** About 5 minutes

Proposed Timetable for the Training

Day1	module
Morning	Introductions and Welcome Module 1 conflict analysis
Afternoon	Module 1 subject 4,5,6/ wrap up
Day 2	
Morning	Review training content and comments Module 2:Peacebuilding
afternoon	Module 3: Conflict prevention
Day 3	
Morning	Review of Module 3 Module 4: Conflict transformation
Afternoon	Module 4 Conflict Transformation
Day 4	
Morning	Review of module 4
Afternoon	Module 5 Conflict sensitivity
Day 5	Conflict sensitivity

Morning	Groups. Workshop wrap-up (include “Visioning the Future” exercise from Module 6, or “The Gift” exercise from Module 2) Evaluation (1 hour; see suggestions in Module 1 or Section 3.6, review graffiti board)
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Tips for the facilitator

If participants are disengaged, start a group discussion or break into smaller groups and encourage conversation about the topic.

- If participants are struggling with the information, provide examples.
- If participants are feeling overwhelmed, take time out or move to skill development activity
- If unsure how the session is going, ask participants how they are doing; ask for two words that describe how they are feeling
- If they have lots of questions about an activity, explain again and then ask them to start. If they still don’t understand, talk to participants individually.
- If a disagreement with participant occurs, stay calm, listen carefully, reflect what has been heard, trust the group enough to ask them what they think, respect what the group has decided, summarize, and thank the participant for her opinion.