Training Manual for Conflict Analysis, Peace-building, Conflict Prevention, and Conflict Transformation.

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List of Abbreviations

AOB: Attitude, Objective, Behavior

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

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 Trainer

LPCs: Local Peace Committees Monitoring and Evaluation Non-Governmental Organizations

M&E: Monitoring and Evaluation

NGOs: Non-Governmental Organizations

Glossary of Essential concepts and Key Terms

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 behavioral 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 minimize the negative and maximize 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.

***Collaboratio*n** 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.

I: Background:

Universally acknowledging the role women play in peacemaking, the UN Security Council unanimously adopted Resolution 1325 (UNSC 1325), in October 2000. The resolution, most critically highlighted the disproportionate and unique impact of armed conflict on women and girls. It also reaffirms the critical role played by women in conflict prevention, conflict resolution and peacebuilding. In the subsequent 22 years, nine additional resolutions were adopted at the UNSC on Women, Peace and Security (WPS),[1] now being championed by all member states

In marking the first two decades of this resolution, the AU Chairperson has noted the transformative aspect of it in which the participation of women in peace, security, and peacebuilding "has a strategic and positive impact on the stabilization and reconstruction of post-conflict countries.[2] For the AU, attaining gender equality and women's empowerment as a critical goal and strategy was also linked to the strategy and realization of Agenda 2063, and that efforts towards peace and security can't be achieved without the meaningful participation and leadership of women.

Indeed, at the continental level, the African Union as part of the effort to popularize and help implement UNSC 1325, put in place elaborate legal instruments to reflect its commitment not only to enhance the role of women in the mitigation of conflicts, but also to make women's participation indispensable. Both the African Peace and Security Architecture (APSA) as well as the African Governance Architecture (AGA) provided for such a role.[3]

Against this background, the African Union (AU), based on APSA, has taken its own three momentous decisions, ultimately leading to the establishment of the FemWise-Africa (Network of African Women in Conflict Prevention and Mediation).[4] FemWise-Africa aims to strengthen the role of women in conflict prevention and mediation efforts in the context of the African Peace and Security Architecture (APSA). The Network provides a platform for strategic advocacy, capacity building and networking aimed at enhancing the implementation of the commitments for women's inclusion in peacemaking in Africa.

After the AU Peace and Security Council (PSC) endorsed the modalities for FemWise, on 13 March 2017, additional endorsement was given to FemWise-Africa by the UN Security Council on 27 March 2017. Finally, FemWise-Africa was officially established through a decision of the AU Assembly of Heads of State, on 4 July 2017.[5]

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[1] The ten UNSC Resolutions are: 1325(2000), 1820)2008), 1888 (2008), 1889 (2009), 1960 (2010), 2106 (2013), 2122 (2013), 2242 (2015), 2467 (2019).

[2] Moussa Faki Mahamat, "Forwrad to 'She Stands for Peace—20 Years Journey," AU/UN, 2020.

[3]

[4] The 2010 Decision of the Peace and Security Council requested the Panel of the Wise to undertake a study on Women in armed conflicts; the 2014 Decision of Ministers of Gender calling for the creation of an association of women in mediation, and the 13 March 2017 Decision of the PSC established FemWise. It should be noted that FemWise located within the African Peace and Security Architecture (APSA), as a subsidiary mechanism of the Panel of the Wise and the PANWISE. Its location within the APSA places it in a strategic position for policy formulation and advocacy for narrowing the gap between the commitments for women's inclusion and the implementation. Membership of FemWise is open to both institutions and individual women.

[5] Assembly/AU/Draft/Dec.21(XXIX

While the process leading to the establishment of FemWise Africa has been protracted, the end result has transformed the status of the Women Peace and Security Agenda. These developments notwithstanding, the practical implementation of many of the commitments made under UNSC Resolution 1325, and FemWise Africa are still lagging. For example, in past mediation undertakings by the African and sub-regional organizations, women's participation in peace processes have been very minimal. In fact, women constituted only 2 per cent of Chief mediators, 9 per cent of negotiators, and 4 per cent of signatories.

Partly, in response to this implementation gap, the AU PSC, at its 476th meeting in December 2014, urged the AUC, in coordination of the Office of the Special Envoy on Women, Peace and Security to formulate a Continental Results Framework (CRF) to serve as a monitoring and reporting mechanism on the progress on implementation by AU Member States on their commitments on Women, Peace, and Security in Africa. Subsequently, at its 276th meeting, the PSC, after having examined the progress made by Member States, commended the Member States that have already adopted National Action Plans (NAPs) to implement the resolution and encouraged those that have not yet done so, to also do the same.[6]

It is notable too that the PSC, recognizing the delay in implementing commitments to the WPS agenda requested the Office of the AU Special Envoy on WPS to conduct sensitization of member states on the CRF and urged all AU Member States to strengthen the capacities of the Ministries in Charge of Gender and Women's Affairs through budget allocation and training so that they are able to effectively coordinate the work on women, peace and security.[7]

What is critical and relevenat in this resolution is the recognition that implemntion gaps can only be addressed when Member States fully engage in the process by providing adequate human power and resources.

It is in this context that both UNSC 1325 and FemWise Africa call on all UN and AU Member States, civil society, and the international community at large to establish the necessary mechanisms to make sure about the increased participation of women, in particular, in confllct prevention, peace negotiations, post conflict reconstruction and critical decision making.

In the concrete experience of many African countries, it is now evident that the basic problem of a less inclusive peacemaking process is the absence of a concerted effort to systematically build the necessary skill-sets that women need to fully participate in mediation and peacebuilding processes.

In view of such knowledge deficit, therefore, what would be the best way to rebuild the necessary skill set and elevate women's participation both at the local, national, and international levels?

[6] See African Union, "Communiqué of the 772nd meeting of the AU PSC on the Continental Results Framework for Monitoring and Reporting on the Implementation of the Women, Peace and Security Agenda in Africa," May 16, 2018.

[7] PSC Communiqué, 772nd meeting, May 16, 2018.

In fact, the practical implementation of international commitments can't be fulfilled without the establishment of competent training institutions and the strengthening of existing ones. This is all the more critical as national protocols, policies and instruments related to women, peace and security need to be realigned.

Operationalizing UNSC 1325 Through Training of Trainers

Providing the necessary capacity building though context-related training and workshops for women focusing on community dialogue, sustainable peace, as well as recovery and reconciliation is very timely.

Training, however, is a specialized field and requires proper understanding of the context, and issues of conflict, or post-conflict peacebuilding. While there is no single and all inclusive training manual that fits all conflict situations, there are, however, various stand alone and generic Training Manuals (TM) developed from concrete experiences. Such manuals help to train trainers and can be used as conflict management and mediation tools to help us identify key actors in a conflict situation, and conduct baseline assessments.

The CEWARN-IGAD original Trainer's Manual of 2002, is one such manual that would be useful to train trainers. The manual is based on the experiences of numerous trainers conducting different types of training and workshops. This manual is particularly relevant as it incorporates the experiences of peacebuilding organizations working with IGAD in the Horn of Africa.

As often is the case, such generic training manuals are extremely useful too in providing broad guidelines and establish benchmarks. And their useful insights can be used in various situations, including peace-building practices in the Horn of Africa, resource disputes in the Eastern DRC, or religion and ethnic based conflicts in many parts of Africa.

In the manual, conflict analysis is described as a central component of peacebuilding, conflict prevention, and conflict sensitivity thereby providing the necessary foundation to understand social and economic development, humanitarian issues, as well as peacebuilding in many conflict affected areas.

It is also important to note that the CEWARN manual itself shares many of its insights from that of other similar manuals developed in the area of Conflict Prevention and Peacebuilding (CPPB). Accordingly, the current manual of the African Women in Peace and Security Institute's (AWPSI) manual as well will be adapted from these various training modules.

As noted above, this manual will incorporate conflict analysis, peacebuilding, and conflict transformation in interrelated ways, and will be a useful guide for those whose activities are linked to conflict situations as well as peacebuilding interventions.

Each module provides a description, the content, the rationale, the target group or stakeholders, its purpose, the expected outcome of the course, and guidelines for trainers to facilitate class discussions.

The structure of the training manual is designed to inform a variety of participants, including young people, women, community elders, civil society actors and many more. The manual incorporates a design for trainers in a workshop format and uses a mixture of presentations,

small group work, plenary discussions, participant presentations, pictures, and role-plays. The time, or number of days, allocated for the completion of each module depends on a number of factors, including the nature of the participants, their ability to absorb the training manual, and related factors. Overall, it is imperative that participants are given sufficient time to fully comprehend the model.

Methodology:

The training will be conducted in a participatory manner that would facilitate the exchange of ideas and experiences as this will help shape conflict intervention and peacebuilding approaches that can be aligned with the specific needs of a particular community. In the course of the training, it is possible to engage on practical exercises by using specific cases and examples from the rest of Africa.

Trainers can also conduct brainstorming sessions with trainees in order to explore broader ideas and free discussions. In such engagements, the idea is not to judge others but to encourage creative ideas so that participants will be encouraged to broaden their thinking and examine issues from different perspectives.

Group discussion is also utilized often in such trainings in a manner that encourages the expression of contrarian or opposing views. In an effort to solicit honest and free discussions, the trainer can ask open-ended questions and measure responses in order to calibrate the progress of the training.

To jog the memories of the participants, the trainer can also use case studies about specific conflicts that the participants may have a personal experience in which they can share with others. The trainer, then, can make a determination not only about the suitability of the topic but also the effectiveness of the training that the participants can utilize in their community work in peacebuilding.

Finally, in order to address unresolved issues about the training and find out the scope and relevance of topics under discussion, the trainer can use a standard lecture method where he/she ask open and impromptu questions and engage with the participants both in encouraging honest reflections or correct misperceptions they may have on any given issue.

Objective of the Training Manual:

Many peacebuilding training manuals generally cover the following four interrelated areas: (a) conflict analysis; (b) peace-building; (c) conflict prevention; (d) and conflict transformation. While some training manuals cover conflict sensitivity as a fifth module, however, for the purposes of this training module, the module is excluded here as it largely deals with conflict impact assessment. as having less relevance or the issues it raises.

In each training session, the trainer can select one or more of these modules that best reflect the specific requirements of the group. Therefore, each module is analyzed separately and divided into sections of proposed subjects or unit courses with purpose, learning outcomes, and references section.

Training Manual in the Context and objectives of AWPASI:

Conflict has become a permanent feature of many African countries. As these conflicts were not properly addressed, they have caused tremendous suffering to people, resulted in economic dislocations, internal displacements, and often leading to state collapse.

Thus, dealing with these conflicts and developing adequate mitigation measures requires a properly trained staff in conflict analysis. As pointed out above by the AU PSC, resource constraints are primary constraints for member states lagging in their commitments to implement the WPS agenda.

Training manuals can only be useful if they can be purposefully adopted to the needs of different institutions with varied national priorities. However, such training undertakings must recognize, primarily, that people have different life experiences, different knowledge, and abilities to understand a given situation and that it should be one of the objective of the training to standardize the process. And It is for this reason that the focus be consistent with and tailored to achieve a defined organizational goal. In fact, it is only through a properly trained staff that we expect to achieve the overall objectives of AWPASI and its goals.

In a society where conflicts are ongoing, and communities are in a process of reconciliation and transformation, it is imperative that a properly trained staff guide such processes. A training can assist, for example, how best to engage in reconciliation, or assist efforts in implementing a peace agreement which has many components in post-conflict reconstruction, including demobilization, disarmament, and reintegration.

As communities face varied challenges in a post-conflict scenarios, the training must be broad and comprehensive enough to anticipate the kinds of training to be provided by research institutions.

Ethiopia’s Security Context

In the Ethiopian context, the conflict in northern Ethiopia and elsewhere, women and girls have been disproportionately affected with infliction of physical and sexual violence, disruption of education and livelihood as well as their physical displacements.

While the level of violence and the nature and scope may vary from region to region, the need to engage with the community to rebuild peace, create a sense of forgiveness and reconciliation, however, remains the same. While one region may require trainer’s with pertinent knowledge on demobilization and security sector reform, other regions may requires people with knowledge on conflict transformation and peacebuilding. Regardless of differences in local conditions, it is imperative that women with clear understanding of conflict prevention and peacebuilding will have to be involved in all these efforts, and the reason to develop a rigorous training programs. It is imperative, then, that the training manual be comprehensive enough to address different types of conflict, identify various stages of conflict and how best to respond to various scenarios through analysis of actor mapping and provide proper intervention measures.

Compunding the training constraint in implementing UNSC 1325, in the Ethiopian context in particular, is the absence of a nationally mandated entity dealing with the women peace and security agenda.

Nothwithstanding these limitations, however, Ethiopia is making concrete and practical measures in making women's issues and empowerment an extension of the country's development agenda, including gender parity in cabinet representations, a women president as well as a women president of the Supreme Court of Ethiopia. The fact that implementation efforts have yet to satisfactorily reach the requested FemWise threshold indicate how much more work needs to be done to bring the issue of women on par with international instruments, including CFR.

National Action Plan (NAP)

Since NAPs have been mandated by the various UN Security Council Resolutions for member States, a number of countries have initiated such plans, or similar national-level strategies. In the context of the AU, and in order to overcoming the challenges many member states faced in developing NAP's, the AU has also established the Continental Results Framework (CRF) for monitoring and Reporting on the WPS Agenda. The mechanism is being used as a tool to help alleviate the obstacles member states faced in monitoring their activities while implementing their respective WPS agendas. The CRF has proved to be an effective tool not only for the AU's efforts to promote peace but also as a means to women's empowerment.[8]

Similar to the UN's own Global Indicator's on WPS, the CRF became necessary in recognition that while several commitments towards the WPS Agenda have been adopted at the regional and national levels in Africa, the continent has not established measures to ensure effective assessment of and reporting o the delivery of those commitments. In addition Regional Action Plans (RAPs) have also been developed, including by the Economic Community of West African States, the Intergovernmental Authority on Development, the Mano River Union and the Great Lakes Region.[9]

As it's initially conceived, the CRF has two main objectives: (a) to institutionalize regular and systematic monitoring and reporting on the implementation of the WPS Agenda in Africa, and (b) to strengthen accountability for the implementation of the WPS Agenda in Africa.

Currently, 25 AU Member States have developed NAPs: Cote d'I'voire, Uganda, Guinea, Liberia, Rwanda, DRC, Guinea Bissau, Sierra Leone, Senegal, Burkina Faso, Burundi, Ghana, Mali, Nigeria, The Gambia, Togo, Central African Republic, South Sudan, Kenya, Angola, Cameron, Niger, Mozambique, Tunisia, Namibia.

Globally, only 41 per cent of UN member shave developed NAPs, and just 22 per cent of all plans included a budget for their implementation.

[8] See African Union, "Special Envoy on Women, Peace and Security", 27 October 2016.

[9] See African Union, "PSC, 476th meeting, "Sources of Instability in Africa: Root Causes and Responses: Focusing on the Issue of Women, Peace and Security," December 16, 2014.

To date, in fact, Ethiopia is one of the few countries in East Africa, that has yet to submit its National Action Plan. Ethiopia's Ministry of Women and Children has the mandate to implement UNSC Resolution 1325, as well as develop a NAP and report it to the CRF.[10] As a result, the monitoring and timely assessment of the progress of such implementations, is still unfulfilled.

Against this background, what is required of Ethiopia to develop, implement, and adopt a NAP in order to track the progress of its national strategies on the WPS agenda?

The Development of a NAP for Ethiopia

In brief, a NAP strategy requires identifying individuals and institutions that champion and help move a WPS agenda and policy forward; design relevant policies on the basis of needs assessment by developing a comprehensive and holistic picture of women's peace and security related needs in the country or community.

Here, most critical are the four pillars or indicative measures along which a NAP must be anchored: prevention, participation, protection, and relief and recovery. In each of these categories, a reporting system must address accomplishments, or lack thereof, to measure Ethiopia's efforts towards the WPS Agenda. Then, the indicators must be analyzed whether or not they fulfill the bare minimum requirement outlined in the CRF pillars.

For example, in the prevention pillar, the prevention of conflict and all forms of violence against women and girls will be looked at by examining existing laws and policies that integrate gender perspectives; the proportion of national budget allocated to government departments; number and percentage of women in decision-making positions in institutions for peace and security; existence of early warning and response mechanisms that integrate a gender perspective; reported number of incidents of sexual and geneder-based violence against women and girls, and follow-ups on these; percentage of women in security institutions, as well as existing and adopted measures to encourage women to join such security services, and finally the number of women in leadership positions in the foreign service related to peace and security.

The protection pillars requires information of the existence of legal and policy frameworks that protects the rights of women; measures taken to capacitate security forces to protect women's rights, including the prevention of and response to sexual and gender-based violence, and measures taken to protect the rights of women in refugee and internally displaced person's (IDP) camps.

The relief and recovery pillar seeks the existence of gender provisions in peace agreements, proportion of post-conflict recovery budget set aside for gender equality; number and proportion of women in decision-making positions in relief and humanitarian programmes, including women's specific needs during repatriation, resettlement, and rehabilitation.

[10] As of 2020, 25 AU Member States have developed NAPs: Cote d'I'voire, Uganda, Guinea, Liberia, Rwanda, DRC, Guinea Bissau,Sierra Leone, Senegal, Burkina Faso, Burundi, Ghana, Mali, Nigeria, The Gambia, Togo, Central African Republic, South Suda, Kenya, Angola, Camerron, Niger, Mozambique, Tunisia, Namibia.

Finally, the participation and promotion pillar entails examining the existence of national laws and policies that aim to promote women's participation and leadership in decision-making positions; percentage of women in political and civil service, oversight structures, in political elective and nominative positions.[11]

Based on the above, how would Ethiopia make its own assessment on the basis of the 26 indicators and four pillars?

Primarily, it would be important to take inventory of relevant and available informations in each of the relevant ministries, and then, articulate priorities for the development of nation-wide Action Plan in coordination with government and non-government stakeholders as well as the allocation of funds and other resources.

The sensitization of stakeholders, including members of parliament, would be important for a broader participation of women as well as increase in capacity building, where appropriate.

Training and Envisaged AWPSI Activities

(1) Train the Trainers.

• The attached training Manual provides an overall picture on the scope of the envisaged training program. However, there are five key ways in which potential trainers, with adequate training could affect change in their peacebuilding efforts: first, they help identify or create entry-points, often paving the way for official negotiations to begin; two, they build consensus between stakeholders, bridging differences around key stumbling blocks in peacebuilding processes; three, they play direct mediation roles, thereby actively preventing, or mitigating a particular conflict; four, they play important advocacy roles, connecting national-level processes with local realities, and lastly, they act as early warning "beacons," ensuring that action is taken on an issue before tensions can escalate into violence.[12]

(2) Partnerships

• As the project aims to complement ongoing efforts, partnerships with government and non-government instututions are key component of planned activities. The partnership strategy will include engagement with the African Union (AU) Commission; the House of People's Representatives; Network of African Women in Conflict Prevention and Mediation (FemWise-Africa); the Intergovernmental Authority on Development (IGAD); the Office of the Special Envoy of the Secretary-General for the Horn of Africa; European Union; UN Women; civil society networks; national and regional peacebuilding institutions, including informal platforms such as the African Peacebuilders' Network.

[11] For comprehensive analysis of these indicators, see United Nations Strategic Results Framework on Women, Peace and Security, 2011 – 2020. July 2011; Also see UN, S/PRST/2010/22.

[12] This is drawn from experience and lessons learned from the UN Department of Political and Peacebuilding Affairs (DPPA), the United Nations Development Programme (UNDP), and the European Union (EU).

• **Partnership with the House of People's Representatives**:

As one of the most important institutions of national governance, the parliament's formal functions include oversight of the various government institutions, as well as to give its consent the general direction of the country's foreign policies, fiscal and monetary policies, as well as approve the federal budget.

With slightly over 50 per cent of female population in the country, Articles 14 and 35 of the Ethiopian Constitution provide for equal rights for men and women. In fact, there is a significant improvement over the last two decades in women representation in the country's parliament, and regional councils. In fact, relative to many countries, the percentatge of women in the Ethiopian parliament twice the world-wide average. Based on 184 countries, the latest 2021 data for women parliamentary representation show a global average of 24.64 per cent. However, in the current Ethiopian parliament, women representation stands at an astounding 42.59 per cent.[13]

it is also involved directly also the formal functions of the parliament include and with the authority to oversee the activities of the Federal Government, there is an imperative to closely work with Parliament.

Implementation Approach

It is proposed to take a phased approach to the project, starting with pilots in two countries for activities 1 to 3. The second phase of the project will also include implementation of the recommendations from the study undertaken in the pilot phase.

(2) Exchange learning visits: With women insider-mediators facing similar contexts, it would be beneficial to not only facilitate the learning exchange of experience, but to also strengthen complementary approaches and contact between women insider mediators particularly in these borderland areas. Learning exchanges in other sub-regions/countries outside the Horn of Africa would also be beneficial particularly to learn from experiences on dealing with emerging challenges to the region, which may be more established in other regions/countries.

[13] See The GlobalEconomy.com (Business and economic data for 200 countries). December 2022. Also see Meheret Ayenew and Tsedey Mekonen, "Serving as a Women MP in Ethiopia: the Challenges, outcomes, and Beyond," March 8, 2017. Available: https://parliamentsandligislatures.wordpress.com/2017/03/08/women-ethiopia/

1. **Coaching, mentoring, and shadowing:** Coaching and mentoring relationships allow women insider mediators to chart their capacity development trajectory, guiding, advising, giving feedback and serving as a sounding board for ideas. The mentoring will also include an inter-generational element, noting there have been fewer opportunities of young women insider mediators to engage in conflict prevention/peace-building processes. However, these young women have often been at the forefront of popular movements advocating for change. In complement to the mentorship, opportunities for shadowing skilled mediators will be provided as part of the experiential learning experience. These shadowing experiences can take place in a country, amongst insiders, or in the context of South-South or North-South experience-sharing processes. Shadowing can provide a safe environment for insider mediators to develop their skills and expose them to new ways of working and new actors under the tutelage of experts.

2. **Establishing a Community of Practice (CoP):** The CoP provides an important platform for ongoing learning and sharing. Webinars hosted by the CoP can also provide a unique opportunity to link insider mediators from different continents in conversation with each other and in similar learning environment.

3. **Infrastructures for Peace:** Managing conflict is as much a systems issue as it is a conflict mediation issue. The efforts of insider mediators need to be linked to broader peacebuilding initiatives. Although establishing networks of mediators is an important effort, it will not effectively manage conflict and prevent violence if done in isolation of these broader efforts. Therefore, as part of the project there will be an assessment on how to enhance involvement/engagement of women insider mediators within the national and regional infrastructures for peace. These recommendations can inform the focus of the second phase of the project.

4. **Documentation of experiences:** Experiences of insider mediators, and in particular women insider mediators are largely undocumented, despite their great contributions to peacebuilding, such as the establishment of the District Peace and Development Committees in Wajir in Kenya in 1993 by four young women. This became the model for local level peace infrastructure in Kenya. Part of the effort of the project would be to document these experiences from the sub-region from these women's perspectives (to the extent possible), highlighting key lessons learned to inform the broader peacebuilding community of practice, as well as to serve as an inspiration to women insider mediators, particularly in the sub-region.

and The first one concerns with coordinating its activities with relevant NGO's, and State institutions, including the Network of African Women in Conflict Prevention and Mediation (AU-FemWise), could assist the development of a NAP for Ethiopia. In this context, it is important to recognize Fem-Wise's contribution for training 14 accredited Ethiopian professional women mediators representing Ethiopia at FemWise, and its national chapter.
This is especially critical in view of the role the legislative body can play in enhancing the WPS agenda. Studies on the attitude and competence of parliamentarians elected in 2021 show that while they have positive attitude on the issue, however, they only have limited awareness, competence, and knowledge on the overall WPS agenda.

Therefore, in view of the fact that Parliament is a key organ having both legislative, oversight and budgeting roles, it is incumbent that its members need to be provided with targeted training along with other government and non-government stakeholders.

In the coming weeks and months, the tasks and areas of activity for the Institute would be to identify priority areas, what to accomplish in the short, medium, and long term of institution building, and finalize a strategy on how best these objectives

Modalities for selecting AWPASI Trainees:

Currently, there are a number of women's organizations operating in Ethiopia working on various projects. They are organized under the Network of Ethiopian Women's Association, and are active in areas that enhances the role women play in society as well as raise public awareness on the impacts of gender based violence, especially during conflict emergencies.

The Institute, therefore, working with the Ministry of Women and Social Affairs, national and regional governments as well as women civil society organizations, including Ethiopian Women Peace Builder's, intends to organize relevant and practical seminars, forums, and workshops for the purpose of training women who would be engaged in peacebuilding activities, particularly, in conflict affected areas, at the grass roots and community levels.

Module I: Conflict Analysis

1. Introduction

Conflict analysis is a crucial tool for the design, implementation and evaluation of peacebuilding, conflict prevention and conflict sensitivity programmes.

Conflicts are deadly and involve multiple actors, groups, issues, and other factors. Peace practitioners, therefore, engage in conflict analysis before they decide on a particular form of intervention. Conflict analysis, in this context, is a crucial component of the rest of the modules in this manual. Conflict analysis plays a key role in the prevention of conflicts, attempts to bring war and violence to an end, to help societies recover in the aftermath of war, or more crucially, to bring about a lasting peace, justice and equality.

The model is aimed at enabling participants to understand the nature of conflict and its characteristics as well as enable participants to apply the various tools to analyze cause, actors, structure, and characteristics of conflict scenarios.

This module provides the fundamental concepts of all the four modules in this training manual. The background of conflict analysis helps participants to develop the knowledge and skills on issues of conflict and conflict prevention tools. In this regard, conflict analysis is a central component that informs the rest of the modules in tis training manual by providing the foundation to inform conflict sensitive programming, in terms of an understanding of the interaction between the intervention and the context. Thus, Module 1, starts with understanding of what conflict is, its causes, the various stages of conflict, how to map out the different stages of conflict, and then focus on Conflict Prevention Tools.

There is much truth to the saying that conflict analysis is the foundation of Peacebuilding, conflict sensitivity and conflict prevention. Most critically, it helps organizations trying to address conflict to know how to promote positive changes in a situation to reduce the potential for violence and transform the conflict to make room for development and social justice.

Expected Outcomes:

At the end of the training on conflict analysis, the trainees are expected to adequately explain why there is a need for a conflict analysis; sufficiently explain the main elements of conflict analysis tools, and be able to utilize conflict analysis to analyze different conflict scenarios.

Course Content

2. What is Conflict Analysis?

- First, it is important to understand that conflicts are sharp disagreements between and among groups on values, interests, motivations, or ideologies and these incompatible interests are perceived as antagonistic. Similarly, these conflicts involve contestations around demands, interests, collective memory, emotions, beliefs, history, culture, actions, symbols and power.

In this regard:

- Conflict analysis is the systematic study of the root causes, actors, and dynamics of a conflict from different perspectives and at various levels.
- Underscores the need to understand the background and history of the conflict. For example, why do people use violence or continue to engage in conflict?
- Identifies all relevant groups involved in a conflict, their perspectives and how they relate to each other.
- Helps to understand the background, underlying issues, current events as well as learning from past experience.
- Serves as a basis for developing strategy and planning actions.
- It is an ongoing process as situation evolve so that actions can be adaptable to changing factors, dynamics and circumstances.
- It is commendable that there should always be a high level of staff input from the concerned country into the analysis.

3. Understanding Conflict

Understanding conflict begins with an overview of understanding the nature of conflict by offering definitions of a conflict, describes conflict stages, and it introduces participants to apply basic conflict analysis tools. By the end of this session, 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.

Such an understanding of conflict is vital for any target group who would be undergoing through a session like this. Therefore, conflict analysis studies are all but foundational starting point for any theoretical discussions and practitioners who operate at the local, national, regional, and international levels.

In the training, participants will discuss the proper terminologies associated with conflict, as well as fully understand the social and political consequences of the conflict. The participants will also be able to describe the nature and structure of conflict and to distinguish the difference between conflict and violence as well as comprehend what peace offers and its different dimensions.

In the process of this discussion, and depending on the circumstances, a time or session can be allocated to review and brainstorm how the participants understood the notion of conflict in all its dimensions.

For example, when we talk about conflict, what comes to mind?

Here, first, participants can jot down their views on conflict, and give concrete examples; second, both the trainer and trainees can formulate a definition of conflict, and discuss how it differs from daily quarrel, upheaval, common disagreement, or violence. And lastly, review the responses with the trainees to reach at a common understanding on the nature of conflict and its social and political consequences.

4: Conflict Outcomes

Conflict by its very nature is negative as it involves direct and structural violence. It can also be destructive, decreases trust, and limits interaction. However, it is also possible that conflict can lead to positive change, and a constructive outcome as parties could be responsive to conflict resolution efforts.

Subject 1.2: Types of Conflict

This section starts by asking trainees to jot down types of conflicts thay may have experienced personally. Generally, the following are conflict types described by the number of actors or parties involved in a given conflict.

(a) **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 settings. In any conflict situation, key negotiators must go through personal transformations, or mindset, about the contested issue before they can successfully negotiate political change.

(b) **Interpersonal conflict** refers to conflicts occurring between individuals or small groups of people.

(c) **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 be able to communicate with others within your group in order to build support for long-term peace processes.

(d) **Inter-group conflict** refers to conflicts occurring between large organized social or identity groups. For example, South Africa's Truth and Reconciliation Commission was a public forum designed to expose injustice and record events in order to achieve social reconciliation.

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.

Subject 1.3: Stages of Conflict

Introduction:

The purpose of this section is to understand the stages of conflict, demonstrate the dynamic nature of conflict, and identify the phases of conflict and characteristics for each phase. 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 that generally occur in the order given here although there may be variation in specific situations. 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.

Trainer Notes:

• **Participants can be quizzed** to reflect individually on a given 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? Discussion can be convened in small groups or in pairs.

• Trainer can lead discussions on lessons learned from the dynamics of the various conflicts shared with the group.

• Dynamics of conflict, stages or phases of conflict and their progression can be presented to the class with the help of audio-visuals or Power-Point presentations.

• 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. Here, adaptation of the tools to make them more familiar to participants is helpful.

• The debates need to be focused on the issue rather than the individuals. This gives a more complete picture to all involved and clarifies the understanding of all.

• As part of a training tool, conflict situations often are represented as a tree, having roots as they have root causes, including emotions and ultimate causes; core problems, which are the main issue that needs to be addressed, and branches, which are effects indicating the end result of conflicts—from the smallest to more extreme results.

Class exercise:

This is an exercise to be done collectively rather than individually, as it will enable discussions and raise 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 such an exercise?

As noted above, 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 a particular organization. This way, it will be easier for an organization to decide which conflict issues it should try to address first.

Subject 1.4: Conflict Actor Analysis and Mapping Actors

Who are the conflict actors?

• Who are the main actors? e. g: national government, security personnel, armed groups, private sector, political parties, neighboring states?
• What are the main interests, goals, positions, capacities, and relationship?
• 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, can groups benefit 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.

Class exercise:

List all relevant actors who can significantly influence the conflict or are more 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.
- Analyze for each actor, their interests, relations, capacities, peace agendas, and incentives.
- What interests do they have in relation to the conflict, and how do these interests influence the conflict?

- What are the relationships between the various actors?
- What capacities do they have to negatively or positively influence conflict?
- Do they have an interest in peace? What kind of peace do they want?
- What kind of incentives could be offered to them to choose peace?

Subject 1.4.1: Mapping of Parties to a 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 a diagrams.
4. Establish the key to explain the type of relationships.

Stakeholders Analysis based on Position, Interests and Needs (PIN)

(a) Positions: What do people say they want. What are the relationships among the various actors? What are their positions on fundamental issues?

(b) Interests: *What do 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?

(c) Needs: What do people must have--the underlying needs, concerns and desires that lie 'behind' the publicly articulated demands of a stakeholder - what is their hidden agenda?

(d) 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 or media.

Thus, we need to outline:

- Features that describe the actor (organization or group), e.g. Size of the group or organization's core values? Range of work? Male/female leadership? Location? Scope— narrow - local – widespread – national membership

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.

Key issues in analysis of conflict dynamics*:*

• What are the current conflict trends? For example, escalation, or de-escalation, increased defense spending, decrease in inter-group violence

• What are windows of opportunity? Are there positive developments, what are the 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 example, Sudan: raids during dry season and counter raids is a recurring pattern of violence amongst pastoralists. And now, sexual and gender-based violence is a growing conflict trend characterizing most of recent armed conflicts.

The notion of 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, ethnicity, religion, political affiliation, 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, religion, values and traditions, language, religion, and national values and unity, etc.).

Here, it is important to note that connectors and dividers are context and culture specific and may change over time.

Subject 1.6: Early Warning and Early Response

Introduction:

Early warning distinguishes itself from the practice of confidential or classified information as it uses open source of information which are accessible to the general public. The subject introduces participants to a range of open information sources at the local and national levels 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 and 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:

- 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 indicator**s**

Procedures:

- Review early warning framework or a conflict analysis module with participants and remind them of the main categories of early warning indicators: root causes, proximate causes, positive intervening factors, and 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.

• During 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:

1: Estimating the magnitude and timing of relative risks of emerging threats,
2: Analyzing the nature of these threats and describing plausible scenarios,
3: Communicating warning analyses to security forces and decision makers.

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 can reduce the likelihood of future disaster.

Early Warning involves the following:

- Gathering information
- Analysis of information
- Rapid Response
- Giving recommendations to the policymakers/decision maker
- Information sharing with stakeholders

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 fashion.
- It allows a systematic tracking of conflict trends.

Characteristics of Early Warning

- ❖ Early warning must be accurate.
- ❖ Early warning must not only be correct, but also be given 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.

Peace Indicators and Early Warning Indicators

Peace indicators (Security sector) • 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 (Security sector)** • Riots and demonstrations • Disappearances • Gender-based violence • Political detainees • Arrest or detention • Killings in violation of the rules of war (civilian or combatants)
Peace indicators (Social Sector) • Freedom of thought, belief, religion, speech, and media • Level and type of social interaction, intermarriage desegregated education • Family reunification	**Early warning indicators (Social Sector)** • Censorship, spying, religious persecution, self-censorship, silence • Low level of social interaction • Sectarian organization • Economic and employment discrimination • Use of media for hate –inciting propaganda.
Peace indicators(Political Sector) • High level of public political participation • Cross-communal political parties • Fair and free elections • Political representation • Freedom of movement	**Early warning indicators (Political Sector)** • Low level of political participation • Sectarian political parties • Emergency rule in parts of a country. • Deprived of one's nationality or to be exiled
Peace indicators (Judicial Sector) • 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 (Judicial Sector)** • Political interference in the Judicial Process. • Equality under the law. • Use of discriminatory laws.
Peace indicators (Economic Sector) • Progress in addressing economic grievances. • Reduction in level of poverty and unemployment. • Fair distribution of land, goods and services.	**Early warning indicators (Economic Sector)** • High level of Poverty • Unfair distribution of land, goods and services.

Peace indicators (Physical and psychological health Sectors)	Early warning indicators (Physical and psychological health Sectors)
• Low population mortality. • Few injuries / death caused by weapons. • High nutritional status. • Minimal community acts of violence. • Voluntary participation in community activities.	• High population mortality • Injuries and death caused by weapons of war. • Desire for vengeance. • Prevalence of depression.
Peace indicators (Environmental Sector) • Inter-communal management of natural resources. • Inter-communal sharing of natural resources.	**Early warning indicators (Environmental Sector)** • Arbitrary destruction of natural resources. • Destruction of wells and irrigation. • Fencing off areas in a manner exacerbating environmental concerns.

SUBJECT 1.7: EARLY RESPONSE

Early Response entails the development of strategic action 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 response. 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?

- o 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 development 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.

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 to engage in a peace-making dialogue to get conflicting parties to talk, or to build up trust and to transform relationships.
• 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.

Facilitator Notes

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

Divide the participants into groups to discuss the advantages of early warning. They may refer to the conflict debate above. After a brief interval, 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 indicators, or show the way how the group in general understood the issues under discussion.

Trainers Notes:

Ask participants and put them into groups and ask the following:

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 set.

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.

Suggested Reading

UNDG/ECHA (2004), *Interagency framework for conflict analysis in transition situations* (Geneva: United Nations)

World Vision (2010), *Making sense of turbulent conflict. Analysis tools for humanitarian actors* (Los Angeles: World Vision)

Von Keyserlingk, Niels and Kopfmüller, Simone. (2006). Conflict Early Warning Systems. Lessons Learned from Establishing a Conflict Early Warning and Response Mechanism.

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Schmeidl, Susanne. 2002. 'Conflict Early Warning and Prevention: Toward a Coherent Terminology', in M. Cirû and S. Schmeidl (eds), *Early Warning and Conflict Management in the Horn of Africa*. Asmara, Eritrea: The Red Sea Press.

Inter-Governmental Authority on Development (IGAD). 2002. *Protocol on the Establishment of a Conflict Early Warning and Response Mechanism for IGAD Member States*. Djibouti: Intergovernmental Authority on Development (IGAD).

Specht I (2008), *Conflict analysis: practical tool to analyse conflict in order to prioritise and strategise conflict transformation programmes* (Utrecht: ICCO, Kirk in Action, and Transitional International)

MODULE 2: PEACE BUILDING

I) **Module Introduction**

Peacebuilding is defined as a process intended to resolve current conflicts and prevent future ones by addressing the causes of the problem and building a comprehensive strategy to encourage a lasting peace. Successful peacebuilding not only stops or prevents violent conflict, but also builds social resilience by focusing on community capacity building, empowering women, involving youths, and the media to promote community cohesion. The proposed peacebuilding activities rely heavily on such findings where 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 perspectives.

- 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 that peace prevails 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, and support the cohesiveness of society.

V: Course Content

The module entails the following units:

- What is community capacity-building, youth and peace, peace education, peace media, building community social cohesion and women for peacebuilding?

Facilitators Notes:

Brief class exercise--

Here, ask trainees what they may understand by the notion of peacebuilding, and what peacebuilding involve?

The following are some of the ways in which this can be achieved:

- Capacity building in peacebuilding
- Community empowerment by engaging youths in peacebuilding
- Strengthening community social cohesion
- Creating free and inclusive media
- Making development programmes in conflict areas more sensitive to conflict dynamics.

How is Peacebuilding Conducted at 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.

Vi) 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 increase their understanding of peacebuilding activities such as dialogue.

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,faith-based as well as community based organizations.

Rational:

Training and workshops can be important spaces for shifting personal attitudes towards conflict. In this sense, bringing people together for joint workshops can be a peacebuilding intervention by itself. This can easily be combined with other activities designed to influence individual attitudes and behaviors as well.

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.

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 problems 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. For instance, who is excluded from community leadership, and 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 2.2: 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 solutions to the problems that affect their particular community 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. 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 by involving the youth in development programmes.

▪ To effectively empower the youth, promote their competencies and resilience and positively affect their social roles.

▪ Gain a thorough understanding of the role of the youth in peacebuilding during and post-conflict situations.

Target:

▪ The youth 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 a community would 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.

❖• Participants with the opportunity to develop strategies for youth empowerment.

❖ • To serve and enhance basic skills that are critical to successfully contribute to peacebuilding processes.

Trainer's Notes:

Group discussion Questions:

- How can a 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 youth and government?

This manual gives a justification why the youth is key in Peacebuilding in the three clusters, and justifies their training in peacebuilding.

- Young people are future-oriented. Peace depends on whether the next generations accept or reject it, and how they are socialized during the peace process, as well as 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 world-views while adults often have a set of dogmatic discourses.

- Young people are knowledgeable about their peers' realities. Young people know the needs that exist among their peers based on their own experiences.
- 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.

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.

- Societal organizations and peace building programmes should be conflict sensitive by ensuring young people and youth organizations are consulted and represented. This engagement must occur across peacebuilding processes in general and not limited to youth-specific issues.
- Prioritize programmes that engage the youth as active agents of change across all sectors and consider the active presence of youth as a criterion and asset.
- Support, funding, promotion and facilitation should be provided to civil society-driven efforts that enhance the role of youth in peacebuilding.
- Establishing feedback mechanisms between community, state and non-state actors to report on the role of youth in peacebuilding.

Subject 2.3: Peace Education Dawit

Introduction:

Currently, violent conflicts pose the greatest development challenges in the world. Children and education systems are often on the front-lines of these violent conflicts. Many regional 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.

▪ Peace Education can contribute to social cohesion by teaching principles of unity, good citizenship and establishing inclusive curricula and textbooks, history of community conflicts, and bringing different groups together so that they can 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 conflicts.

▪ 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 and rectify grievances over lack of participation, provide a medium to build relationships outside of the school, build on trust and cooperation, promote civic action in the community and practice good governance.

Trainer's Notes.

• ***What is Peace Education?***

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

Why is it important to teach peace in education?

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

ϖ There is evidence that when good quality, relevant, conflict sensitive education is available equitably, it can help to promote peace and provide safe environments. On the other hand, when its delivery is characterized with exclusion and inequality, it can exacerbate conflict.

ϖ Apart from teaching 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 to Peace Education

▪ Parents and family typically exerts the greatest influence over their children's values. A strategy in engaging parents or the wider community may be needed in order to create a more enabling environment for children and young people to practice positive attitudes and behaviors.

• Obtaining institutional buy-in may require a lengthy process; vested interests in conflict or a negative peace may block institutional access.

Subject 2.4 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 useful 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. In general, media serves as a conduit for community information.

Purpose:

• By incorporating media strategies, however, media programs can reach large audiences 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 prevents 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.

Here Trainers can ask participants to discuss—how the media can support peacebuilding?

---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 also 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 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 when they articulate to prevent and respond to violent conflicts. The media is also a tool of policymakers to get across their messages.

• Media as Bridge Builder: The media can promote positive relationships between groups, particularly in conflicts over national, ethnic, and religious identities.

• Media as Diplomats: 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, or viewership for peace stories compared to those on violence and conflict.

• Reluctance by journalists on the grounds that the media be objective.

• Resource constraints.

• Legal and regulatory restrictions

Subject 2.5 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 often is an important determinant of peacebuilding.

Purpose:

▪ To create stronger bonds within and across different groups and foster 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 and social cohesion in a manner sensitive to conflict considerations across all sectors and community.

Learning Outcomes:

ϖ The participants will be able to identify the need for social cohesion to build peace in the community.

ϖ Gain skills in how to support the community to build cohesion during conflicts and post conflict situations.

ϖ Social cohesion will enable the participants to build social networks and trust

***Class Exercise*:**

Ask participants to give an overview of various definitions of what social cohesion is.

▪ 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 manifests itself when people buy into and interact with each other based on a common set of political, economic and social institutions.

▪ Accordingly, 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.

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 2.6: Women for Peacebuilding

Introduction:

Women's peace building potential have been negatively affected by their absence from the decision-making processes and bodies on policies and decisions relating to conflicts. As such, 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.

Objectives:

ϖ To improve the role of women as peacebuilders in cross pastoral communities.

ϖ To create a more conducive environment for women's protection and empowerment.

ϖ To increase women's economic resiliency in the community.

Purpose:

ϖ The focus of this module is to promote and increase women's participation in peace processes and peace negotiations.

ϖ Increased involvement of women in national, regional and international institutions and mechanisms aimed at preventing and managing conflicts.

Target:

ϖ Bilateral and multilateral donor agencies, national and international non-governmental organisations, governmental actors involved in women's empowerment, development, and peacebuilding. These actors range from private individuals, academics, professionals, and civil societies involved in conflict resolution. Local grassroots organizations, local and international development agencies, humanitarian and human rights organizations that train community volunteers and 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, stability and durable 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,

• Women as survivors of conflict, witnesses to violence, mediators to ending persistent disputes, guardians of their social community mores and providers for their family when a conflict is raging, 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 area 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 violence and promote a sustainable solution to a conflict. Women of all political, religious and regional groupings mobilise and speak 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.

Why is Capacity Building important for women in peace?

• 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.

• It helps women understand the issues, e.g. disarmament, demobilisation and reintegration.

• Training women 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 is power and, if women are not kept informed, local women's activists and organisations have difficulty influencing a formal agenda.

Role of NGOs in assisting women in peacebuilding:

• Ensure that women play a key role in the design and implementation of post- conflict reconstruction 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 term conflict prevention is used in this manual as a guide to describe a fast-developing field that covers broad areas of intervention.

This 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, and conflict management. All are essential instruments that facilitate proactive conflict prevention.

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 what dialogue, negotiation and mediation mean by introducing relevant research in international and regional practice skills to address conflict scenarios.

III. Module Aim

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 mediators.
- 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

Dialogue is a voluntary process in which parties meet face to face to reach a mutually acceptable resolution of an issue.

Here, trainer may wish to ask the participants:

- What is meant by dialogue?
- Dialogue is the ability to resolve conflict through exchange of ideas rather than violence to bring about order and a lasting peace.
- Dialogue needs to take place at the national as well as community levels where the impact of conflict is often felt more strongly.

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 conflicts.
- Dialogue can help address environmental concerns.
- Dialogue can assist in conflict resolution.
- Dialogue paves the way for greater communication and builds trust between two feuding sides.

Learning Outcomes

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

- Acquire skills used in dialogue as well as being sensitive to cultural differences, be it ethnic, religious, or linguistic—as they arise, and potentially undermine the process of dialogue.
- Raise awareness for the need for dialogue in the community through awareness and media campaigns.

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.

Basic principles of Mediation:

- 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 mediators.
- 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 perception 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 objective 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 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 disputed conflict.
- To apply arbitration and reduce the possibility of disputes leading to legal action.
- Employ arbitration knowledge to negotiate terms.

What Is Arbitration?

Advantages of Arbitration

There are many advantages to arbitration

- **Fairness:** For both parties who agree to the arbitrator resulting in a fair outcome.
- **Timeliness:** A legal resolution through arbitration is much quicker than waiting for a trial date.
- Arbitration is less formal and more flexible in terms of scheduling; it has control over the jury or judge selection.
- **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.

Trainer Notes

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

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.

• 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.

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 of 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.

• Unlike court decisions or binding arbitration, negotiations are voluntary, which means either party can leave the negotiation at any time. This is usually a good thing because it provides a level of trust and dedication to proceed.

Subject 3.5: Collaboration

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, Collaboration is generally the best-case scenario because it seeks to find a solution that satisfies all parties involved in a conflict, 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 allow 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.
- To reduce the stress of conflict that can lead to more cooperative interactions with others.

Advantages of Collaboration:

- The main advantage of 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 collaboration is that it is not always easy to implement. It may 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:

• Ask participants to write and talk about how people normally behave or responds in conflict situations.

Group Questions:

• Ask participants where avoidance to address a conflict resulted into a destructive conflict or resulted in a transformation.

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

• When does such attitude happen? When competing risks damaging the relationship of the conflicting parties or when both parties have 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 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.

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 trainees will be able to:

- Understand conflict and explore alternative 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 conflicts and become aware of the different styles.

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.
The five modes are:

- Accommodating mode, which denotes low assertiveness and high cooperativeness.
- Avoiding mode—low assertiveness and low cooperativeness.
- Compromising mode--shows moderate assertiveness and moderate cooperativeness, and
- Competing mode—high assertiveness and low cooperativeness.

Subject 3.7: Conflict Management

Introduction

In this training manual, violent conflict is seen as an intractable 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 often done by outsiders, and powerful actors that intervene with the power and resources to put pressure on the conflicting parties.

Learning Outcomes

- The participants will be able to apply conflict management strategies such as avoidance in a conflict sensitive way.
- 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.
- They will be able to integrate and appropriately apply broad range of theoretical concepts in resolving conflicts.

Trainer Notes

Ask participants to describe what Conflict Management is

- Conflict management is defined as the limitation, mitigation, or containment of a conflict without necessarily solving it.
- Conflict management should imply a change, from destructive to constructive, in the mode of interaction.
- Conflict management refers to eliminating violent and violence-related actions and leaving the conflict to be dealt with at 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 make a decision.

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 significant importance 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 better to wait for the situation to calm down. Avoiding means diplomatic avoidance, postponing or withdrawing from threatening situations.

Discussion and cooperation – is contrary to avoidance. A person who cooperates is ready together with the other person to invest time, money, energy in concentrated work towards a 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, involves tactics that are enforced when violent conflict is deemed likely, or conflict management probed to be difficult, 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. In other words, a direct measure, 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 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, 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 lose to something	Perseverance
Collaboration	No party feels like losing	Tolerating one another.

Input: Mechanisms dealing with conflict

Present a simple list of 3 mechanisms or 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 and 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 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 marginalize 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 elites 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, project managers working in a 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.

Trainer 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, or the locally dominant identity group(s). Strong analysis and planning is recommended to ensure that these mechanisms deliver justice in gender responsive and inclusive ways.
- Depending on context, traditional mechanisms may not be available to all identity groups in a community.
- Their decisions are often not acknowledged, or 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:

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Moore, C. W. **The Mediation Process: Practical Strategies for Resolving Conflict**. JosseyBass, 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

Module 4: Conflict Transformation

Module Introduction

This module introduces a 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.

Module Description

This module has dwelled on rebuilding, strengthening or establishing positive relationships in conflicts where conflicts in pastoral areas, for example, 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 and programme interventions. Creating understanding across groups on the challenges and issues, and potential solutions and opportunities with barriers or hurdles to these.

In this context, rebuilding trust between groups for long term solutions is very important. Defining the role of different groups including the state in implementing the solutions such as social cohesion, community policing, post conflict trauma, women empowerment are captured as post conflict transformation interventions.

The Module describes the roots of conflict transformation: the nonviolence approach to conflict resolution. It introduces a number of possible actions to influence conflict directly, chosen from a wide range of possibilities within the scope of key commitments to building peace and conflict prevention.

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.

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.

Learning Outcomes

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

- Understand conflict transformation and ability to apply the key principles 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 alternative conflict resolutions, improve the understanding of conflict transformation from conflict resolution objectives.
- Learn, practice and follow a process of resolving conflict.
- In the above context, the participants will be able to engage stakeholders and mobilize support to promote sustainable peace.

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 psycho-social and protection methodology. Trauma healing is a conflict resolution approach in contemporary peacebuilding and conflict prevention. 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 trauma 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 post-conflict Trauma healing and symptoms in order to prevent future violence.

Target:

Clan leaders, youth leaders, opinion leaders in the community, government representatives, women and individuals 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 be able to understand the 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:

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, sexual 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 being irritable.
- Struggles with generalized anxiety.
- Dissociation, individuals experience chronic fatigue, chest pain, respiratory issues, headaches, back pain, and 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.

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 the community again. The process of reconciliation has many components, namely telling the truth about what happened, repentance, asking for pardon and being forgiven, or being charged for and paying reparation.

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.

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.

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.

Trainer 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.

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 or symbolic compensation for loss.

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 is 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 experiences.

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 strengthen 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.

▪ 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.

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. women groups and youth Groups.

▪ More additional NGOs 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, and 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 these, it is important to strengthen adaptability, increase 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.

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 assist the affected communities to resume normal, routine activities during or in the aftermath of conflict.

- 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:

  - Participants make good and safe life choices.
  - Participants trust others and feel comfortable about sharing feelings and thoughts.
  - Participants seek help from others (i.e. peers and adults) when needed and have stronger awareness about who can help organizations and people to partner with.

Trainer Notes:

- What is resilience?

- Concepts of Resilience.

What do resilient communities look like?

• Are able to respond creatively to adversity and 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 their social fabric.

• Have a sense of communal pride and satisfaction with the place in which they live.

Conditions that reduces community resilience

- Fatalism: the passive attitude of helpleness in face of adversity.

- Authoritarianism: a political system where individual's freedom is subordinated 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 (kebeles, village elders) to enable dialogue and communication leading to cooperation within the community, partners and with local government.

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.

- 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 a woman who want to attain development, it is important to build your mental and physical abilities.

Empowerment is a popular concept which has proliferated 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.

This subject is to provide an overview of women's empowerment issues and, in particular, assess their applicability in conflict and post-conflict situations.

Purpose:

A meaningful process of empowerment requires a structural change of the social rules that govern gender relations to make them more egalitarian.

***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 enhance awareness level regarding gender-specific issues among CSOs participating in conflict prevention, conflict management and post-conflict peacebuilding.

• To heighten gender perspectives and the participation of women in the negotiation and implementation of peace agreements.

Learning Outcomes:

ϖ The participants will be able to understand legal rights of women and that adequate measures are taken to respond.

ϖ To identify the elements that characterize a gender approach at all levels of humanitarian and recovery assistance.

ϖ 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.

ϖ Develop mechanisms to ensure that the resources and needs of both women and men are addressed in all stages of programmes.

ϖ 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 disempowerment. 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 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.

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 is in their capacity to help them see the skills that they have 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.

- Thus, 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.

Advantages of Women Empowerment:

- Women empowerment offer opportunities in the post-conflict phase for change and rebuilding.

- 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.

- Similarly, broad based and pro-poor growth is crucial in post conflict societies where the opportunities for social peace depends on peoples' hopes and ability of finding jobs to rebuild their lives and return to normality.

- Women's economic empowerment potential contribution to governance and poverty reduction could help advance a women's economic empowerment agenda in post-conflict countries through dialogue with strategic actors, including 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-based violence: this probably is 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.

- Gender discriminatory norms that preclude women from accessing, or owning land are examples of factors which influence women's access and control of economic resources.

- 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 or enjoy the returns to their work.

Class Exercise:

Divide the participants into groups, and 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 a community?
5. How do you identify community members who want to be empowered?
6. *What are the advantages of community empowerment?*

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.

Subject 4.6: Violent Extremism

Introduction:

It became important to train the youth and empower them to refrain from joining extremism groups and reach out to the youth who show tendencies towards radicalization or the youth close to extremists' groups or those already been in contact with such groups.

The focus of this unit is on the youth who are at the risk of marginalization.

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 a generally accepted 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, majority of people who become violent extremists are the 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. For example, in Somalia, 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 is to tackle the radicalization of young people and the characterstics it displays 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 harm and violence that can happen 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:

• At 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. 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 explores global definition. However, individual governments and agencies have offered their own definitions:

- Some defines violent extremism as encouraging, condoning, justifying, or supporting the commission of a violent act to achieve political, ideological, religious, social, or economic goals.

- Others define violent extremism as "advocating, engaging in, preparing, or otherwise supporting ideologically motivated or justified violence to further social, economic, or political objectives."

- Still others look at 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.

ϖ Domestic extremism: it refers to the activity of individuals or groups conducting criminal acts of direct action to further their protest campaign.

ϖ 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 who foster hatred which may lead to inter-community tensions and violence.

ϖ 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 the youth feeling insufficient, unequal and inappropriate education and skills; poor governance and weak political participation; gender inequalities and socialisation.

- 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.

- Youth bulge and lack of opportunities.

How to respond to Early warning associated with Violent Extremism

- Be aware when the youth 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.

- Notice a drastic change in the behaviour or external appearance could be a signal that the youth are undergoing a lot of changes or trouble inside.

- Train the participants that they should avoid stigmatizing the young who has potential to extremism, they should train to understand the real issues behind the change.

- Build a trustful relationship before confronting ideology, confrontations takes place in face to face settings, not in front of the groups of the group in a respectful way.

- Find out why the youth are motivated to join extremism and develop support strategies and social alternatives.

- Engage the youth in governance - ensuring representation of the 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 youth from extremism.

- 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 the mitigation skills of the youth as well as pride for their community and culture increases social cohesion and addresses issues of community conflict and well-being.

- Empower the youth to become agents of positive social change by giving them a voice and developing their capacity to engage constructively in discussions about society in general.

Class Exercise:

Divide the participants into discussion groups--

ϖ 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: 4.7 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 deficit and crisis of poor governance pose enormous challenges to Africa. Bad leadership manifested by persistent human rights violation, dysfunctional institutions, patronage, electoral fraud, manipulation of ethnic differences, corruption and personalisation of power hinder the prevalence of peace and social justice.

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. This unit purposely focuses on capacity building in governance, and how it can be programmed in relation to conflicts.

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 and political life, political leaders as well as civil society organizations. 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 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 “good governance” or democratic 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, and their 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.

Trainer's 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 among stakeholders 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.

  - Governance refers to a system of oversight, exercise of authority, or control within a government, and institutions.

  - Governance is the way in which an organisation distributes powers, rights, and accountability.

Advantages of Governance in Conflicts and Post Conflicts Transformation

- It anticipates both intended and unintended consequences of conflicts and post conflict situations.

- Good governance maximizes positive effects and mitigates against worsening relations which can cause 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 all.
- 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

Nature of conflict related to poor governance:

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

- 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;
- 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.

How do you measure good 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 low crime, an effective judiciary, and enforceable contracts.

Class exercise:

- In assigned groups of five, ask the participants to appoint the team leader and write down in a flip chart what is good governance and what are its key principles. Also 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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