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Training of trainers manual Transforming conflict and building peace



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Acronyms

ABC	Attitudes, behaviour and context
CAG	Community action group
CAMP	Community Appraisal and Motivation Programme
CBO	Community-based organisation
CSA	Conflict-sensitive approach
CSO	Civil society organisation
DNH	Do no harm
EU	European Union
FATA	Federally Administered Tribal Areas
INGO	International non-governmental organisation
KP	Khyber Pakhtunkhwa
M&E	Monitoring and evaluation
NGO	Non-governmental organisation
RTC	Responding to Conflict
SWOT	Strengths, weaknesses, opportunities, threats
ToT	Training of trainers

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Introduction to the manual

1. Purpose

Using a simple language and process, the purpose of this training of trainers (ToT) manual is to prepare trainers to present the concepts of transforming conflict and building peace.

It is advised that trainers using the manual ensure that they have a good grounding in knowledge relevant to the subject. Suggested programme session objectives, schedules, training methods, activities and materials should be seen as being flexible, and to be adapted to local context and participant needs as appropriate.

2. Design of the manual

The manual is designed for training trainers in a five-day workshop and uses a mixture of presentations, small group work, plenary discussions, participant presentations, role-plays and energisers. Trainers will be expected to adapt the content and timing for delivering each module when delivering training to project participants. The content is organised into six modules as follows:

Module 1	Exploring our context: Participatory conflict analysis	1½ Days
Module 2	Conflict sensitivity	1 Day
Module 3	Dialogue: Mediation, negotiation and peacebuilding	1 Day
Module 4	Advocacy for conflict transformation	½ Day
Module 5	Understanding and measuring change	½ Day
Module 6	Community-driven initiatives for peace and security	½ Day

Each **module** in the manual begins with the aims and an overview of the module.

The module is divided into a number of **sessions**, which are then divided into **exercises** that involve a mixture of trainer presentations, small group work, group discussions and role-plays.

There are also places where the trainers take the lead with a **presentation** to introduce a concept or set the scene for the exercise.

In most sessions there are also **trainer's tips** which are in grey boxes

and **handouts** which can be found at the end of each module.

3. Running workshops – a quick refresher for trainers

As a trainer, you are familiar and experienced with various training techniques and approaches. But it is useful to refresh some general training practice that particularly informs the style of training that we propose in this manual. Some of these will be introduced and practised during the first session of Module 1, and then employed throughout this training.

3.1 Trainer's responsibility

As a trainer, you must provide a safe and secure learning environment for participants within which they can explore and discuss conflict-sensitive issues that might impact directly on their lives. To do this there are several steps an ethical and professional trainer needs to take before the workshop begins. These include:

Self-reflection

Spend a little time thinking about your own personal preparation for the workshop. Good trainers ask themselves questions such as:

- Why are we doing this training and why is it important?
- What difference do I hope that this training will make for the participants in their work?
- What are the participants' expectations for the workshop?
- What are my qualifications and motivations for assuming a training role? (The workshop participants will also be interested in this).
- What are my preconceptions about the participants?
- Do I have any prejudices or negative feelings about the training location?
- How might people perceive me?

You can discuss these with your co-trainer(s) if you like.

Preparing with co-trainers

It is good practice to work in a team of at least two. This means that there is a mix of experience, skills, personalities, training styles and, ideally, a gender balance. It also means that you can support each other and share the preparation and presentation of the workshop sessions.

You must spend time with your co-trainer(s) making sure that you have organised responsibilities between you for who does what and when. Discuss your working styles and working relationship (including how to handle potential conflict) and make sure that you clearly agree about the aims and learning outcomes of the workshop. The training team must present a seamless and 'choreographed' training experience that will give participants confidence in them, and the process should model good training practice.

Remember that your job as a trainer is to facilitate a learning process and to encourage participants to draw from their own experience and design their own approaches to transforming conflict. Using the manual content, you can introduce material that you think is helpful and insightful – but encourage the participants to question it and adapt it to fit their own needs.

As trainers and facilitators you are not expected to be an expert on everything. Be honest if you do not know the answer to a question – you could try to work it out with the group. Otherwise you can ‘park’ the question if necessary and see if you, or the participants, can discover the answer later.

Ensuring the necessary resources are available

Before the workshop, the training team should check that the venue is properly prepared and that all the necessary training aids are available.

3.2 Workshop ground rules

Some trainers think that a ‘learning contract’, established at the outset between the trainer and participants, and between the participants themselves, helps to establish ‘ground rules’ for the workshop. Allow participants to draw up and agree the list. Ground rules might include:

- All participants should start each session promptly.
- Mobile phones should be switched off.
- Digital cameras are not permitted.
- Divergent opinions should be respected, even where other participants do not agree.
- Participants should not be interrupted when they are talking.
- Differing religions and culture should be respected.
- Participants should be gender sensitive.
- Everyone’s voice should be heard.
- ‘Side conversations’ are discouraged.

3.3 Additional workshop input

The training method used throughout this manual is the participatory approach. Using this approach is important when working on conflict issues because it engages with people’s experience and perceptions. Understanding how people think, feel and behave will help shape conflict intervention and peacebuilding approaches that can be matched to an organisation’s human resources. It also means that we can be flexible throughout the training, adjusting the pace and content to participants’ needs.

However this approach has a limitation: a potential knowledge deficiency. Because we are working with the knowledge pool of participants in the training room, information concerning, for example, the structural aspects of the local conflict context such as public policies, legal systems and governance, may be limited among participants. One way to manage this is to invite people with expertise in such areas to contribute to the workshop programme.

This needs to be managed carefully. Participants need to feel comfortable with 'outsiders' participating with them in processes of analysis and strategy. Ideally such people could be drawn from within the pool of project partners, and perhaps known to the participants. The knowledge that these contributors bring is not 'better', but it complements and refines the analysis from participants who live in the conflict context setting. For the purpose of this training, local knowledge remains primary; the additional knowledge helps the workshop participants understand the impact of wider issues on their work.

4. Key terms and concepts used in the training manual

Civil society refers to the range of institutions, groups and associations, which represent diverse interests in society and provide a balance to government.

Conflict takes place 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.

A **conflict analysis** is a structured process of analysis to better understand a conflict, including its background/history, the main groups involved and their drivers, perspectives and motivations, the key drivers of the conflict and potential factors for peace.

Conflict management refers to actions undertaken with the main objective to prevent the escalation of violence either vertically (intensification of violence) or horizontally (geographic spread) in existing violent conflicts.

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.

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

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.

Good governance refers to the transparent and accountable management of all the country's resources for the benefit of all. Good governance includes the role of the authorities in promoting a favourable environment for economic and social development, deciding how to equitably allocate resources, establishing an inclusive, political, power-sharing government structure, protecting human rights, and ensuring the rule of law.

Human rights refer to universal and interdependent rights which are applicable to everybody. Whether civil, political, economic, social, or cultural in nature, they must be respected and promoted in their entirety. They are the subject of a series of international and regional agreements and legal acts which constitute an international legal framework.

Identity groups refer to groups of individuals who share the consciousness of a common bond, based on linguistic, cultural, social, regional or economic ties.

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.

Negative peace is a situation where there is no current violent conflict, but where structural and deep root causes of previous conflict might still be present and there remains potential for violent conflict. The focus is on re-establishing law and order, securing a ceasefire, preventing further outbreaks of violence, stabilising areas that have been previously conflict-affected, starting post-war reconstruction, demining and disarming, demobilising and re-integrating ex-combatants, and promoting and aiding peace agreements.

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.

A **participatory approach** to training means that it is not only the trainers who provide content for the participants to learn. A participatory-based workshop draws extensively from the participants' own knowledge and experience which then feeds into and strengthens the learning process. This is done using small group work, case studies, role-plays, discussions, and participant presentations. Such an approach means that the learning is more relevant and focused for participants' needs and expectations.

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 continued maintenance. Peacebuilding is a process to engage in, not a goal to arrive at.

Positive peace continues on from negative peace and is understood as tackling the sometimes less visible and deeper structural root causes of the conflict, and is therefore longer-term. Activities include: establishing a fair and independent legal and law enforcement system; tackling discrimination in education and health provision; building an accountable, inclusive and power-sharing form of government; fostering cooperation between groups; challenging negative stereotypes and prejudices; and protecting human rights. Positive peace leads to sustainable peace.

Relief assistance refers to the provision of urgent short-term humanitarian aid to save and preserve the lives of people facing serious difficulties, resulting from natural or man-made disasters.

Rule of law refers to the primacy of the law as a fundamental principle of any democratic system, which seeks to foster and promote rights, whether civil and political or economic, social and cultural. This notably entails the enabling of citizens to defend their rights, as well as shaping the structure of the state and the prerogatives of various powers, with a view to placing limitations on their power.

Sustainability indicates a concern not only to start peacebuilding and reconciliation initiatives but also to create a proactive process that is capable of maintaining its life over time. It enables a spiral of peace and development instead of a spiral of violence and destruction.

Transformation represents change from one status to another. In relation to conflict

progression, transformation is the movement from the latent stage to confrontation, to negotiation, and to a dynamic, peaceful relationship.

Violent conflict arises when parties go beyond seeking to attain their goals peacefully and try to dominate or destroy the opposing party's ability to pursue their own interests.

Vulnerable groups refer to certain groups in society who are especially discriminated against or neglected by the state and society as a whole. They often include poor people, minorities, indigenous peoples, refugees or people internally displaced as a result of conflict, and certain groups of children and women.

The definitions of terms provided here are chosen because they fit most closely with the manual content. However, they are open to challenge and discussion. Some might see them as rather 'Western-centric' because they do not sufficiently take into account different historical and cultural experiences. Others argue that you can have universal understandings, and this is important because often such language underpins international conventions. In some languages, words used have no direct translation, or they might mean something different. Whatever your viewpoint on this, it is important that when you use the language of 'conflict and peace' both you and the listener clearly understand the meaning.

5. Training resources

As a search of the internet shows there are many examples of training approaches and manuals available. The resources given below are just a starting point. We encourage trainers to read as widely as possible to build up their own internal knowledge.

Africa Peace Forum, Center for Conflict Resolution, Consortium of Humanitarian Agencies, Forum on Early Warning and Early Response, International Alert, Saferworld (2004), *Conflict-sensitive approaches to development, humanitarian assistance and peacebuilding: A resource pack* (<http://www.saferworld.org.uk/resources/view-resource/148>)

Anderson, M (1999), *Do no harm, how aid can support peace – or war* (Boulder: Lynne Rienner Publishers)

Department for International Development (2002), *Conducting conflict assessments: guidance notes* (London: Conflict and Humanitarian Affairs Department, DFID)

Fisher, S et al. (2000), *Working with conflict. Skills and strategies for action* (London: Zed Books)

GTZ, Deutsche Gesellschaft fuer Technische Zusammenarbeit (2001), *Conflict analysis for project planning and management, a practical guide – draft* (<http://star-www.giz.de/dokumente/bib/04-0698.pdf>)

International Alert, Oxfam, Saferworld (2003), *Action against small arms* (<http://www.saferworld.org.uk/resources/view-resource/59>)

Macbeth, F, and Fine, N (2011), *Playing with fire. Training for those working with young people in conflict second edition* (London: Jessica Kingsley Publishers)

Saferworld and IHRICON (2011), *Training of trainers manual on gender and security in Nepal* (<http://www.saferworld.org.uk/resources/view-resource/649>)

Saferworld (2010), *Training pack on community-based approaches to security* (<http://www.saferworld.org.uk/resources/view-resource/566>)

Saferworld (2006), *Conflict prevention and conflict-sensitive development* (<http://www.saferworld.org.uk/resources/view-resource/220>)

Saferworld (2005), *Training for action* (<http://www.saferworld.org.uk/resources/view-resource/20>)

Swedish International Development Cooperation Agency (2006), *Manual for conflict analysis, methods document* (Stockholm: SIDA)

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)

United States Agency for International Development (2012), *Conflict assessment framework* (Washington: USAID)

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)

Exploring our context: Participatory conflict analysis

Aims of Module 1:

- to build a learning group for the workshop
- to develop a common understanding of conflict, violence and peace
- to learn and use the participatory tools of conflict context analysis
- to identify when and how to use each tool in order to analyse a conflict context and to identify possible entry points for interventions

Material for this module is adapted from:

Fisher, S et al. (2000), *Working with conflict. Skills and strategies for action* (London: Zed Books)

Overview of Module 1 [1½ days]

Time	Resources	Activity
Session 1 90 minutes	Flipchart, pens, cards, tape	Greetings, orientation and the learning contract
Session 2 30 minutes	Flipchart, pens	Introduction to Module 1: Developing a common language of conflict and violence Presentation: Introduction to Module 1 Exercise: Developing a common language of conflict, violence and peace
Session 3 45 minutes	Flipchart, pens, Handout 1	Understanding conflict Presentation: Defining conflict Exercise: Identifying forms of conflict <i>Introduction to conflict squares</i> <i>Group work</i> <i>Plenary</i>
Session 4 45 minutes	Flipchart, pens, Handout 2	Violence and peace Presentation: Defining violence Exercise: Identifying forms of violence <i>Introduction to the Violence Triangle Tool</i> Presentation: Introduction to concepts of peace
Session 5 30 minutes	Flipchart, pens	Introduction to conflict analysis Exercise: Energiser Presentation: Introduction to conflict analysis
Session 6 150 minutes	Flipchart, pens, Handout 3	Introduction to conflict context mapping Presentation: Introduction to conflict context mapping Exercise: Creating analysis groups Exercise: Conflict context mapping Plenary and wrap-up
Session 7 90 minutes	Flipchart, pens, Handout 4	Introduction to ABC analysis Review the module aims, and outline the rest of the module Presentation: Introduction to the Attitudes, Behaviour and Context (ABC) analysis tool Exercise: Understanding conflict actors
Session 8 60 minutes		Reporting groups Exercise: Preparing for feedback of analysis Exercise: Reporting and feedback
Session 9 85 minutes	Flipchart, pens, cards, tape, Handout 5	Causes, triggers and effects of conflict Presentation: Introduction to the session and the Conflict Tree analysis tool Exercise: Using the Conflict Tree Plenary
Session 10 15 minutes	Module Assessment Form	Wrap-up and module assessment

Session 1 Greetings, orientation and the learning contract

Timing	Resources	Aims
90 minutes	Flipchart, pens, cards, tape	<ul style="list-style-type: none"> ➤ to introduce the workshop ➤ to understand participants' expectations and concerns ➤ to develop an agreed learning contract with participants

Greeting and orientation [25 minutes]

Welcome participants

Introductions of participants

Introduction of trainers

Aims of the entire workshop [5 minutes]

Display workshop aims and give a brief overview of the modules on flipcharts for the entire programme. Make sure that these aims are visible for the entire programme.

Participant expectations [25 minutes]

Ask participants to form groups of three to discuss their expectations for the entire training programme. Ask them to think ahead: how might they be hoping to work differently as a result of the learning from the workshop? Bring everyone back together and gather their expectations on the flipchart. When all the expectations have been displayed, summarise them and identify where their expectations fit into the programme.

Any expectations that will not be met can be set aside on a separate flipchart that will be part of the last session. At the same time, ask the participants to keep these in mind and to think of ways during the week that these expectations could be met outside of this workshop.

Participant concerns [10 minutes]

Ask participants to identify any concerns they may have about the workshop. List these on a flipchart.

Participants' expectations and concerns will be addressed in the following activity: *Creating a learning contract*.

Creating a learning contract [25 minutes]

Ask participants to return to the same groups of three (as in the previous session) to identify what behaviour in the group will help them to be free to learn in this workshop.

This is a critical part of creating an open and trusting atmosphere where people can begin to think the 'unthinkable' and say the 'unsayable'. The amount of time invested here is likely to avoid a whole range of confrontational issues during the learning process. Make sure that among the agreements are core elements of behaviour, such as listening without interruption, respect for other views, that it is ok to disagree, and that when we disagree we will focus on the issue, not the individual.

Emphasise to participants that this is an opportunity to create a different kind of learning culture so that the sorts of limitations that exist in society could be set-aside for the purpose of learning. For example, how can we ensure that minority voices or women's voices can be heard? How do we limit domination by particular individuals?

After ten minutes, ask each group of three to call out important behaviours for the group to consider; the trainer should write these down on the flipchart. Once the list is complete ask if everyone is willing to honour these behaviours. Adjust if necessary. **Write the list on the flipchart and display it for the duration of the workshop.**

Working with a group who may not agree on a learning contract

If anyone disagrees or has problems with the learning contract, try to understand what the objection is, and encourage participants to find a solution.

If you observe that the group is dividing on issues such as gender, ethnicity, religion, political affiliation or other identifiable categories, then you can, as a facilitator, divide the group accordingly and ask them to work as small groups to produce their recommendations. Then, facilitate a plenary discussion revisiting the learning contract.

Session 2 Introduction to Module 1: Developing a common language of conflict and violence

Timing	Resources	Aims
30 minutes	Flipchart, pens	<ul style="list-style-type: none"> ➤ to understand the purpose of Module 1 ➤ to understand the concepts of conflict, violence and peace

Presentation: Introduction to Module 1 [10 minutes]

Display prepared flipchart with aims for Module 1.

This is not for discussion; it is simply the road map for the entire module.

This module is designed to lay the foundations for deciding upon a range of actions that community-based organisations (CBOs) can adopt to engage with and transform conflicting and violent relationships. Effective actions rely upon a good analysis.

As humans, whether we realise it or not, we are at all times engaged in analysing our situation through observation, listening, talking and actions. This module will introduce a common language for thinking about our situations together, and will provide some tools to help us think about conflict and violence from a number of perspectives. This will help us to analyse our situations systematically and to prepare us to make systematic choices over actions.

Exercise: Developing a common language of conflict, violence and peace [20 minutes]

For 20 minutes, brainstorm as one group (or two groups if you feel it is necessary to separate men and women): what comes into your mind when I say 'conflict'? Without comment, write participants' words and phrases on a flipchart.

Referring to what the participants have said, make a small presentation highlighting that we have a wide range of understandings of conflict. The words and phrases that come up will reflect both violent and non-violent aspects of conflict.

Explain that it is helpful to separate our understanding of conflict and violence. The next two sessions will explore this.

Session 3 Understanding conflict

Timing	Resources	Aims
45 minutes	Flipchart, pens, Handout 1	<ul style="list-style-type: none"> ➤ to introduce a common definition of conflict ➤ to understand that there are different types of conflict, and that conflict is dynamic

Presentation: Defining conflict [5 minutes]

Write on a flipchart the definition of conflict as follows:

Conflict is a relationship between two or more parties (individuals or groups) who have, or think they have, incompatible goals.

Emphasise that conflict is relational, it is about 'us' and 'them', 'me' or 'we', and the 'other'. Conflicts are a fact of life and not necessarily harmful. Conflict becomes a problem when individuals/groups choose to achieve their goals through use of violence or force. Also explain that some conflicts can be based on our thoughts about what the 'other' party wants or is trying to achieve. Therefore where trust and communication have broken down, there can be a lot of assumptions about the 'other' that may or may not be accurate.

Exercise: Identifying forms of conflict

Introduction to conflict squares [15 minutes]

Create a diagram of the 'conflict squares' on a flipchart as you speak. Explain each square in the model in turn and illustrate each type of conflict represented by each square.

Make sure you are familiar with the model before training – you can have a cheat sheet on the flipchart to help you if needed. The following are some worked examples for each of the conflict squares:

Harmony / no conflict

Often this is a short-term phase where everyone in a particular situation shares goals and behaviour, such as in this group right now. We agreed our learning objectives (the goals) and we are all present and attentive, and respect each other.

Latent (waiting) conflict

For instance, a militant group operating in the location of a community with a school announced that they do not believe girls need education. They are seeking to persuade members of the community that this is the 'right' perspective.

Surface (visible or active) conflict

Taking the same example of the school, the militant group decides that because the community is not sharing their belief that girls should not have education, they will take action. They assault the teachers in public and threaten to close the school if girls continue to attend.

Open conflict

The families of the excluded children are threatening the teachers with violence if their girls are not admitted. The community attacks several members of the militants who try to prevent their girls attending the school. Things are getting hotter...

Group work [10 minutes]

Having presented the conflict squares, invite participants to form small groups (of three to four people) and ask them to identify a real life example of conflict from a community and to map it using the squares. Provide each person with Handout 1. Circulate between

groups and help groups clarify details where necessary. Ensure that each group has at least one example per square. ***Write the task on flipchart paper in advance and display it for the duration of the task.***

Plenary [15 minutes]

In plenary, ask if each group has examples and ask which was the most challenging conflict square to fill. Ask other groups if they have an example for that square. Illustrate that conflicts can evolve and move between squares in no particular order as conflict is dynamic.

Session 4 Violence and peace

Timing	Resources	Aims
45 minutes	Flipchart, pens, Handout 2	<ul style="list-style-type: none"> ➤ to introduce a common definition of violence ➤ to understand that violence can be more than just visible behaviour

Presentation: Defining violence [5 minutes]

Write on a flipchart the definition of violence as follows:

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

Emphasise that violence is defined by damage/harm and there are different ways that violence can take place.

Exercise: Identifying forms of violence

Introduction to the Violence Triangle Tool [30 minutes]

Introduce the Violence Triangle by first drawing a large triangle on a flipchart. Then label each of the three corners: A (Attitude); B (Behaviour); and C (Context). Explain each of the A, B, and C corners by referring to Handout 2.

- Attitudes: what we think, feel, and believe – for example, fears, values, belief systems, cultural teaching, prejudice
- Behaviour: what we see – for example, punching, shooting, ignoring, raping, looting, killing, discrimination
- Context: systems and structures that discriminate – for example, laws, social norms (including how families manage their relationships), policies, cultural practice

Invite the group to give you examples of violence. Ask them where in the triangle these examples should be placed.

If participants offer examples from one of the other corners, just note it where you think it should be and explain why, ask if they agree with where you have placed it, and if not why not. If you cannot agree where an example should be placed, put it where one participant suggests and draw a line with a question mark pointing to the other corner(s) where it might also be placed.

Show participants how each corner of the triangle can affect the other corners.

Emphasise the linkages and how they reinforce each other. Highlight that our work as CBOs can take place in one or all corners.

Invite participants to tick which corners of the diagram their work addresses [allow five minutes]. This will give a sense of the spread of work being done. Conclude the presentation, drawing a line mid-way across the triangle, and write above the line 'visible violence' and below the line 'less visible violence'. Provide all participants with Handout 2.

Presentation: Introduction to concepts of peace [10 minutes]

Draw attention to the fact that if we only stop the violent behaviour we have a type of peace called 'negative peace'. This state of negative peace means we have space to work on changing underlying attitudes and structures. By working on these deeper causes we move towards a state of positive or sustainable peace.

Ask participants to think about their own work and situation, and to consider if there are any examples of conflict or violence that they would like to address and use as an example for undertaking a conflict analysis.

Session 5 Introduction to conflict analysis

Timing	Resources	Aims
30 minutes	Flipchart, pens	► to re-affirm the idea of analysis

Exercise: Energiser [15 minutes]

Energisers and gender sensitivity

Please take into consideration cultural issues related to physical closeness and the touching of men and women. It may be necessary to have two simultaneous activities (one with women, and one with men). Alternatively, you could ask either men or women to do the activity with the other group observing and giving feedback. Or you will find some other mechanism. These energisers are important in helping people focus, so please avoid dropping them because of cultural taboos. Instead, adapt them to suit.

Presentation: Introduction to conflict analysis [15 minutes]

Start by asking participants why they feel it is important to know about the situation where they live or want to work. List their comments on a flipchart. Summarise.

Highlight that this first tool of analysis will focus on the actors directly and indirectly involved, and on their relationships, the issue(s) and the power dynamics in that situation.

Session 6 Introduction to conflict context mapping

Timing	Resources	Aims
150 minutes	Flipchart, pens, Handout 3	<ul style="list-style-type: none"> ➤ to introduce conflict context mapping ➤ to undertake conflict context mapping of selected conflict issues

Presentation: Introduction to conflict context mapping

[30 minutes]

Explain that conflict context mapping focuses on the here and now of actors, relationships and power. It is not dynamic and it may need repeating as circumstances change.

Explain that participants will construct a diagram using circles to represent the actors in the conflict context. The size of the circle will show how much power that actor has in the particular situation. The lines connecting the actors show the type of relationship they have with arrows indicating in which direction there is influence. It is really important to identify why a relationship is as it is. Participants need to name the issue underlying each relationship on the map. Most important of all participants should put themselves or their organisation on the map and indicate their relationships and issues with the different mapped actors.

Construct a very simple three or four-party diagram as you speak to illustrate your points. Make sure to include illustrations of each connecting line. Avoid using a specific example – you are illustrating a tool not a context. Refer to Handout 3 to design your simple diagram.

Exercise: Creating analysis groups [15 minutes]

Form small groups with a maximum of six participants.

Ask each group to spend 15 minutes deciding a conflict situation or issue they would like to use for the analysis. It needs to be a current conflict that at least one participant in each group is very familiar with, and therefore should be a conflict visible or felt within their community. State that this participant will act as the group resource person. The others will undertake the analysis drawing upon (and adding to) the knowledge of the resource person.

Make sure that participants avoid getting into discussion about the tool – instead encourage participants to hold their questions until they are working with the tool. You can move between the groups as they engage with the tool.

Encourage groups to avoid choosing an international or state-level conflict. We want to focus on a conflict or conflict issue that they can understand in detail and ultimately work on.

When each group has decided on its topic, they should announce it to the others. List these topics and the names of the resources people.

You should explain that the task is to produce maps within the allotted timeframe. Emphasise that all the participants will need to report on their analysis in small groups, so they need to be sure that they are familiar with the information.

Spread out the groups so that they can discuss freely without disturbing others. It is helpful to keep the groups in the same room unless the space is unsuitable. This maintains the energy in the room and the trainer can be easily available to all participants.

Exercise: Conflict context mapping [90 minutes]

Give each group a mapping kit. Give all participants Handout 3.

Mapping kits

Prepare mapping kits for each group in advance. Each kit should contain a pack of different-sized circles (give different-coloured circles to each group), a glue stick or masking tape, three different coloured felt-tip pens, a pencil and a sheet of flipchart paper. Please refer to the handouts section for templates of different-sized circles. Have a couple of pairs of scissors and extra coloured paper available in case participants need them.

While the groups work, circulate among them. Assist the groups to find ways to display the complexity of the situation rather than one person or another's view of that situation. How can they show both views on the same piece of paper? A consensus is not required; it is important to show diversity – so that all the different perspectives are revealed. We are not looking for an objective truth, but we want to understand as far as possible the range of perspectives. Encourage participants to use the symbols on the handout and create their own way of showing differences in opinion on different relationships. *You should write the task on flipchart paper in advance and display it for the duration of the task.*

Towards the end of the exercise, observe each group and advise them on what they need to do to complete the task.

Managing groups at different stages of completing a task:

For those groups that might have completed their analysis, ask them to check: Have they put themselves on the map? Have all the relationships got an issue? Are there any shadow actors? Has the person whose topic it was (the resource person) seen anything new or differently as a result of the mapping exercise? What still needs to be explored? What gaps are there?

Plenary and wrap-up [15 minutes]

Ask the groups to reconvene as one large group. Check-in with each group and ask about the status of the maps. Ask about the progress that has been made. Answer any questions about the use of the tool.

Session 7 Introduction to ABC analysis

Timing	Resources	Aims
90 minutes	Flipchart, pens, Handout 4	<ul style="list-style-type: none"> ➤ to focus analysis on the main actors in conflict ➤ to explore their attitudes, behaviours and context in more detail

Review the module aims, and outline the rest of the module

[15 minutes]

Invite any comments or reflections on the previous sessions, and their hopes for the rest of Module 1.

Draw attention to the module aims. Outline what will be covered in the remainder of Module 1: learning about and applying two additional tools of analysis. Participants will stay in the same analysis groups for all three tools.

Avoid causing anxiety among participants by having them looking too far ahead in the process of the entire training: take them through the process step-by-step. Remember you are working with activists who are action-oriented. It is important to keep the process slow and systematic.

Presentation: Introduction to the Attitudes, Behaviour and Context (ABC) analysis tool [20 minutes]

Advise participants that you will now introduce the second analysis tool. This can be applied to the conflict they have already explored in the mapping tool exercise. They should stay in the same groups.

Introduce the ABC Triangle (refer to Handout 4) by drawing a large triangle on a flipchart. Label each corner (A, B or C). Explain that this tool will clarify the perceptions of the parties directly in conflict. This tool is similar to the Violence Triangle introduced earlier in this module, but its application is different. Explain briefly what is meant by 'attitudes', 'behaviour' and 'context', with an example to indicate the different stages of this triangle.

Explain that the ABC Triangle helps us think through in more detail how the conflict actors think about themselves in a conflict context. The tool can be applied to an individual or a group.

Explain that the analysis assumes that to understand the conflict from the actor's perspective we need to understand the context that the actor is in, as well as their behaviour and their attitude. All three of these factors influence each other.

For example, a context that ignores the demands of one group may lead that group to develop a frustrated attitude. The frustrated group may then decide to protest. This behaviour may provoke a response from state institutions to repress the protests using force, which may further reinforce the attitude of the group that they are deliberately being discriminated against.

The ABC Triangle also helps us to think about what we know and what we don't know about these actors. It assists us to identify aspects of each actor that we need to consider when planning to engage with them, and what we might look for to see if change is occurring in a relationship. It is useful here if you explain the difference between this exercise and a stakeholder analysis.

Provide an example, to illustrate the use of the tool. For example:

Example 1:

Father

Behaviour

- Sets and enforces rules for the family
- Stops daughter from going to school

Key need: Maintain respect of family in community

Key fear: Will lose business if his family is shamed in community

Attitudes

- Girls don't need education
- Education undermines culture
- Is responsible to ensure that daughter will be respected in community and sought as a wife

Context

- Head of household
- Represents family in community; is highly respected
- The opinion of the others matter

Mother

Behaviour

- Argues with her husband trying to persuade him that times have changed
- Discusses with friends

Key need: Daughter reaches full potential and marries an educated man outside the village

Key fear: Daughter marries young

Attitudes

- Girls are entitled to education
- Trusts her daughter and knows that she will behave appropriately
- Doesn't want tension in family

Context

- Comes from an educated family; she has a degree
- Runs the household
- Is seen as a leader among the women in the community

Example 2:

Farmers

Behaviour

- Cultivate on the river bank
- Do not provide access to water for others

Key need: Livelihood as farmers, water for cultivation, land as key asset

Key fear: Crop destruction by cattle during drought, loss of livelihood, starvation during lean months

Attitudes

- Right to access to land along the river
- Value agricultural produce

Context

- Settlers along the river
- Official recognition to the land
- Market demand for the produce

Pastoralists

Behaviour

- Take livestock to river for water and fodder
- Disregard crops of farmers
- Cattle destroy crops

Key need: Livelihood as livestock keepers, require fodder and water for livestock

Key fear: Cattle would die without fodder and water in dry season, loss of prestige

Attitudes

- Believe that land is common
- Believe they have the right to access water and fodder where it is available
- Holding cattle is prestigious

Context

- Nomadic life due to fodder requirements of livestock, land usage common for generations, live away from direct water sources in wet season due to availability of fodder and water

Exercise: Understanding conflict actors [55 minutes]

Identify the two main actors in conflict. Focus on one actor – draw a triangle for the actor. Put yourselves in that actor's shoes. Identify the actor's attitudes, beliefs and values, as well as how they see their own behaviour and context.

Once all of the corners have been completed, write in the middle of the triangle what has been revealed as that actor's key need and key fear.

Now put yourself in the shoes of the second party and repeat the process from the perspective of that party. Circulate and check in on each group, provide feedback where necessary. ***You should write the task on flipchart paper in advance and display it for the duration of the task.*** Give each participant Handout 4.

Participants may have many actors on their conflict map. In reality they may choose to create separate ABC Triangles for all the key actors in their maps. For the purpose of learning the tool, we suggest that each group works with two main actors who are in conflict, as ultimately these are the relationships that need to change.

Session 8 Reporting groups

Timing	Resources	Aims
60 minutes	–	▶ to encourage feedback and refinement of conflict context maps and attitudes, behaviour and context analysis

Exercise: Preparing for feedback of analysis [15 minutes]

Inform the participants that they are about to engage in a reporting and feedback exercise on the work they have undertaken in groups so far in the module. Ask all the analysis groups to prepare a short presentation on their analysis. Each group will highlight what they have learnt from their analysis, referring to both tools.

Tell the group that the reports will take place in mixed groups. So each person in the analysis group needs to be able to make the presentation.

Exercise: Reporting and feedback [45 minutes]

Form the report groups ensuring that at least one member of each analysis group is in each report group. There needs to be one report group for each analysis.

Remind everyone that the analysis from each group is their perspective. It is not about right or wrong or one truth (refer to the learning contract).

The conflict maps and ABC Triangles should be left where they are and each report group should gather around one conflict analysis.

Each group will then hear the report from the member of the reporting group who participated in producing that analysis, followed by comments and questions from other members of that group. Then the trainer will move the conflict analysis sheets as the reporting groups remain seated. Repeat until each group has been exposed to each analysis.

The trainer will keep time.

Session 9 Causes, triggers and effects of conflict

Timing	Resources	Aims
85 minutes	Flipchart, pens, cards, tape, Handout 5	► to understand and identify the causes, triggers and effects of conflict

Presentation: Introduction to the session [15 minutes]

Review and set the scene for next tool: the Conflict Tree analysis tool.

State that after the introduction to the tool they will work again in their analysis groups.

Re-cap where we are in our analysis: we have identified the issues, actors, relationships, and power, and explored the perceptions of the main parties to the conflict. Link this to the brainstormed list that participants created earlier, identifying what they needed to know about analysis. They will see that the tools used so far have helped us to understand the situation and the actors better. The next tool will help participants see the connection between what they see now, and the root causes and triggers. In other words, how did we get to this point in time? What are the factors that could maintain or change this situation?

The Conflict Tree analysis tool

Display a drawing of a Conflict Tree on a flipchart as outlined in Handout 5. Explain:

The **effects** of conflict are what we can see in the situation.

The **root causes** are those factors that give rise to what we see.

The **core issue** is the main problem to be addressed (there may be more than one core issue).

The **triggering events** are the events or actions that increase the effects of the conflict and make the conflict worse.

In this session you will draw and talk through a brief example to illustrate this.

See on the next page.

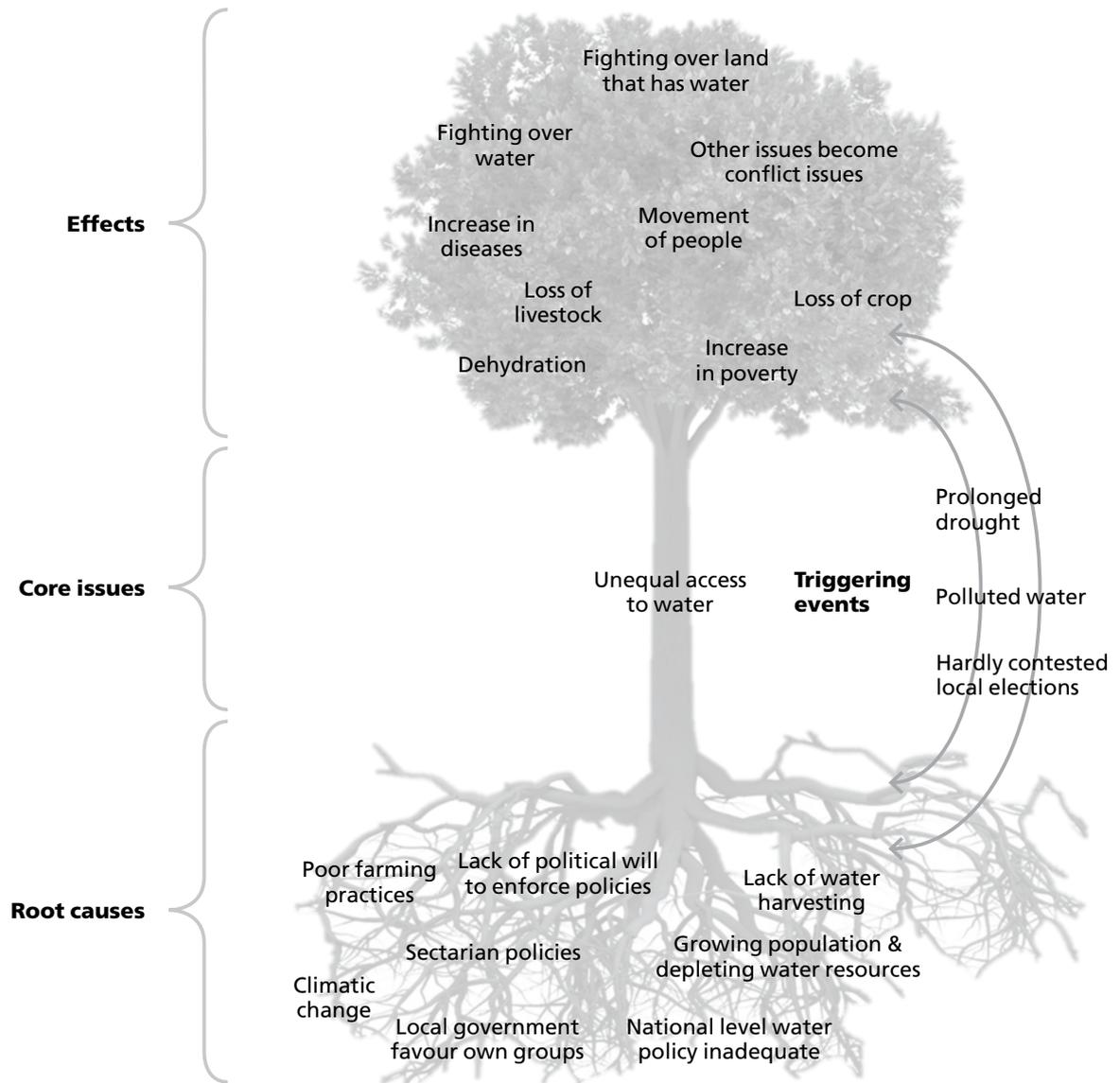
Exercise: Using the Conflict Tree [50 minutes]

Ask participants to return to their analysis groups. Continuing with the same conflict they have been analysing with the conflict context map and ABC Triangle, each group now has to undertake a Conflict Tree analysis. Inform them that each group will have to present their Conflict Tree to the group at the allotted time. Provide each participant with Handout 5. *You should write the task on flipchart paper in advance and display it for the duration of the task.*

Plenary [20 minutes]

Bring everyone together as one group and ask each analysis group to present their tree and invite discussion on the use of the tree.

Example of a worked Conflict Tree:



Session 10 Wrap-up and module assessment

Timing	Resources	Aims
15 minutes	Module Assessment Form	<ul style="list-style-type: none"> ➤ to reinforce the links between the conflict analysis tools ➤ to introduce the links between analysis and proceeding modules

Recap Module 1 and look ahead to Module 2 [5 minutes]

Check that there is at least one piece of flipchart paper on the wall for each of the tools of analysis.

Walk around the room referring to the flipchart papers in the order that they were created. Remind participants of their overall objectives, the objectives of the model, the learning contract, the analysis tools used and how each one has contributed to an overall analysis.

Explain what will be addressed in the next module: conflict-sensitive programming. Highlight that their analysis will inform their consideration of interventions. It will shed light on the possible effects (both positive and negative) of these interventions on the context.

Wrap-up [5 minutes]

Ask the participants to stand on an imaginary line to reflect the extent to which they are satisfied with the learning from the module. One end of the line should be for those who are very satisfied, and the other end of the line for those who are completely dissatisfied. Ask for a few comments from participants at both ends and in the middle of the line.

The reason we do this is to give people the opportunity to give direct feedback to the facilitators, so that the facilitators can adjust the pace or content of the following modules and so that participants can see where they are in relation to other participants.

Written module assessment [5 minutes]

Hand out the Module Assessment Form (Annex 1) and ask the participants if they could kindly complete it.

You will need to take these into the facilitators de-briefing after the close of the day. There is no need to respond to the comments. If necessary you can acknowledge them at the start of the next module.

Handout 1 Understanding conflict: The Square

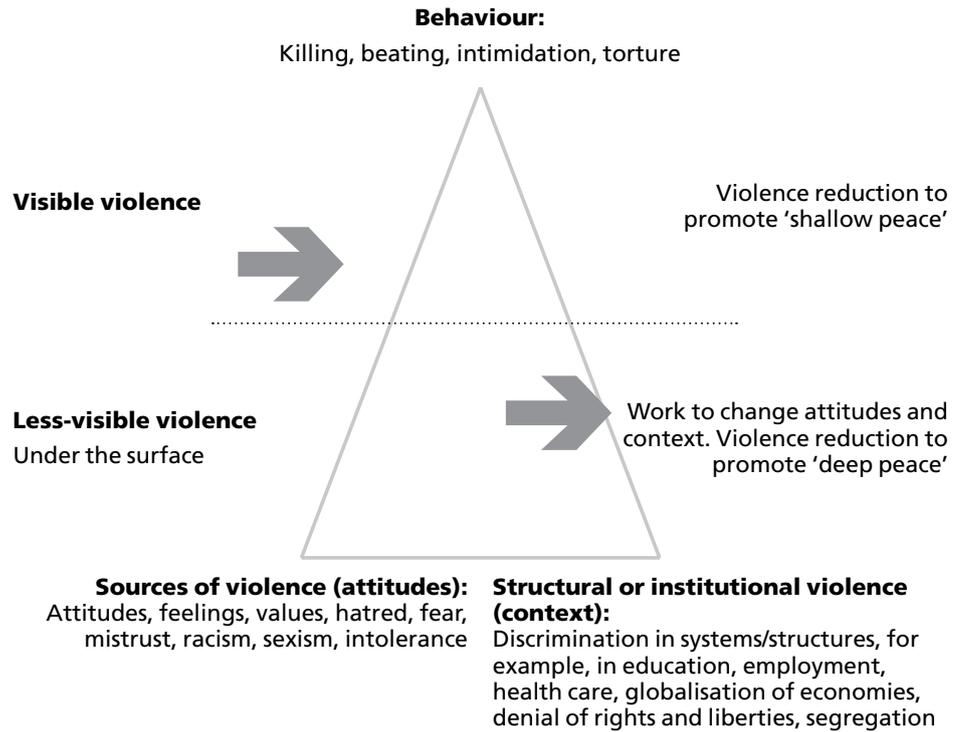
A possible working definition of conflict is: *a relationship between two or more parties who have, or who think they have, incompatible goals.*

In order to understand more deeply what conflict is, it can help to focus on two elements in this definition: behaviour (basic to any relationship); and goals (what you want to achieve). The model below identifies different kinds of conflict according to these two elements. The word ‘compatible’ means ‘in harmony with’; the word ‘incompatible’ means ‘clashing’, or ‘in opposition to’.

Compatibility of goals and behaviour

		Goals	
		Compatible goals	Incompatible goals
Behaviours	Compatible behaviour	<p><i>How would we describe the combination of compatible goals and compatible behaviour?</i></p>	Latent conflict
	Incompatible behaviour	Surface conflict	Open conflict

Handout 2 Understanding violence: The Triangle



Handout 3 Conflict context mapping

Mapping is a technique for showing the parties in a conflict situation, their relationships, the issues and the degree of power they have in that situation. It will reflect how those doing the analysis understand the situation.

Mapping helps us to understand the situation better, to see the relationships between the parties more clearly, and to identify what has been done already. It not only shows us what we do know, but also what we might need to find out.

Mapping is often helpful early in the process of analysis and planning. And later on, when further developing plans or a strategy, it helps us to identify possible entry points for action.

Mapping is a technique in which conflict is represented graphically, placing the parties in relation to the problem and in relation to each other. If people with different viewpoints map their situation together, they may learn about each other's experiences and perceptions.

In order to map a situation:

1. Decide what you want to map, when, and from what point of view

Identify a specific issue or geographic location that you need to understand more deeply. In drawing your map, try to include all parties and issues. Be creative in finding ways to show this. Trying to reconcile different viewpoints is the reality of working on the conflict. It is good discipline (when possible) to ask whether those who hold this view would actually accept your description of their relationships with the other parties.

2. Don't forget to place yourself and your organisation on the map

Putting yourself on the map is a good reminder that you are part of the situation, not above it, even when you analyse it. You and your organisation are perceived in certain ways by others. You may have contacts and relationships that offer opportunities and openings for work with the parties involved in the conflict.

3. Mapping is not dynamic

Mapping reflects a situation at a point in time, and points toward action. The analysis should offer new possibilities. What can be done? Who can best do it? When is the best time? What groundwork needs to be laid beforehand? What structures need to be built afterwards? These are some of the questions you should ask as you carry out the mapping.

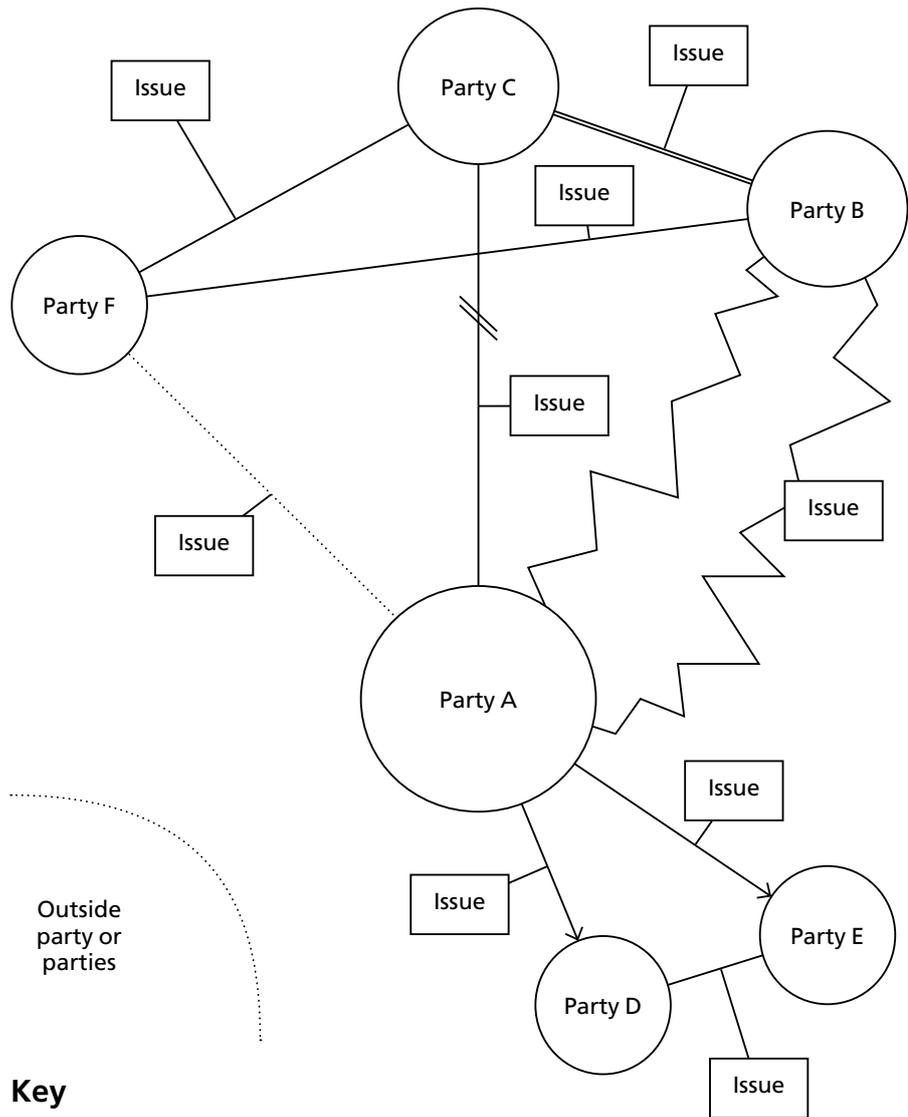
Mapping: Example

On the next page is an example of what a conflict map might look like:

Try making a map of a situation that you are currently working on.

Some questions you might ask are:

- Who are the main parties in this conflict?
- What other parties are involved or connected in some way, including marginalised groups and external parties?
- What are the relationships between all these parties and how can these be represented on the map? Consider: alliances; close contacts; broken relationships; confrontation.
- What are the key issues between the parties that should be mentioned on the map?
- Where are you and your organisation in relation to these parties? Do you have any special relationships that might offer openings for working on this conflict situation?

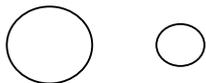


Outside party or parties

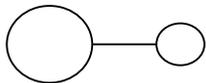
Key

In mapping, we use particular conventions.

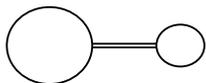
You may want to invent your own.



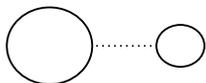
circles indicate parties to the situation; relative size = power with regard to the issue



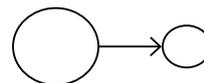
straight lines indicate links, that is, fairly close relationships



a double connecting line indicates an alliance



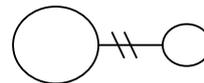
dotted lines indicate informal or intermittent links



arrows indicate the predominant direction of influence or activity



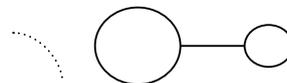
lines like lightning indicate discord, conflict



a short double line like a wall across a line indicates a broken connection



a square or rectangle indicates an issue, topic, or something other than people

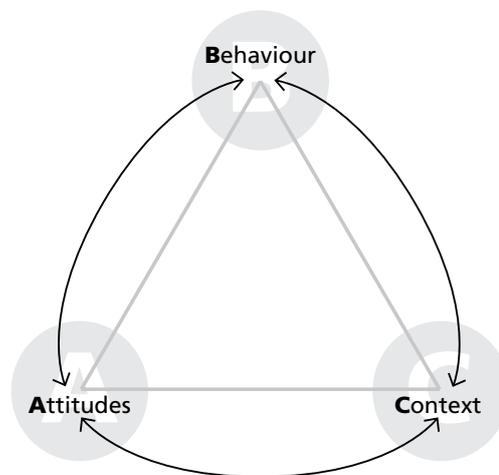


a shadow shows external parties which have influence but are not directly involved

Handout 4 The ABC Triangle

The ABC Triangle helps to deepen our understanding of how each of the parties perceives their attitudes and behaviour and the context in which they are operating, and how each of these factors influences the others, creating a continuing cycle. When using this tool, it is important to identify what each party sees as their key need and their key fear.

It is helpful to use this tool early in the process to gain insight into what motivates the different parties. When used later in the process of analysis it helps to identify what factors need to be taken into account in preparing an intervention, and it helps us to bear in mind how change in one area of the triangle might affect the other areas. This tool assists in building empathy and highlights factors to bear in mind to create conflict-sensitive interventions. This analysis is based on the premise that conflicts have three major components: the context or the situation, the behaviour of those involved, and their attitudes. These are represented graphically as the corners of a triangle.



Behaviour – e.g. statements, offences, insults, attacks

Context – e.g. historical, socio-economic and political background

Attitudes – e.g. perceptions, prejudices, feelings, beliefs

These three factors influence each other – hence the arrows leading from one to another. In addition, the behaviour of one individual or group influences the attitude of the other individual or group. For example, if a group of job-seekers stage many protests demanding jobs, business owners may feel overwhelmed, and react by becoming resistant to the demands. That attitude has an effect on the context. For example, the business owners may become so annoyed about job demands that they push for legislation requiring that all job applications be completed in a language unknown to those seeking work. This legal context will in turn affect each group's behaviour and attitudes, and so on. If the conflict situation is to improve, change will be needed in all the corners of the triangle.

How to use this tool

1. Make a separate ABC Triangle for each of the major parties in a situation.
2. On each triangle, list the key issues related to attitude, behaviour and context from the viewpoint of that party. (If the parties are participating in this analysis, then they can each make a triangle from their own perspective.)
3. In the middle of each triangle, write what that party sees as their **most important needs and fears**.
4. Compare the triangles, noticing similarities and differences between the perceptions of the parties. This will be helpful when you consider programming options.

Handout 5 Understanding conflict causes, effects and triggers: The Tree

Using the Conflict Tree stimulates discussion about the causes and effects of conflict. It helps a group to agree on the core problem, as well as thinking about the triggering events that could increase the intensity of the conflict or lead to outbreaks of violence. It assists a group or team to make decisions about priorities for addressing conflict issues. The causes and effects of conflict are related to each other and to the focus of the organisation.

The Conflict Tree can be used when a group, organisation or community needs to agree about the core problem in their situation, or with a team who need to decide which conflict issues they should address. The Conflict Tree is best used with groups, collectively, rather than with individuals. If you are familiar with the 'Problem Tree' from development and community work, you will recognise that here it has been adapted for use in conflict analysis. In many conflicts, there will be a range of opinions concerning questions such as:

- What are the effects that have resulted from this problem?
- What are the root causes? What are the events that make this situation worse? (triggering events)
- What is the core problem?
- What is the most important issue for our group to address?

The Conflict Tree offers a method to identify important issues and then sort these into three categories:

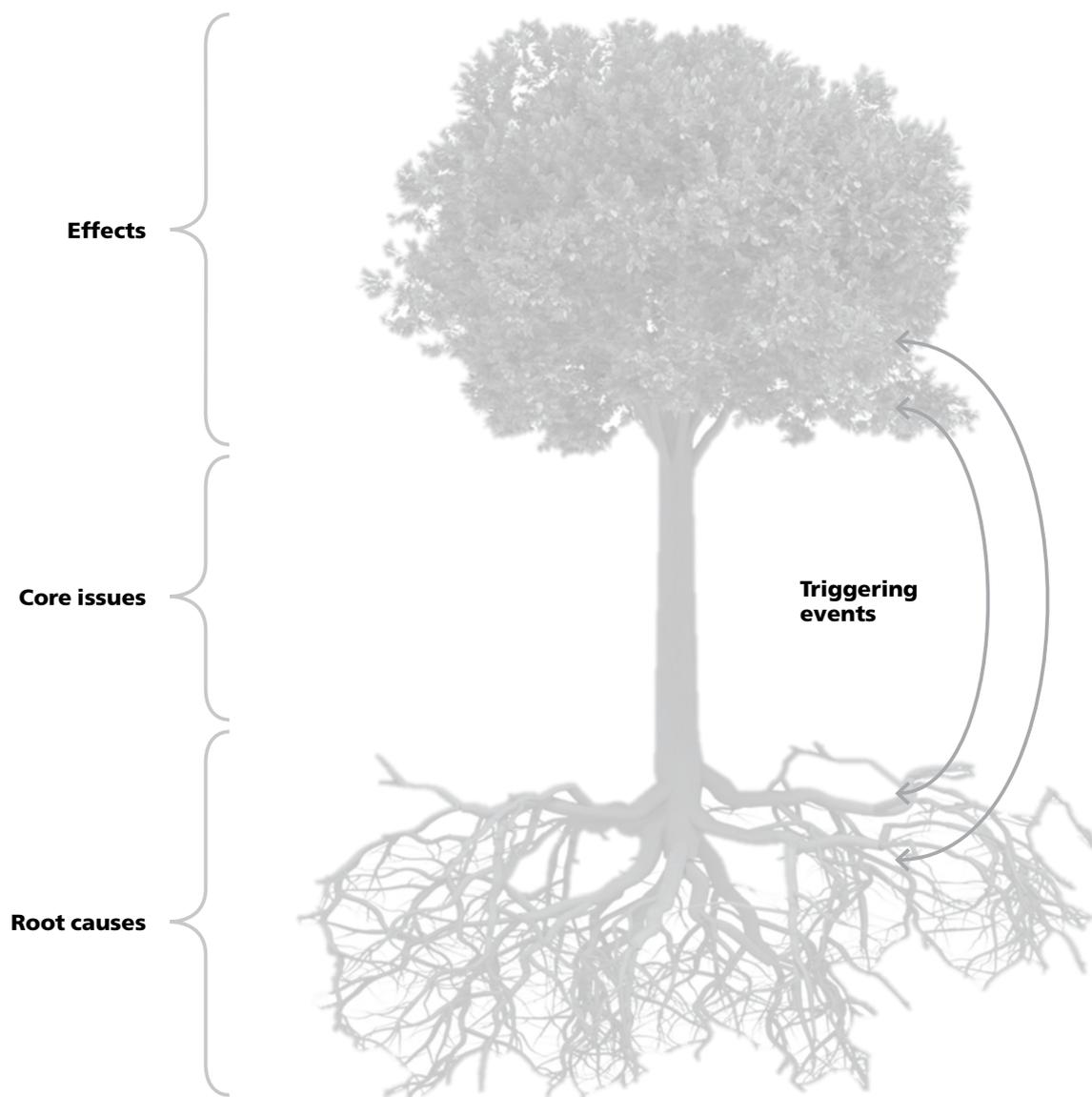
1. core issue (s)
2. underlying and immediate causes
3. effects

How to use this tool

1. On a large sheet of paper, draw a picture of a tree, including roots, trunk and branches. Label the trunk as 'core issue(s)', the roots as 'underlying causes' (the root causes of the problem), and the branches as 'effects' (what we see).
2. In relation to the subject under consideration, identify: the core issues; the root causes (underlying issues, often less visible); and the effects (what you see). Write each issue on a card.
 - If it is a core issue, place the cards on the trunk.
 - If it is a root cause, place the cards on the roots.
 - If it is an effect, place the cards on the branches.

As the cards are being put on the tree, there may be a great deal of discussion about where each issue belongs.

3. Once all the cards are on the tree, make connections between the underlying issues in the roots, and the effects in the branches. What events or actions have made the situation worse? These factors are known as 'triggering events'. Write these triggering events on the side of the paper. These factors might need to be taken into account when planning your intervention.
4. Ask participants to visualise their own organisation as a living organism (for example, a bird, a butterfly, a worm, or ivy) and place it on the tree in relation to the issue it is currently addressing. Is the focus of the organisation mainly on the effects (in the branches), the causes (the roots), or the core problem (the trunk)?



Conflict sensitivity

Aims of Module 2:

- to explain conflict sensitivity and how a conflict-sensitive approach (CSA) to programming (including peacebuilding, security, justice, humanitarian and development work) helps to minimise the negative impacts and maximise the positive impacts of this work
- to use the conflict analysis tools from Module 1 to help think about applying a conflict-sensitive approach to your organisation's work
- to understand the key considerations in the design of peacebuilding and development approaches that reduce the risk of triggering or supporting violence, or of 'doing harm'

Material for this module is adapted from:

Anderson M (1999), *Do no harm, how aid can support peace – or war* (Boulder: Lynne Rienner Publishers)

Conflict Sensitivity Consortium (2012), *How to guide to conflict sensitivity* (http://www.conflictsensitivity.org/sites/default/files/1/6602_HowToGuide_CSF_WEB_3.pdf)

Overview of Module 2 [1 day]

Time	Resources	Activity
Session 1 25 minutes	Flipchart, pens	Introduction to Module 2
Session 2 60 minutes	Flipchart, pens	What is conflict sensitivity? Presentation and plenary discussion
Session 3 60 minutes	Flipchart, pens	Example of conflict-sensitive programming Trainer's introduction and plenary discussion
Session 4 190 minutes	Flipchart, pens, Handout 6	Conflict sensitivity and programme design Exercise: Working on a Conflict Tree for programme design
Session 5 70 minutes	Flipchart, pens	Group presentations and feedback Exercise: Group presentations
Session 6 15 minutes	Module Assessment Form	Wrap-up and module assessment

Session 1 Introduction to Module 2

Timing	Resources	Aims
25 minutes	Flipchart, pens	<ul style="list-style-type: none">▶ to provide a quick recap of Module 1▶ to introduce Module 2

Presentation of the previous module's learning by a participant group and followed by discussion [10 minutes]

Overview of Module 2 [15 minutes]

In this module we will first explore the meaning of conflict sensitivity and why this is important in approaches to peacebuilding, development and humanitarian interventions. Then using an example from the Conflict Tree analysis developed during Module 1, the trainer will work through a project example to discuss how a conflict-sensitive approach can add to the effectiveness of a development project and ensure that at a minimum 'we do no harm' and at the best 'we do some good'. Then working in small groups, workshop participants will look at a programme or project through a conflict-sensitive lens. They will present their conclusions back to the rest of the workshop participants.

Session 2 What is conflict sensitivity?

Timing	Resources	Aims
60 minutes	Flipchart, pens	► to understand and discuss what 'conflict sensitivity' means and why it is important

Presentation and plenary discussion [60 minutes]

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

What do we mean by 'conflict sensitivity'?

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

Why a conflict-sensitive approach is important

- It helps ensure that programming does not contribute to violence.
- By using conflict analysis tools we have a better understanding of the conflict context in which we work.
- It identifies key decisionmakers, local leaders, potential spoilers (people who might try to make the conflict worse for their own interests) and beneficiaries.
- Reflecting on the atmosphere of anger, hatred, mistrust and fear between and within communities that pervades situations of conflict, will help us understand the effect of our work.
- It helps to build good working relationships in the short and long-term. This includes management and dispute-resolution mechanisms between agencies and beneficiaries, and relationships between civil and military actors.
- By identifying flash-points and helping to build bridges between antagonists, it reduces the risk of our projects sparking or supporting violence.
- By thinking more carefully about conflict we can better ensure the protection and safety of the beneficiary population and our own staff.
- It encourages and promotes transparency, accountability and inclusive processes.
- A well thought-through conflict-sensitive approach enhances the reputation of your organisation.

You could discuss with the participants a spectrum of activity that shows an organisation's impact on a conflict context as:

Does harm Does no harm Does some good

If the result of a project has been to 'do harm' or 'make matters worse' in a conflict-affected situation then either your organisation has not used a conflict-sensitive approach, or there have been factors outside of your control that might have acted as spoilers or antagonists to your work. This could be due to factors that include political opposition and vested interests, challenges to the power base of a stakeholder, or natural disaster. At the very least you should 'do no harm' or 'do not make matters worse'. A conflict-sensitive approach helps ensure this by assessing the peace and conflict impact of our interventions on the ground. The best outcome is when your programme 'does some good', both in terms of the development projects you might be implementing and by contributing to positive peace, building better relationships within and between groups, and helping to prevent future outbreaks of conflict.

Here, it is also useful to explain the terms '**connectors**' and '**dividers**' in local-level conflict.

Connectors are those things that, even during conflict, link people and groups together. These might be family or work-related, for example, the need to go to market, professional groups and so on. You might be able to promote or support them.

Dividers are issues or other factors that cause tension, disagreement and perhaps violent conflict between groups. They might be long-standing root causes or more recent causes, and can be due to both internal (such as local politics and land ownership) and external (national policy and outside powers) issues. You need to ask questions such as: how exactly does this divide people? Why is it important?

Remember connectors and dividers change over time, so they need to be continually checked when carrying out a conflict context analysis.

Session 3 Example of conflict-sensitive programming

Timing	Resources	Aims
60 minutes	Flipchart, pens	► to illustrate and discuss, using a specific example from Module 1, how a conflict-sensitive approach can be used when thinking about project design

Trainer's introduction and plenary discussion [60 minutes]

As the trainer you could base your introduction on the following text (of course adapt the language and wording to your own style).

Using Module 1's Conflict Tree example which identified the core issue of 'unequal access to water', we can think about working on any of the levels of the Conflict Tree – root causes, triggers, or effects – in relation to considering programme and project planning through a conflict-sensitive lens.

We could begin working on the effects level of the Conflict Tree, such as stopping violence due to fighting over water. However, in order to work towards 'positive peace', it is important that we also look at transforming root causes and removing any triggers that might increase the likelihood of violence or destructive behaviour and their effects occurring.

It is usually not possible to begin working on all levels at the same time. If we look at the Conflict Tree example, one of the root causes – climate change – may be too big or too distant to address ourselves. However, we could partner with others working to influence those who could address such issues through advocacy (see Module 4).

We need to think through what issues we can work on directly, and what we need to work on in partnership with others. To help with this we can refer back to the work we did in Module 1 with the conflict context map. We can draw where we are situated on the map in terms of relationships with other stakeholders and the types of conflict issues we identified. Consider questions such as:

- Who do we have relationships with?
- Who can we directly engage with when we want to work on a conflict issue?
- How are we perceived by the groups in conflict?

These are important factors to consider when we are thinking about conflict-sensitive programme planning.

Using the Conflict Tree below, we are going to take one example from the effect level – that of 'fighting over water'. We will explore this in more detail from a conflict-sensitive programming perspective.

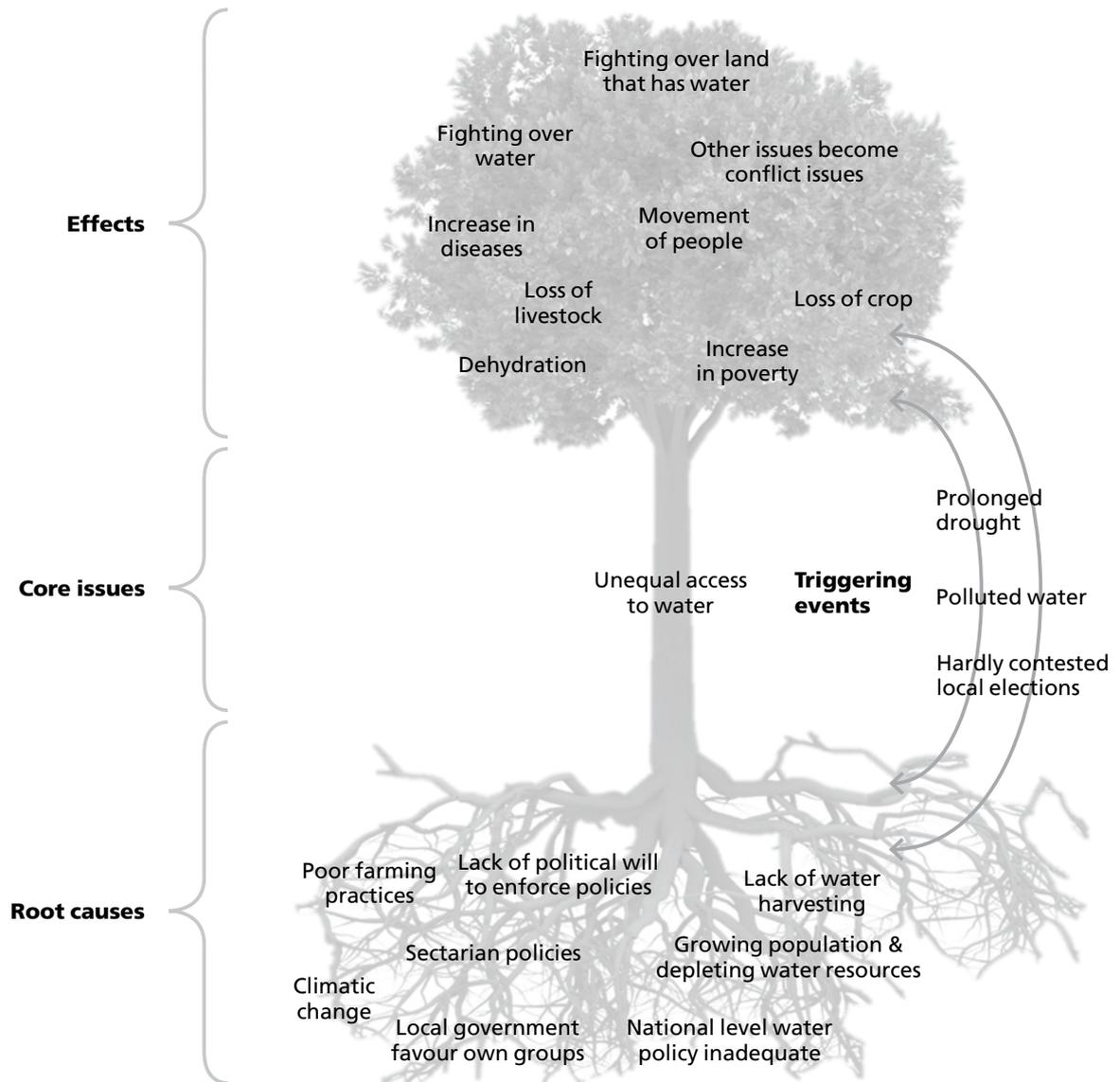
Spend two to three minutes linking the core issue (unequal access to water), the effect you have chosen (fighting over water), some of the triggers (drought, polluted water sources) and the root causes (growing population, climate change, poor farming practice and so on).

Explain to the workshop participants that we could think about tackling the issue using a development project approach by, for example, proposing to drill wells in the locations of the group who are being denied access to water. This is a common solution to this kind of problem. But we need to think through this option from a conflict-sensitive perspective.

We need to think about potential risks associated with adopting this strategy and whether or not this might cause further conflict.

One risk is that drilling new wells could disrupt the water table, possibly leading to an increased depletion of water in existing wells, which could fuel further tensions. Another risk could be that by working to support one group (Group A) in accessing new water sources, Group B may then assume that we are 'siding' with or favouring Group A

by addressing their needs first, rather than addressing Group B's equally pressing needs (such as a falling water table and old wells). This might lead Group B to disrupt the project and could fuel further conflict.



In terms of conflict sensitivity, we need to think through these risks and how they might affect the design of a project.

So, for example, if we have good relationships with the leaders of both groups in the community we might want to start by being 'transparent' and having conversations with both groups to establish how they feel about the problem and each other. Do they agree that making more water available might help solve their problems? If they agree, then we might want to think about commissioning a hydrologist to undertake a survey to make sure that there will be clean water in possible well sites and that drilling will not further deplete the water table. The selection of the hydrologist is important. If we look at the situation, it might be that a government hydrologist might not be trusted by the marginalised group. What if the hydrologists' survey report recommends that it is not a good idea to drill? How will this be perceived by the marginalised group?

To prevent such an event which could fuel further tensions, from a conflict sensitive perspective it might be better to bring the leaders of the two groups together to discuss a hydrological survey, and perhaps mediate an agreement between them to use an independent consultant. If the independent hydrologists' survey suggests that it is not a

good idea to drill wells, then further mediation would be needed to help the groups find ways in which existing water could be shared and water quality improved.

Key points about a conflict-sensitive approach can be highlighted.

Our entry point and choice(s) of intervention strategy are just starting factors. We may need to combine a range of strategies in order to be conflict-sensitive. In the water conflict case described, there are both development and dialogue (mediation) strategies employed for the project. It is important for outside interveners to be transparent and to encourage participation throughout the entire process.

A conflict context analysis helps us think-through what we can do, and what we need to take into account. Using the ABC Triangle analysis will help you look at the situation from both parties' perspectives when thinking about the mediation strategy.

Session 4 Conflict sensitivity and programme design

Timing	Resources	Aims
190 minutes	Flipchart, pens, Handout 6	► to practise using a conflict-sensitive approach when designing a programme or project

Exercise: Working on a Conflict Tree for programme design

[190 minutes]

Put the workshop participants in the same groups as for the Conflict Tree analysis in Module 1.

Invite them to choose an effect from the Conflict Tree that they developed in Module 1. Ask them to think about designing a project for this through a conflict-sensitive lens as discussed during the worked example in Session 3.

If there is time, they can also take factors from other levels of their Conflict Tree and repeat the process.

Give participants Handout 6 which gives examples of conflict-sensitive programming perspectives for several development and aid sectors. This will help them with ideas for their small group discussions.

Session 5 Group presentations and feedback

Timing	Resources	Aims
70 minutes	Flipchart, pens	▶ to practise using a conflict-sensitive approach when designing a programme or project (continued from Session 4)

Exercise: Group presentations [70 minutes]

Each small group has 15 minutes for their presentation and discussion.

Session 6 Wrap-up and module assessment

Timing	Resources	Aims
15 minutes	Module Assessment Form	▶ to reinforce the importance of conflict sensitivity and a conflict-sensitive approach to programming

Recap Module 2 and look ahead to Module 3 [5 minutes]

Walk around the room referring to the flipchart papers in the order that they were created. Remind participants of their overall objectives, the objectives of the module, the learning contract, the analysis tools used and how each one has contributed to an overall analysis.

Explain what will be addressed in the next module: dialogue: mediation, negotiation and peacebuilding.

Wrap-up [5 minutes]

Ask the participants if they have additional questions for the facilitator and if they were satisfied with the learning from the module.

Written module assessment [5 minutes]

Hand out the Module Assessment Form and ask the participants if they could kindly complete it.

Handout 6 Examples of conflict-sensitive perspectives in programming

Example 1: Gender

It is important to integrate a gendered perspective into CBO work. Important considerations that link gender and conflict sensitivity include issues associated with protection and the cultural dynamics of interactions between male and female development and aid workers and the community with which they are working.

Conflict sensitivity issues

- I. Women are particularly vulnerable in disaster and conflict situations. The forced abduction for slavery, trafficking and military recruitment, sexual abuse and rape of women and children are risks in such contexts. Besides the traumatic effect upon the victims themselves, the prevalence of such actions has wider societal impacts by creating suspicion, fear, hatred and notions of vengeance among the affected communities towards the actual or perceived perpetrators. This can last for generations in shaping conflict relationships between groups.
- II. The use of rape and sexual violence (towards both women and men) as a weapon of war has been well-documented across a number of recent conflicts (Balkans, Rwanda, Darfur). Beyond the profound personal trauma experienced by the individual, sexual violence, rape and forced pregnancy in conflict contexts has deeply emotive implications for the victim's community. The objectives of these violent acts are to undermine ideas of ethnic and national purity or power and masculinity that are often central to a community's sense of identity and which, in turn, frequently underpin the rationale for the conflict itself.
- III. The prevalence of sexual abuse and forced prostitution involving aid workers and peacekeepers towards vulnerable women and children in conflict/disaster-affected communities has been documented in many contexts. Besides the offensiveness and illegality of such occurrences, they are also likely to erode trust and create tensions between aid workers and the affected community.
- IV. In many societies there are strictly enforced cultural and religious norms governing the roles of men and women, including how they are divided and the interactions between them. These may differ significantly from the societal norms of international emergency aid workers. When aid workers inadvertently or even purposefully breach the host society's norms, it can undermine relationships between humanitarian organisations and the affected communities. This in turn can impact upon the effectiveness of the emergency response.
- V. In KP/FATA areas of Pakistan, there have been conflicts related to forced marriage and some women have been forced to leave their homes because of domestic violence.
- VI. In KP/FATA areas of Pakistan, some groups were against female education and created obstacles for girls going to school.

Practical illustrations

- I. In advising upon gender issues in the Haiti earthquake disaster, Inter-Agency Standing Committee and the Gender Standby Capacity Project noted, "In times of crisis, all forms of gender-based violence, particularly sexual violence, can be exacerbated. Prior to the earthquake Haiti documented high prevalence of gender-based violence, so increases should be expected."
- II. During the emergency response phase of a humanitarian disaster, agency staff had to work long hours. On occasions this meant that local staff members who were young, unmarried women were often asked to work in offices alone with expatriate male personnel at night. Because the women were afraid of losing their jobs, they agreed to do so, even though it caused scandal and gossip within their own community, and conflict within their family, about such perceived inappropriate behaviour.

- III. After the tsunami struck Batticaloa on the east coast of Sri Lanka, a Women's Disaster Management Committee was quickly established to represent the voices and particular needs of women. They were influential in highlighting issues relating to shelter and other relief items, and later to the importance of ensuring new houses were deeded to women jointly with men.
- IV. In one KP/FATA area a CBO helped organise a peace march (with the help of men and boys), headed for the District's Education Office for girls protesting against the lack of access to education. The men and boys formed a protective circle around the women while the senior teachers and school principals negotiated with the administration. As a result the Executive District Officer offered reassurance that girls going to school would be given full protection from a security team to prevent disruption from the opposing groups.
- V. In Chitral, Pakistan a local CBO intervened in a family dispute where a girl married a boy of her own will, creating a family conflict directed at the girl. The CBO, working with the local authorities, managed to settle the dispute.

Guidance notes

- I. Incorporate a gender perspective into all conflict risk assessments. Recognise the wider implications and impacts of gender issues on the conflict and humanitarian relationships.
- II. Recognise that women and girls, men and boys have different protection needs in disaster and conflict contexts. Assess these and the associated conflict-sensitive issues during the initial assessment phase, design and implement appropriate protection responses and mechanisms, and regularly monitor for changes throughout the operational period.
- III. Observe local gender-related norms and cultural expectations in relationships with affected communities.
- IV. Include gender issues in cultural awareness training for humanitarian personnel. Foreigners must be educated about local customs, social and ethical norms, and the standards and behaviour of the communities within which they are working. Working practices should be devised accordingly.

Example 2: Military / government / armed non-state actor interactions / local security issues

In the initial phase of an emergency response, it is usually the local civilian and/or military authorities who are among the first to be deployed. The deployment of international military contingents on humanitarian missions alongside civilian counterparts has been an increasing trend since the 1990s. Humanitarian access frequently involves seeking official permission from the local authorities. In divided countries, emergency response workers may be required to operate across sectors under the control of different authorities. Some level of interaction between civilian emergency aid workers and local authorities, military or armed non-state actors is inevitable in every emergency context. There are also local security issues related to kidnapping, killings and intimidation.

Conflict sensitivity issues

- I. In divided regions where emergency workers have to negotiate humanitarian access with multiple state, de facto state or non-state authorities, there is a danger that interaction with one party may be perceived negatively by another.
- II. In situations where humanitarian access is only possible after the payment of a 'tax' to the authorities, or where a portion of the aid is forcibly appropriated, there is a risk of aid helping to sustain armed groups and support the conflict.
- III. Local authorities may use front organisations that appear as local aid agencies in order to attract international funds.

- IV.** Where emergency aid workers are required to coordinate with and work alongside military humanitarian missions, there is a risk that the distinctions between military and civilian assistance is blurred. This can have security implications for civilian aid workers, as well as humanitarian access issues in contexts where the local authorities feel aid agencies are representing foreign policy agendas and are not being impartial.
- V.** The merging of foreign military and civilian humanitarian assistance may limit the extent to which a conflict's underlying political, economic and social issues can be addressed.
- VI.** Sometimes the very presence of international emergency aid workers can help put pressure on conflicting local authorities to resolve disputes.

Practical illustrations

- I.** In 2005, shortly after the Banda Aceh earthquake/tsunami, the Indonesian Government announced that it would be restricting foreign aid access because of the threat from the rebel GAM movement. Some analysts believed the presence of international emergency aid workers was preventing the Indonesian Government from carrying out operations against the separatists. GAM offered a truce and the Indonesian Government later backtracked. Local respondents referred to the conflict-reducing, witnessing and stabilising influence of the international emergency response presence as being instrumental in enabling a resolution of the conflict in Aceh.
- II.** In June 2009, the country representative of an NGO was deported from Sri Lanka for preventing local staff members from raising a Sri Lankan national flag in their office to celebrate the government's defeat of the Tamil Tigers. The NGO had both Tamil and Sinhalese staff. The country representative had stated that the agency should remain neutral. The Tamil Tigers were internationally proscribed as a terrorist organisation and the Norwegian Government had for many years been involved in trying to broker a peaceful resolution of the conflict amid fierce local media and political criticism.
- III.** In March 2010, a BBC investigation revealed evidence of large-scale misappropriation for military purposes of international aid money in Ethiopia during the 1984–5 famine by Tigray rebel groups posing as local relief charities.
- IV.** A report of INGO staff being taken hostage had reached the HQ security unit who immediately issued directives to local staff not to go to the location, or negotiate with the hostage-takers, because it was considered too dangerous. The local staff members, who were aware of the real reasons behind the incident and knew the parties involved, ignored these directives. They travelled to the village, and promptly resolved the situation before it worsened. As one experienced agency worker stated, "it was pointless that persons based in the capital, who know nothing about our locale, were working from a set of security standards that were neither pragmatic nor appropriate in this situation. They need to be more conflict-sensitive to our context, more field-based. So, how about asking us about security in our areas, rather than telling us about them?"
- V.** In the KP area of Pakistan, a foreign volunteer was taken hostage by the Afghan Taliban. It was very difficult for the government to gain access to these areas occupied by the Taliban. So a local CBO, along with other notables, visited the Taliban a number of times to hold dialogues with the group to negotiate the safe return of the volunteer. Their diplomacy was successful and the volunteer was released.
- VI.** In an area of South Waziristan, the incidents of robberies, kidnappings, and murders by unidentified groups were increasing, leading to deep feelings of fear and insecurity. People were forced to flee their homes to safer areas. A CBO decided to monitor the situation and started discussions with community elders and influential persons to devise a strategy to tackle the problem. As a result, the community decided to form a peace committee with members from each household or sub clan. They patrolled the streets and set up check-points on key routes in and out of the village. The committee was also authorised by the community to resolve a variety of local disputes. As a result

of the peace committee's hard work, a sense of harmony and community security has improved, and people have started to return home.

Guidance notes

- I. During the initial emergency assessment, conduct a mapping of all local authority stakeholders, their profiles and the dynamics between them. Assess how the affected target community perceives these different stakeholders.
- II. Assess the possible impact of government and military interactions on the delivery of humanitarian assistance/and the possible impact of humanitarian assistance on government, the military and other armed non-state actors.
- III. Ensure that the potential risks of interaction between humanitarian aid agencies and local authorities are discussed during the initial assessment phase with local informants and staff. Update this regularly during the first 30 days.
- IV. Find out about any rules, regulations or restrictions imposed by the national government authority in relation to international humanitarian interactions with non-state armed groups and de facto authorities. Always observe the laws of local authorities and seek official clarification whenever in doubt.
- V. Use the analysis from the guidance above to inform the design and implementation of any response.
- VI. Local staff should have clear and understood channels to report conditions of developing tension that could result in outbreaks of violence. They should understand when it is appropriate for them to handle 'local' situations.

Example 3: Conflict sensitivity in water, sanitation and hygiene promotion

The Sphere Handbook standard on water, sanitation and hygiene promotion is that "all people have safe and equitable access to a sufficient supply of water for drinking, cooking and personal and domestic hygiene". Water is a basic human need that is "essential for life, health and human dignity". Emergency relief activities related to this sector include the provision of water supply facilities and associated goods, the treatment of water to ensure that it is safe to drink, the provision of toilet facilities and excreta disposal systems, vector control, solid waste management and drainage.

Conflict sensitivity issues

- I. The risk of violent conflict occurring is extremely high when people are faced with competition over securing a basic human need, such as water that is in short supply or to which access is limited.
- II. During the first 30 days of an emergency response, it is not always possible to accurately predict the precise requirements for toilets or water supply because the numbers of an affected population often fluctuates. Initial phase emergency resources of water supply and sanitation can rapidly become overburdened as numbers increase.
- III. Water and sanitation plays an important role in cultural norms and religious practices. In many societies the use of water, access to certain water sources and toilet facilities may be highly stratified along class, gender, caste or ethnic lines. In emergency situations, people of different backgrounds are often required to share the same water source or toilets. When the shared use of these facilities runs counter to a society's accepted norms, tensions and the potential for conflict are likely to increase.
- IV. In many societies the cleaning of toilet facilities and disposal of solid waste are tasks allocated to a particular class or caste. In emergency contexts this division of labour may not always be possible. The challenging of accepted norms may exacerbate tensions and conflict.
- V. When a water source for people displaced by disaster (e.g. Afghan refugees in Pakistan) belongs to another non-affected community, there may be concerns by the host community that their water source is being depleted or polluted.

- VI.** The overuse of a limited local water supply in a sudden onset emergency situation can cause long-term environmental problems which may impact on development, poverty and conflict.
- VII.** When emergency water supply and sanitation facilities for an affected population exceeds the quality experienced by neighbouring non-affected communities, there is a risk that perceptions of inequality could lead to conflict.
- VIII.** Water can be manipulated as a political tool or used as a strategic weapon. The control of water supply can be regulated to put pressure on different groups or to force them to leave a particular area. Emergency contexts in divided societies are particularly vulnerable to insecurity and conflict where the control of water supply is disputed or can be disrupted.
- IX.** Emergency water sources for displaced populations in camp environments can be a security risk and a target for potential attackers in a conflict situation.
- X.** The causes of some conflict-related emergencies are rooted in competition over water resources. The provision or restoration of water supply in such contexts will have increased political and security-related sensitivities.

Practical illustrations

- I.** In 2009, widespread fighting and displacement erupted near the border between Ethiopia's Somali and Oromia regions. Drilling-rigs were attacked and destroyed after a dispute about which side of the border newly-constructed boreholes were sited.
- II.** In 2008, a reported attempt by Hindu extremists to poison the water source of a Christian-dominated relief camp in Orissa, India, was foiled.
- III.** Water pumps in Sri Lanka's welfare camps were repeatedly sabotaged during the night by high-caste Tamils who could not tolerate sharing a communal water source with people from a lower caste.
- IV.** In Upper Dir, Pakistan, a CBO intervened in a water dispute between two families that had been going on for many years. The CBO called for a local *jirga* to resolve the matter through dialogue between the disputants. A water-sharing agreement was drawn up that included the construction of water channels providing better irrigation of all the land in question. The project was supported by the World Bank and a development project.

Guidance notes

- I.** Emergency water and sanitation personnel should have an understanding of the potential for conflict issues in their sector gained through a minimum basic training.
- II.** The initial assessment of water and sanitation needs should include an evaluation of sector-specific conflict-related issues and concerns.
- III.** A history of water resource conflict, cultural and religious communal differences in the use of and access to water and sanitation should be particularly noted.
- IV.** All sector-specific conflict issues should be discussed during the design phase and factored into the response.
- V.** Ensure that conflict-sensitivity issues and concerns are raised and discussed in water and sanitation cluster group meetings with other agencies.
- VI.** Monitoring should take into account any changes in the water and sanitation sector which might have a conflict impact (e.g. further flows of displacement overburdening water supply resources, or the arrival of people from a different group).

Dialogue: Mediation, negotiation and peacebuilding

Aims of Module 3:

- ▶ to discuss the meaning of mediation and negotiation as peacebuilding tools
- ▶ to review some principles and approaches to mediation
- ▶ to discuss ways in which individuals and CBOs may work as mediators
- ▶ to practise mediation skills
- ▶ to think about designing a local mediation process
- ▶ to consider the risks and feasibility of working in mediation and negotiation

When undertaking training in conflict transformation and peacebuilding, it is important to keep ideas, approaches and methods firmly rooted in the participants' capacity to engage in work that can be difficult and risky. As a trainer, you must continually check with the participants that the material you are using is practical and realistic from their perspective.

Overview of Module 3 [1 day]

Time	Resources	Activity
Session 1 20 minutes	Flipchart, pens	Review of previous module and introduction to Module 3
Session 2 90 minutes	Handout 7	Foundational concepts of mediation, negotiation and peacebuilding Introduction to peacebuilding, negotiation and mediation Exercise: Adapting terms to local context <i>Small group work</i> <i>Group presentation</i>
Session 3 120 minutes	Flipchart, pens, Handout 8	Introduction to mediator practice Exercise: Basic principles of mediation <i>Introduction to the basic principles of mediation</i> <i>Small group discussion</i> <i>Group presentation</i> Exercise: Locating a CBO as a mediation actor <i>Small group work</i> <i>Group presentation</i> Exercise: Mediation issues analysis <i>Small group work</i> <i>Group presentation</i>
Session 4 90 minutes	Flipchart, pens, Handout 9, Handout 10, Handout 11	Preparing to mediate Exercise: The mediation process <i>Introduction</i> <i>Introduction to small group work – discussing the mediation model</i> <i>Small group work</i> <i>Group presentation</i> Exercise: Active listening <i>Introduction</i> <i>Round 1</i> <i>Round 2</i> <i>Plenary</i>
Session 5 85 minutes	Flipchart, pens, Handout 12	Mediation role-play Exercise: Mediation role-play <i>Presentation of a local conflict scenario and resolution process based on the jirga</i> <i>Role-play preparation</i> <i>Mediation role-play</i> <i>Plenary discussion</i>
Session 6 15 minutes	Module Assessment Form	Wrap-up and module assessment

Session 1 Review of previous module and introduction to Module 3

Timing	Resources	Aims
20 minutes	Flipchart, pens	<ul style="list-style-type: none"> ➤ to review the previous module ➤ to introduce Module 3

Presentation of the previous module's learning by a participant group and followed by discussion [15 minutes]

Overview of Module 3 [5 minutes]

This module builds further from the conflict analysis and conflict sensitivity 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. We begin by discussing the definitions of negotiation, mediation and peacebuilding and how they differ, but are linked together. Then we look at how you have been working as mediators and conflict-resolvers, the role of CBOs in developing such work, and the types of issues that are amenable to peacemaking processes. After that, we will present a mediation process and look at how this has been adapted in different countries. We will then discuss and adapt, or perhaps reject, as you think necessary to fit with the situations you experience at community level. We will also practise a skill which is very important for mediation – that of active listening. Finally, the module will finish with a mediation role-play. This will be followed by a plenary discussion looking at lessons learned from Module 3.

Ask the participants again who has experience as a conflict-resolver, mediator, or negotiator or who has been involved in other types of peacemaking activities. Some of this will have been mentioned during the introductions at the start of Module 1, but asking again can help to refresh your memory and acknowledge existing experience.

Session 2 Foundational concepts of mediation, negotiation and peacebuilding

Timing	Resources	Aims
90 minutes	Handout 7	<ul style="list-style-type: none"> ➤ to discuss the concepts of peacebuilding, mediation and negotiation ➤ to discuss how these concepts might be understood in the local context and what other third-party roles there might be

Introduction to peacebuilding, negotiation and mediation [20 minutes]

Using Handout 7, the trainer introduces and discusses the terms.

Begin the session with a brief introduction to 'peacebuilding'. Explain how negotiation and mediation are aspects of peacebuilding. During discussions explain that, in the model presented, mediators do not tell the disputants what to do. As a mediator, you hear all sides of a conflict story, and it is possible to think that you have enough information to give advice and solutions. You could discuss with the workshop participants why this might not be a good idea. Remember that it is important for conflict parties to work out and 'own' their own solutions.

Exercise: Adapting terms to local context

Small group work [40 minutes]

Participants discuss their understanding of the terms 'peacebuilding', 'negotiation' and 'mediation', and how these might need to be adapted to local context. What other third-party roles are used in their communities? Ask participants to think of specific examples. Give participants Handout 7.

Group presentation [30 minutes]

One group gives a 10 minute presentation, which is followed by a 15 minute plenary discussion. Can all the groups come up with agreed understandings of the three terms – 'peacebuilding', 'negotiation' and 'mediation'?

You might want to let all of the participant groups give a presentation. However, sometimes this can be a little repetitive. You can tell the groups that everyone will have the chance to be involved in making presentations throughout the workshop, and that their voices will be heard during plenary sessions.

It is worth spending some time on this element of the workshop, to make sure that the participants are comfortable with and understand the meanings of the terms 'negotiation', 'mediation' and 'dialogue'. For example, how do these translate, or how are they understood in the local language or dialect? Do the participants have a common understanding of the terms? As a trainer, you might have to modify or change the terms to suit the participants' experience – remember it is your job to provide participants with new knowledge and skills that will help them to engage in dialogue work more effectively.

At this point, the trainer needs to talk with the workshop participants about the direction of the rest of the module. For the purposes of the workshop and within the time constraints, the remaining focus will be on mediation, with discussion about how negotiation fits in as appropriate. Future trainings on mediation and negotiation could be flagged up.

Session 3 Introduction to mediator practice

Timing	Resources	Aims
120 minutes	Flipchart, pens, Handout 8	<ul style="list-style-type: none"> ➤ to help participants think about how they and their CBO might improve their mediation work ➤ to begin discussing the types of conflict and issues that could be addressed by a mediation intervention ➤ to think about the risks involved and how feasible a mediation intervention might be

Exercise: Basic principles of mediation

Introduction to the basic principles of mediation [10 minutes]

Using Handout 8, the trainer summarises the basic principles of mediation.

Small group discussion [20 minutes]

Give participants Handout 8. The group should discuss whether the principles listed in the handout are acceptable to them. Would they like to add or remove any of the principles, based on their experiences of practising mediation?

Group presentation [10 minutes]

One group gives a five-minute presentation. This is followed by a five-minute plenary discussion.

Discuss with participants situations in which mediation might be **most effective**. For example: when parties in conflict cannot afford lawyers or do not want to get involved in formal legal processes; when they want to maintain a relationship with each other; when they are tired of the dispute and see it as harmful to all involved; when there is good will on both sides.

Also discuss when mediation may **not be** appropriate. For example: when a party is unwilling; when a party is incapable of taking part or keeping to an agreement; when it is not really in one party's interest to settle; when there are threats or fear of violence; or if drug abuse is involved.

Exercise: Locating a CBO as a mediation actor

Small group work [30 minutes]

Drawing from their work in Session 2, and using the actor mapping tool, the group locates themselves and their CBO in the conflict context. They discuss how they are perceived by other stakeholders. The group should also discuss when, or if, mediation by the CBO is appropriate. Who from a CBO can mediate and why? What are the risks? How feasible might it be?

Group presentation [15 minutes]

One group gives a five-minute presentation. This is followed by a ten-minute plenary discussion.

The plenary also allows the other groups to talk about how their discussion might have differed from the presenting group. Use a flipchart to record the points.

Exercise: Mediation issues analysis

Small group work [25 minutes]

Drawing from their work in Session 2, and using the issues analysis tool, participants identify issues that might be amenable to mediation processes.

Group presentation [10 minutes]

One group gives a five-minute presentation. This is followed by a five-minute plenary discussion.

It is important to explain how and why mediation and negotiation are different approaches, as well as the opportunities for CBOs to become engaged in these processes. To do this you must help participants think about the risks involved – what dangers might there be to the CBO and the individual mediator or negotiator? Also, how feasible is it? Does the CBO have the necessary resources and entry points with the parties in conflict? How could political, community and family influences affect such peacemaking attempts?

During the module, keep asking participants for examples of their own experience. Many CAMP staff and their CBO partners have been involved in such activities. We have already mentioned a few examples during the conflict sensitivity module. You could also use the following:

- In a rural conflict concerning land, the case went to court. The court ruled in favour of one party. But the opposing party refused to accept the court's decision, so a CBO in Malakand acted as mediator to help negotiate a compromise between the two parties. The result was that both parties agreed to uphold the decision.
- A CBO in SWAT intervened in a conflict between two tribes over the construction of a road. As a result a *jirga* was called to settle the matter.
- Another CBO established a community court that met every Friday to help resolve long-standing cases of hatred and enmity.
- In the remote FATA region, after the political administration and others had failed to resolve a land dispute which had cost lives from two tribes, a CBO organised a conflict-resolution workshop and invited all the conflict stakeholders to the workshop. In the workshop, the CBO shared the tools and tips of conflict resolution and the facilitators encouraged participants to discuss the land conflict. At the end of the workshop, influential people from the area were selected to organise meetings with members of both tribes to persuade them to sit together and hold a dialogue over the dispute. After the elders had agreed to the dialogue, the CBO executive body members used their contacts to arrange a meeting with the governor, the CBO president, other senior officials, and the elders of both tribes. The result was an agreement on the peaceful settlement of the dispute.

Session 4 Preparing to mediate

Timing	Resources	Aims
90 minutes	Flipchart, pens, Handout 9, Handout 10, Handout 11	<ul style="list-style-type: none"> ➤ to discuss basic principles underpinning a mediation approach ➤ to explore a mediation process and discuss its strengths and weaknesses ➤ to practise one key mediation skill – active listening

Exercise: The mediation process

Introduction [30 minutes]

Using Handout 9, the trainer presents the mediation process.

Using Handout 10, the trainer can introduce into the discussion differences between 'Western' and 'non-Western' models of mediation.

By 'Western' we do not just mean 'US' models. The distinction is more to do with cultural and social approaches in peacemaking processes. So the style of mediation is influenced by the cultural context, with regard to factors like social relationships, religion, respect and gender. The term 'Western' can be taken to include European, Australian, and Canadian, for example. Of course this Western/non-Western distinction is simplistic because countries contain many 'cultures' and 'identities', but it does help to start the discussion about differences in mediation and negotiation that are important if you need to interact with people from a different country or background.

Starting with the non-Western model, explain the differences between the non-Western and Western mediation models. Then go into more detail on the model developed in the West, as this has been used widely in multicultural communities. You are sharing it with the participants as just one way of doing things. Encourage them to discuss this approach and to talk about whether it is appropriate for their own areas. If aspects of the model are not appropriate, then ask them to identify what alternative could be used. It is not being presented as the 'best' model but just as an example from elsewhere.

Talk with participants about how this Western model has been adapted for use in Nepal and Sri Lanka. People there had to think about difficult and sensitive issues such as caste, religion, gender, age and the impact of violent conflict dispute-resolution processes. They asked whether they could, or even should, adapt such a model to their own culture. Of course the KP/FATA areas are very different. There are not the same cultural and social expectations, for example. But through discussing a mediation model from elsewhere, we can provide a vehicle to help people 'think out of the box' and to talk about tricky issues.

Introduction to small group work – discussing the mediation model [5 minutes]

The groups should discuss the mediation process presented by the trainer in terms of how, or if, it could be used in their local situations. They should record any changes that they think would be required. Give participants Handouts 9 and 10.

Small group work [25 minutes]

Group presentation [15 minutes]

One group gives a five-minute presentation. This is followed by a ten-minute plenary discussion.

You might want to remind the workshop participants that, in this model, mediators seek to empower people to solve their own conflicts and to take responsibility for their own lives. Mediators are chosen because they are perceived by all parties to be impartial. In this model they do not make decisions for other people or tell them what to do; mediators do not seek power over the lives of others; mediators do not have answers for other people's problems; mediators do not bear the responsibility if mediation fails (assuming they have done a reasonably good job of mediating); mediators do not take the credit if mediation is successful – even if they have done a brilliant job of mediating! They must build a trusting mediation environment that is confidential and looks to build future relationships.

In Pakistan, the *jirga* process is rather different, and this will be discussed in more detail later in the module.

Exercise: Active listening

Introduction [1 minute]

Using Handout 11, the trainer gives a brief introduction to active listening.

Workshop participants are put into pairs.

Each person will have the chance to take the role of listener and talker.

Each person will think of a subject that they are passionate about and are happy to talk about for two minutes.

Active listening exercise

Round 1 [4 minutes]

Talker – must talk non-stop (whatever distractions there might be!) for one and a half minutes about their chosen subject.

Listener – must work hard not to listen to the talker.

Repeat the above process with roles reversed.

Pairs to discuss methods they used when they were not listening, and how it felt when the other person was not listening to them. [1 minute]

Round 2 [4 minutes]

Talker – must talk non-stop for one and a half minutes about their chosen subject.

Listener – must work hard to listen to the talker.

Repeat the above process with roles reversed.

Pairs to discuss methods they used when they were trying to listen carefully to the other person, and how it felt to be genuinely listened to. [1 minute]

Plenary [6 minutes]

Trainer facilitates the whole group in compiling two lists:

- One list with characteristics of bad listening.
- One list with characteristics of good listening.

Plenary discussion

This self-reflective exercise tends to generate a lot of noise in the training room! It's good fun and offers important learning points. It can act as an energiser and allows everyone to participate in their own comfort zone. In the plenary discussion you might want to look at whether factors such as gender, age or experience affect good or bad listening. Are there times when people do not listen well and why might this be?

Although we can identify the components of good listening, we still don't always practise it. This active listening exercise helps us to discover why it can be difficult to really listen to people. It gives us space to look at how we might improve our listening skills.

Give participants Handout 11.

Session 5 Mediation role-play

Timing	Resources	Aims
85 minutes	Flipchart, pens, Handout 12	<ul style="list-style-type: none"> ➤ to use conflict analysis tools learnt during the workshop to analyse relationships and issues in a conflict situation ➤ to practise mediation skills using a role-play based on a conflict situation ➤ to give feedback on the mediation role-play and to discuss learning points for improving mediation and dialogue skills

Exercise: Mediation role-play

Presentation of a local conflict scenario and resolution process based on the jirga [15 minutes]

Give all participants Handout 12. Explain the conflict scenario on which the mediation process will be based.

Role-play preparation [15 minutes]

In discussion with the participants, allocate the roles that are needed for the role-play. Character role briefing sheets may be handed out to help participants 'think into their role'. In plenary, discuss the scenario and how the role-players can make the exercise as 'real' as possible.

If the role-play does not involve all the workshop participants, but has some acting as observers and feedback people, reassure the role-play actors that they will not be judged or measured in any way because of their 'performance'! The purpose of the role-play is to introduce a dialogue process in a practical way so as to help all the workshop participants. Check that everyone is happy to take part in the role-play in front of the other participants. If anyone is unhappy, don't pressurise them. See if anyone else might want to volunteer. If nobody does (this very rarely happens!) be prepared to take a role yourself.

Mediation role-play [30 minutes]

Allow some time to set the scene, and for people to think about their roles, and then begin.

If you use the 'goldfish bowl' method with some participants acting as observers, trainers can stop the role-play when appropriate to provide feedback, and also to ask for discussion from the observers about what is happening. There is a balance to be made about the number of interruptions to make, and how this may affect the 'flow' of the role-play. Some trainers prefer not to stop the role-play, but rather make notes as it proceeds and then discuss at the end (ask observers to make notes too).

Plenary discussion [25 minutes]

Sitting in a circle, the whole group discusses the mediation role-play and lessons learned from this. These are recorded on a flipchart. Some important points to include in the discussion are: the qualities and skills needed for mediation; implications and perspectives about gender and power; what to do if the mediation fails; how constructive future relationships might be ensured.

It is important that before the plenary discussion the role-players 'de-role' – they get out of their characters and become their usual selves again. This is important because during role-play, participants can take on persona and feel strong emotions connected with the type of character that they are playing and the conflict scenario they are in.

One way to de-role is to first thank the role-players and ask the observers to give them a round of applause. Then, if appropriate, ask the role-players to shake hands with each other. Each role-player can then say something simple like "I am not nasty Mr A, but my name is Mr B and I am a friendly and gentle person. It was difficult playing the role because...". There are other ways, of course, to de-role, and you may have your own method. What is important is to allow the players to move back into the present situation, and to de-personalise any negative characteristics associated with the part that they were playing.

Session 6 Wrap-up and module assessment

Timing	Resources	Aims
15 minutes	Module Assessment Form	<ul style="list-style-type: none"> ➤ to reinforce the principles, approaches, risks and challenges to mediation and negotiation as peacebuilding tools ➤ to reinforce ways in which different actors may work as mediators

Recap Module 3 and look ahead to Module 4 [5 minutes]

Remind participants of their overall objectives, the objectives of the module, the learning contract, the analysis and tools used and how each one has contributed to achieving the aims of Module 3.

Explain what will be addressed in the next module: advocacy for conflict transformation.

Wrap-up [5 minutes]

Ask the participants if they have additional questions for the facilitator and if they were satisfied with the learning from the module.

Written module assessment [5 minutes]

Hand out the Module Assessment Form and ask the participants if they could kindly complete it.

Handout 7 Foundational concepts of mediation, negotiation and peacebuilding

Terms used in dialogue processes

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.

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

Mediation is a process by which an impartial third party helps two (or more) disputants 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.

If workshop participants express an interest in learning more about negotiation, and you can make time for this, the trainer could use the following as a basis for discussion.

Approaches to negotiation

All of us are negotiators. It is a skill we use every day, in our personal as well as professional lives. But we often operate out of a restricted idea of what is possible. We tend to think we have to choose between being 'hard' or 'soft'.

Soft negotiators want to avoid conflict and so make concessions readily in order to reach agreement. They want an amicable resolution; yet they often end up exploited and feeling bitter.

Hard negotiators see any situation as a contest of wills in which the side that takes the more extreme positions and holds out longer fares better. They want to win; yet they often end up producing an equally hard response from the other side which prevents their needs being met.

Principled negotiation is a method based on five main principles:

1. Separate the people from the problem.
2. Focus is on the problem.
3. Focus on interests, not positions.
4. Invent options for mutual gain.
5. Insist on using objective criteria.

For a quick overview of soft, hard and principled negotiation approaches in practice, please see the 'negotiation strategies' diagram. None of the approaches is necessarily 'right'. Each offers options in different circumstances. All approaches make cultural assumptions which may or may not apply to your situation, so please use them as a source of ideas, and adapt them to your needs as appropriate. Then you can develop a fourth approach to negotiation, applicable specifically to your context.

Negotiation strategies¹

Soft	Hard	Principled
Participants are friends.	Participants are adversaries.	Participants are problem-solvers.
The goal is agreement.	The goal is victory.	The goal is a wise outcome reached efficiently and amicably.
Make concessions to cultivate the relationship.	Demand concessions as a condition of the relationship.	Separate the people from the problem.
Be soft on the people and the problem.	Be hard on the problem and the people.	Be soft on the people, hard on the problem.
Trust others.	Distrust others.	Proceed independent of trust.
Change your positions easily.	Dig in to your position.	Focus on interests, not positions.
Make offers.	Make threats.	Explore interests.
Disclose bottom-line.	Mislead as to your bottom-line.	Avoid having a bottom-line.
Accept one-sided losses to reach agreement.	Demand one-sided gains as the price of agreement.	Invent options for mutual gain.
Search for the single answer: the one they will accept.	Search for the single answer: the one you will accept.	Develop multiple options to choose from; decide later.
Insist on agreement.	Insist on your position.	Insist on using objective criteria.
Try to avoid a contest of will.	Try to win a contest of will.	Try to reach a result based on standards independent of will.
Yield to pressure.	Apply pressure.	Reason and be open to reason; yield to principle, not pressure.

¹ Fisher, S et al. (2000)

Handout 8 Basic principles of mediation

- Mediation includes a concern for suffering, and a desire to bring a human face into the middle of the conflict.
- Mediators become involved with and attached to all sides, rather than being detached and uninterested.
- Mediators must have a good understanding of the parties involved.
- All sides must voluntarily agree to participate in the process and must accept the particular mediator(s).
- Mediators must be willing to work with all sides.
- Mediation does not aim to find objective truth, but rather to find an agreed solution that acknowledges and is based upon the perceptions and experience of all sides including cultural norms and practices.
- Mediators guide and control the mediation process, but must avoid trying to direct the content of discussions.
- Mediators must remain unbiased at all times.
- Options for resolving the conflict must come from the parties themselves who must 'own' any agreement.

Handout 9 A mediation process

The role of the mediator is to explain the mediation process and to guide the parties through the steps outlined here, or through a similar process that you have established for yourself in your own context. Mediation is usually done by pairs or teams of mediators, with the different mediators combining their separate skills and experience, and their differing backgrounds that can make the team seem more balanced in relation to the conflicting sides. It is important to recognise common ground and possible points of agreement, and to point these out as the parties move into the later steps.

Possible steps in a mediation process

Pre-mediation stage – preparation by mediators:

- Meet with partner mediator(s) to plan strategy and process, including deciding the venue.
- Meet separately with conflicting parties to introduce yourselves, explain the process, clarify your role, and get their agreement to the mediation process and for you to act as mediators.

When and if the parties agree to participate, then the following are possible steps to take when everyone comes together face-to-face.

Stage 1: Introduction – explain the process, set the ground rules

[5 minutes]

Set the tone, welcome everyone, thank them for coming, tell them exactly how you propose to run the session, and set the agenda. Explain the ground rules, for example, no abuse or violence. Ask them to agree to abide by the mediators' guidelines/procedures, for example, uninterrupted time for participants, exchange of views, agreement-building.

Stage 2: Uninterrupted time [5 minutes]

Each party speaks and gives their account and explanation for the conflict. The other party must listen without interrupting. After each disputant has spoken, the mediator will summarise what they have said, to check that key points are understood.

Stage 3: Exchange – exploring the issues [10 minutes]

Mediators encourage disputants to speak to each other, respond to accusations and issues, emotional release but no abuse. This is usually the most difficult part of the mediation process.

Mediators should:

- acknowledge differences, and move on
- encourage communication
- check understanding and clarify assumptions – identify issues
- change focus from the past to the future
- maintain a safe environment
- summarise areas of agreement and disagreement

Stage 4: Building an agreement [10 minutes]

It is the disputants who have to find their own solution with help from the mediators. Mediators should encourage an agreement which is positive for future relationships. The agreement must be 'do-able' and incorporate the needs of both parties (win-win).

Mediators should:

- help generate options and highlight conciliatory gestures

-
- help evaluate options
 - encourage problem-solving
 - arrange follow-up
 - identify what to do next if an agreement is not reached

Stage 5: Resolution [5 minutes]

Mediators write-up the solutions using the parties' own words. The agreement is signed by the parties; each receives a copy. The mediators congratulate the parties on a job well-done and thank them for participating in a constructive conflict resolution.

Handout 10 Western and non-Western mediation processes

Western

Mediation tends to be a formal and structured process that uses 'qualified' neutral mediators.

Direct communication is used between the disputants, and between the mediators and disputants. The mediator carefully facilitates the communication/dialogue.

Time is linear (one thing is dealt with at a time). It is controlled in discrete sessions, and is managed by a sequential schedule of self-disclosure and statements of demands and counter-demands.

The process is structured, task-oriented, and goal-directed toward reaching agreement on issues. The autonomy and individualism of disputants' choices, goals and satisfactions are central.

Mediators are presented as technical specialists, with professional, anonymous and impersonal relationships to the disputants. A written contract is facilitated and mediators are out of their lives.

Non-Western

Mediation may be a more informal and communal process that can involve trusted elders and leaders working in a social setting known to the local people.

Indirect third-party processes of a go-between may be used to save face, reduce threat, balance power differentials and equalise communication skills and abilities. So communication may be through others, demands may be carried by advocates, and resolutions may be suggested by other conflict-associated participants.

Time is relational (multiple relationships and issues are interwoven). Tasks and schedules are secondary to relationships, so self-disclosure follows social rituals, personal agendas, and communal concerns.

The process is more dynamic and directed towards resolving tension in relationship networks and the community. The responsibility of the disputants to their wider context and the reconciliation of injured parties are central.

Mediators are recognised communal leaders or trusted go-betweens from the social context. They are personally embedded in the social networks and remain in relationship with parties in the dispute both during and after the resolution.

Handout 11 Active listening

Why it is so important to develop the skill of active listening

- In mediation you might be in a situation where you can't take notes, but there is much information to retain.
- The speaker feels that they are getting your complete attention. It is important for them to know that you have heard what they have said.
- It gives the speaker feedback on what they said, and how it came across.
- It creates an environment where the speaker is given confidence to say things, and not be judged.
- It helps build a firmer, and more trusting relationship for the future. Some people don't often have the opportunity to be with a good listener (for example, some leaders can't trust people due to competing agendas/self-interest/having information used against them at a later date).
- It helps avoid misunderstandings, so you can work more effectively with others.

Some important elements in active listening

- Listen for the content of what is being said. What are the main points or ideas?
- What is the context of the conversation (noise, distractions, other elements of the external environment)? Would it help to change the context?
- Listen for feelings and emotions and respond to those (acknowledge those that you recognise). What fears and concerns is the speaker expressing?
- Encourage the speaker to explain in some detail.
- Don't keep interrupting and talking (you can't listen while you are talking), but ask questions at appropriate times (this will show you are listening).
- At appropriate times, restate or paraphrase what you think you've heard. Be patient with the speaker, move into their domain – don't expect them to move into yours.
- Use language that they understand.
- Don't fiddle with objects.
- Try not to let prejudices and stereotypes influence your listening.
- While you are listening, try not to keep thinking of what your response is likely to be.

Elements of active listening

Verbal

Encouraging
Empathy
Questioning
Reflecting
Acknowledging
Clarifying
Summarising

Non-verbal

Body posture
Gestures
Eye contact
Physical space
Touch
Presence of others (friendly, unfriendly, supporting, inhibiting)
Attentive silence (interested)

Handout 12 Mediation conflict scenario: A *jirga*

Jirga role-play outline

Scenario

Two brothers divide their land between them and shake hands on the deal. No 'formal' written record is kept. As circumstances happen, they both die within a close period of each other, leaving their sons (cousins) the land as inheritance. The sons disagree on who owns what land and where the boundaries are. Some land is better for agriculture and gives a good agricultural yield, while other higher land is suited for goats. One set of cousins makes a claim to the majority of the agricultural land. This conflict becomes heated, and violence is threatened.

A local peacebuilding CBO hears about the escalating dispute and suggests a process for conflict resolution. In an attempt to de-escalate the situation, each family is advised to approach their family elder(s) to seek their assistance. The family elders talk with each other and with the disputants but cannot come to any settlement so they decide to organise a *jirga*. Therefore, the family elders approach and consult with suitable *jirga* members, and a date and location is set for the *jirga*.

An Imam opens the proceedings with prayer. The agreed *jirga* host (local patron/Khan) begins by asking each family elder to present the cases of both sides. The *jirgamaars* have previously visited the disputants' homes and land to investigate and learn more about the situation – this also helps to defuse the situation somewhat. The *jirga* begins...

Role-play process

Part 1: Disputants families arguing over the land.

Part 2: Sons of Brother 1 meet with their family elder and talk about the situation.

Part 3: Sons of Brother 2 meet with their family elder and talk about their situation.

Part 4: The two family elders and disputants meet but fail to resolve the dispute.

Part 5: Family elders organise the *jirga* and consult about who the *jirgamaars* should be.

Part 6: The *jirga* proceedings

Part 7: The *jirga's* decision

Characters needed for role-play/simulation

- Family elders × two
- Disputants × five – three sons from one family, and two sons from the other. The sons can be given different personalities such as hot-tempered and fiery, calm and considered, older/younger brother, wanting the decision in their favour etc.
- *Jirga* host × one – patron/Khan of village who could be a wealthy landowner, politician etc.
- *Jirgamaars* × four – two *jirgamaars* to represent each disputing party.
- Community members – made up by the rest of the workshop participants. This represents the community in general, as an audience to *jirga* proceedings, and includes civil society, teachers, professors, retired government representatives and others.

Advocacy for conflict transformation

Aims of Module 4:

- ▶ to understand what advocacy is and to begin to think about how CBOs might become engaged in advocacy
- ▶ to practise using a SWOT analysis tool in the context of advocacy work
- ▶ to understand and practise using advocacy strategy planning tools as a first step in designing an advocacy programme

Material for this module is adapted from:

Saferworld and Conciliation Resources (2011), *Advocacy capacity building. A training toolkit* (http://www.c-r.org/sites/c-r.org/files/AdvocacyCapacityBuildigToolkit_201110.pdf)

Overview of Module 4 [1½ day]

Time	Resources	Activity
Session 1 35 minutes	Flipchart, pens, Handout 13	Introduction to Module 4 Exercise: What is advocacy and why is it important?
Session 2 70 minutes	Flipchart, pens, Handout 14, Handout 15	Organisational assessment using a SWOT analysis Presentation: Introduction to SWOT analysis Presentation: Internal and external SWOT factors Small group work Group presentations and feedback
Session 3 90 minutes	Flipchart, pens, Handout 16, Handout 17, Handout 18	Thinking about an advocacy strategy Exercise: Identifying and categorising stakeholders <i>Small group work</i> <i>Group presentation and feedback</i> Exercise: Stakeholder mapping <i>Plenary discussion</i> Exercise: Influence Map and Channels of Influence <i>Exercise: Influence Map</i> <i>Small group work, group presentation and feedback</i> <i>Exercise: Channels of Influence</i> <i>Small group work, group presentation and feedback</i>
Session 4 15 minutes	Module Assessment Form	Wrap-up and module assessment

Session 1 Introduction to Module 4

Timing	Resources	Aims
35 minutes	Flipchart, pens, Handout 13	<ul style="list-style-type: none"> ➤ to introduce Module 4 ➤ to discuss what is meant by advocacy and why it is important

Overview of module [10 minutes]

Having looked at conflict analysis, conflict-sensitive approaches to peacebuilding, and dialogue processes (especially mediation), Module 4 explores another peacebuilding approach for CBOs: that of advocacy. This module will introduce what advocacy is and how it might be carried out. To help with this, several analytic tools will be presented, practised and discussed, with the objective of introducing a method to help with systematic strategy planning for advocacy work.

Discuss with workshop participants how advocacy might fit with other conflict transformation and peacebuilding approaches. Could there be tensions if an organisation is working on, for example dialogue processes at the same time as an advocacy project? Could they complement each other?

Exercise: What is advocacy and why is it important? [25 minutes]

Presentation and plenary discussion

Sit participants in a semi-circle, and place a flipchart in front of the group. Then, using Handout 13, talk through what is meant by advocacy. Why do we do advocacy? What type of advocacy can we do? How might we do it? Provide participants with Handout 13.

Ask if any of the participants have had experience of implementing an advocacy programme – draw from their experience. Remind them that this module is only an introduction to the topic.

Session 2 Organisational assessment using a SWOT analysis

Timing	Resources	Aims
70 minutes	Flipchart, pens, Handout 14, Handout 15	<ul style="list-style-type: none"> ▶ to learn how to complete an organisational SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) ▶ to apply the SWOT analysis to advocacy work

Presentation: Introduction to SWOT analysis [10 minutes]

With the group sitting in a semi-circle talk through what is meant by a SWOT analysis and why it is a useful strategy planning tool for advocacy work.

A SWOT analysis is a very useful tool for strategic planning. It uses a framework or grid to analyse:

1. the internal factors (strengths and weaknesses) of an organisation;
2. the external factors (opportunities and threats) that can either help or hinder the implementation of a programme or project.

The SWOT analysis helps planners decide what they can realistically work on.

An assessment of the **internal factors** (or capacity of the organisation) identifies strengths as existing resources that can be drawn upon immediately. It also highlights problems, weaknesses and issues within the organisation that might have a negative impact on the proposed project, or could limit the scale of the work. In addition, the assessment can help identify what new resources, skills or allies will be needed. Part 1 of Handout 14 asks a number of questions to help with the analysis.

An assessment of the **external factors** identifies opportunities and threats from influences outside of the organisation which might affect the proposed strategy. These could come from political interests, government institutions, or social and economic factors.

Presentation: Internal and external SWOT factors [10 minutes]

First make sure that everyone understands the words 'strengths', 'weaknesses', 'opportunities' and 'threats' in terms of the context of a SWOT analysis.

Using Handout 14, take the group through the types of questions they should ask when undertaking a SWOT analysis. Then explain how the SWOT Analysis Grid (Handout 15) can be filled in, using information obtained from these questions.

Small group work [30 minutes]

Split the workshop participants into small groups. These might be formed with people from the same organisation, or the groups could be formed in relation to a particular policy issue. Ask the groups to discuss an advocacy issue and prepare a SWOT analysis to present to the whole group.

Remember when undertaking a SWOT analysis, it is necessary to clearly identify the organisation under analysis, as well as the policy change that you want to influence. Provide participants with Handouts 14 and 15.

Participants might want to refer back to their Conflict Tree analysis in Module 1 to help identify conflict root causes, triggers, and effects that could be a focus for advocacy work.

Group presentations and feedback [20 minutes]

Give each group five minutes or so (depending on the number of groups) to present their SWOT analysis. Allow a few minutes afterwards for general discussion. Encourage the presenters and the whole group to think about how strengths might be built on, and how weaknesses might be minimised.

During the plenary discussion you might suggest that the groups try to rank the strengths and weakness, perhaps with symbols such as -, --, --- or +, ++, +++. These can then be discussed, drawing on perspectives from the whole group.

Remind the group that a SWOT analysis can be carried out for other peacebuilding approaches as well as advocacy. You could carry out a similar process for dialogue or development projects.

A SWOT analysis complements conflict context mapping and is also useful, for example, to draw from if you plan to do a 'force field analysis' and/or influence mapping.

Session 3 Thinking about an advocacy strategy

Timing	Resources	Aims
90 minutes	Flipchart, pens, Handout 16, Handout 17, Handout 18	▶ to consider foundational analysis required to design an advocacy strategy

Exercise: Identifying and categorising stakeholders [30 minutes]

Draw on Handout 16. Stakeholders are organisations or people who are directly affected by (or interested in) the opinions and position that we have on a particular issue. They might support or oppose us, and they can influence the advocacy work that we want to undertake. There might be others who would like to be involved but do not have the resources.

Stakeholders can also be categorised into targets, beneficiaries, potential allies and opponents.

The target is the decisionmaker – the individual or group with the power to make the change that you are seeking.

The beneficiaries are the people whose lives we hope will be improved by the successful achievement of our goals.

The opponents are the people who oppose what we are trying to do. Some could become allies in time, with greater understanding of the issues, or they could stand in the way of what we're trying to achieve, in which case they may become targets. Ask the participants to think about who is benefiting from the situation?

- Who is benefiting economically and/or politically?
- Who is likely to actively oppose? What motivates them?
- How powerful are they? How much of a block on progress might they be?

The allies are the people and organisations who will support the proposed change because they will benefit, either directly or indirectly, from the changes that we are trying to bring about. They may include religious or community leaders, sympathetic journalists, politicians or political parties, funders or donors and so on. Questions to ask include:

- Who is disadvantaged by the current situation?
- Who else might want to see the situation change?
- How powerful are they? Should/could we work with them?

Small group work

Decide on an advocacy issue that the group would like to discuss and then split the workshop into three groups.

Each group will take either 'government stakeholders,' 'other organisations and individuals' or 'international players.' Using Handout 16, the groups can answer the questions specific to their stakeholder group.

Group presentation and feedback

Each small group briefly reports back.

The trainer will draw a grid on a flipchart with the four categories: target; beneficiaries; allies; and opponents. The whole group will discuss where to place the identified stakeholders from their small group work.

<p>Target</p>	<p>Beneficiaries</p>
<p>Allies</p>	<p>Opponents</p>

There's a lot to get through in this exercise so the trainer needs to keep the small groups focused. But it is an interesting, stimulating and operationally relevant topic. To help identify stakeholders, the small groups might be able to draw from the conflict context mapping in Module 1.

Exercise: Stakeholder mapping [30 minutes]

Plenary discussion

The purpose of this exercise is to help us to think about a stakeholder's influence and their position on an issue. It also helps to compare different stakeholders in terms of two criteria:

- How influential they are on the issue – how much do people listen to this particular stakeholder's views on the issue?
- How supportive or opposed they are – how strong is their support or opposition?

Present the stakeholder mapping table (Handout 17). Explain what the boxes represent. Then, in discussion with participants, map the relevant stakeholders from the previous exercise onto the table. The participants should explain why they think a particular stakeholder is more or less influential or supportive. Once the group has agreed, write the name of the stakeholder on the flipchart. Or, you can use post-it notes (sticky paper) for this. These have the advantage that they can be moved around the stakeholder table if there is disagreement.

Then discuss with the participants what the implications of this are for the focus of your advocacy. Point out that the most influential stakeholder might not necessarily be the most supportive. Should you prioritise working with the most supportive targets or the most influential? Factors to consider include:

- the likelihood of success: what are your chances of impact by challenging those opposed to your position?
- the timing of your advocacy: do you need to build up allies before confronting your opponents?

Exercise: Influence Map and Channels of Influence [30 minutes]

Provide participants with Handouts 17 and 18.

Once again, there is a lot to get through in this exercise (for which 30 minutes is allocated). You might want to divide it into 10 minutes for the influence map and 20 minutes for the channels of influence. Keep the groups focused on their tasks. If you are short of time then you can adapt the exercise to a plenary discussion, rather than using small group work.

Exercise: Influence Map

In plenary, explain that an Influence Map is a tool that you can use in developing, presenting and explaining your influencing strategy. It provides a visual guide to the routes that you will be taking in order to influence your target.

Small group work, group presentation and feedback

1. Organise the participants into small groups with flipchart paper and pens.
2. Write the name of the target in the centre of the paper.
3. Around the target, using different coloured pens, write the names of the main or primary channels of influence that you could use to reach your target.
4. Then identify any secondary channels of influence that could be used to influence the main channels. Using a different coloured pen, write these on the page.
5. Add in arrows to represent the influencing relationships.
6. Each group will then briefly present their tables to the other groups.

Exercise: Channels of Influence

In plenary, explain that one of the most important elements of influencing strategy is to identify the means we use to influence our target. This involves selecting the channels through which we can focus influence on them. A channel of influence could be:

- A direct personal relationship, for example, if we already know the relevant official working on our issue
- An indirect relationship, for example, would our local MP lobby the government on our behalf? Or would supportive media coverage make the government more amenable to change?
- A process, for example, how will the outcome of 'review X' affect 'policy Y'?

In any situation, there's likely to be a range of different channels open to us to influence our target. Remember to think about informal influencing channels and opportunities, as well as formal channels. For instance, is a high official's wife interested in our issue? Is the local police chief likely to respond positively to a favourable opinion voiced by a mutual close friend?

The trick is to identify and focus our efforts on the most effective means available. By considering the quality of the two relationships involved in the influencing process – between us and the channel, and between the channel and the target – we will be able to make an appropriate selection of which channels to concentrate on. For example, if we judge that supportive media coverage of our issue would have more influence on the target (say a government minister) than on an opposition MP, we may want to focus our efforts on developing our relationship with the relevant journalists.

Small group work, group presentation and feedback

1. In the same groups as for the Influence Map task, ask the groups to rate the channels in relation to how effective they will be at influencing the target. Effectiveness should be rated as 'low', 'medium' or 'high'.
2. Similarly, ask them to rate the channel in relation to how effectively they will be able to influence that channel.
3. Plot the results on the Channels of Influence table.
4. Each group will then briefly present their tables to the other groups.

Session 4 Wrap-up and module assessment

Timing	Resources	Aims
15 minutes	Module Assessment Form	▶ to reinforce what advocacy is and the use of related tools to design and plan an advocacy strategy

Recap Module 4 and look ahead to Module 5 [5 minutes]

Remind participants of their overall objectives, the objectives of the module, the learning contract, the tools used and how each one has contributed to achieving the aims of Module 4.

Explain what will be addressed in the next module: understanding and measuring change.

Wrap-up [5 minutes]

Ask the participants if they have additional questions for the facilitator and if they were satisfied with the learning from the module.

Written module assessment [5 minutes]

Hand out the Module Assessment Form and ask the participants if they could kindly complete it.

Handout 13 What is advocacy?

Advocacy is a strategic process to influence the policies and practices that affect people's lives. This can be divided into two phases:

- Advocacy planning – includes the process by which goals are set, targets are selected and influencing strategies are devised.
- Advocacy activity – the means by which the plan is implemented. This includes the formulation of messages and the type of lobbying activity undertaken.

Why do we do advocacy?

To promote the concerns and analysis of ordinary people affected by conflict and insecurity:

- Because change is inevitable – what is not inevitable is the direction of change, and that is what we can influence.
- Because through advocacy we can achieve change from the local to the international level – we can have an impact on those who influence change.
- Because advocacy acts as a multiplier on the effectiveness of the work we do on the ground.

What are the different types of advocacy?

There are many different types of advocacy activity, ranging from lobby meetings to seminars, workshops and report launches.

The type of advocacy that is most appropriate is determined by many different factors – foremost of which is the likelihood of achieving impact. Advocacy activities can focus on:

- Bringing communities together to articulate their needs and concerns to decisionmakers.
- Using our experience of working on the ground to draw evidence-based arguments about the way the international community can best prevent and resolve violent conflict.
- Engaging directly with government officials and international institutions, such as the EU and UN, to influence policy.

How do we do advocacy?

Because advocacy is a process, rather than just an event, the key to doing advocacy successfully is to develop an 'advocacy strategy' that is implemented over time with creativity and persistence.

Handout 14 Internal and external SWOT factors

The following internal and external factors can be discussed when completing the SWOT Analysis Grid (see Handout 15). These are suggestions to be used as a guide for discussion. You may identify other factors – if so include them in your analysis.

1. Internal – strengths and weaknesses

Legitimacy

- Does our organisation have legitimacy?
- Who does our organisation speak for?
- Who will accept our right to speak out on conflict issues?
- Who questions our legitimacy?
- Why do they question it?
- How can we enhance our legitimacy?

Credibility

- Does our organisation have credibility?
- What methods do we use to communicate?
- How reliable is the information our group provides to the public?
- Are our organisation's leaders seen as trustworthy, knowledgeable and expert?
- How can we increase our credibility?

Accountability

- Is our organisation accountable?
- Who makes decisions in our organisation, or the coalition we are part of?
- How open is the decision-making process?
- To whom are decisionmakers within the coalition accountable?
- How are they held accountable?
- How are members informed and involved?
- How do we communicate our progress to others outside the organisation?
- How can we improve our accountability?

Preparedness

- Is our organisation prepared?
- What past experience do we have that is most relevant?
- Have we got access to the research needed to make our case convincingly?
- Have we considered and prepared for the security and risk implications of our intervention?
- Have we considered and taken into account the relevant gender dimensions of our work?
- Have we identified the key stakeholders and what this means for our work?
- What do we need to do to improve our preparedness?

Cooperation

- Is our organisation able to work with others?
- Is our organisation well placed to work with others?
- What are our experiences of working with others previously?
- Which have been our best partnerships and why?
- What can we learn from these experiences to ensure that future relationships are more successful?

Resources

- Does our organisation have sufficient resources?
- Do we have the physical resources we need?
- Do we have the right people with the right experience and skills?
- Are our people and other resources deployed in the best way?
- How could we better match our resources and our programmes?

Funding

- Does our organisation have secure funding?
- Are there good systems of financial control within the organisation?
- Do we anticipate significant changes in our expenditure over the next two to three years?
- Can we predict how income sources will develop over the next two to three years?
- Are we receiving income from a wide range of donors and funders?
- What are the financial priorities for the organisation and do we have plans to meet them? What measures can we take to improve the security of our funding?

2. External – opportunities and threats**Political**

- What political factors could have a critical influence on our work?
- Which groups or individuals have power to make the changes we are looking for, and which are excluded?
- What kind of political alliances exist? What are the relationships between the key players; and between decisionmakers and our organisation?
- What opportunities are coming up that we could use to achieve our aims – processes, influencing opportunities?

Institutions

- How do key institutions function?
- Are government and state institutions accessible?
- Do regional state and local government have significant decentralised authority?
- How do the military and police operate?
- Is the judicial system impartial?
- How much influence do international donors have on government policy?
- Who else outside the country has influence?
- Which institutions are likely to present opportunities for our work, and which are likely to put up barriers?

Public accountability

- What are the levels of public accountability?
- How (if at all) is policy change monitored and enforced?
- Does corruption play a significant role in how decisions are taken? At what levels?
- Do decisionmakers behave in an open and transparent way?
- How do they communicate their decisions to the public, if at all?
- Do we have access to information about decisions made?
- How can decisionmakers be held accountable?
- How good is our access to decisionmakers?

Social factors

- What social factors could have a critical influence on our work?
- Is the media wholly state-controlled? Is it critical? How will it portray us?
- How strong is a civil society organisation? How independent?
- Is civil society participation in political life tolerated?
- How are we, as representatives of civil society, likely to be viewed by the decisionmakers we may wish to influence?
- Who is likely to support or oppose us?
- How are electronic communications used and viewed in society?

Economic

- What economic factors could have a critical influence on our work?
- How does conflict affect local and national economies? What are the economic benefits? What are the costs?
- How does conflict affect people's access to resources?
- How does the state of the economy affect our ability to operate?
- What relationship, if any, does our government have with donor countries?
- What economic alternatives are there?

Handout 15 SWOT Analysis Grid

Draw the SWOT Analysis Grid on a flipchart. Insert the strengths, weaknesses, opportunities and threats that you have identified as important to your organisation's (potential) work on advocacy.

Strengths

What are the positive aspects within your organisation that could be important to your work?

Weaknesses

What are the factors within your organisation that might make your work more difficult?

Opportunities

What are the factors in society (external to your organisation) that could positively affect your work?

Threats

What are the factors in society (external to your organisation) that could have a negative impact on your work?

Handout 16 Identifying and categorising stakeholders checklist²

You need to research

Which part of government is responsible for relevant issue including:

- Negotiations and participating in international/regional organisations
- National law enforcement and border controls
- Provincial and local government
- Local law enforcement
- National defence and military
- Development and grant-making
- Finance
- Negotiating/liasing with non-state actors
- Social inclusion and equality

Which other organisations and individuals have a major interest in your issue? Name specific ...

- NGOs
- Media
- Police
- Business
- Youth groups, women's groups, religious groups
- Academics
- Judiciary
- Community groups, elders and community leaders
- Political parties and members of parliament

Which international actors have an interest in your issue? Name specific ...

- Donors
- NGOs
- UN agencies
- Regional groups (SAARC, EU, ASEAN, etc.)
- Trade unions
- International financial institutions
- Transnational corporations involved in the country
- Other governments that are working to introduce new policies in the area

How to find out more

Getting information about governing institutions:

- Does your government produce a directory?
- Does it have a website outlining what different departments do?
- Are there civil society organisations working with governments who could give you the information?
- Are UN agencies operating in your country or region (UNDP, UNICEF, DPKO, etc.) that could supply you with information?
- Can you get the information from local government or community leaders?

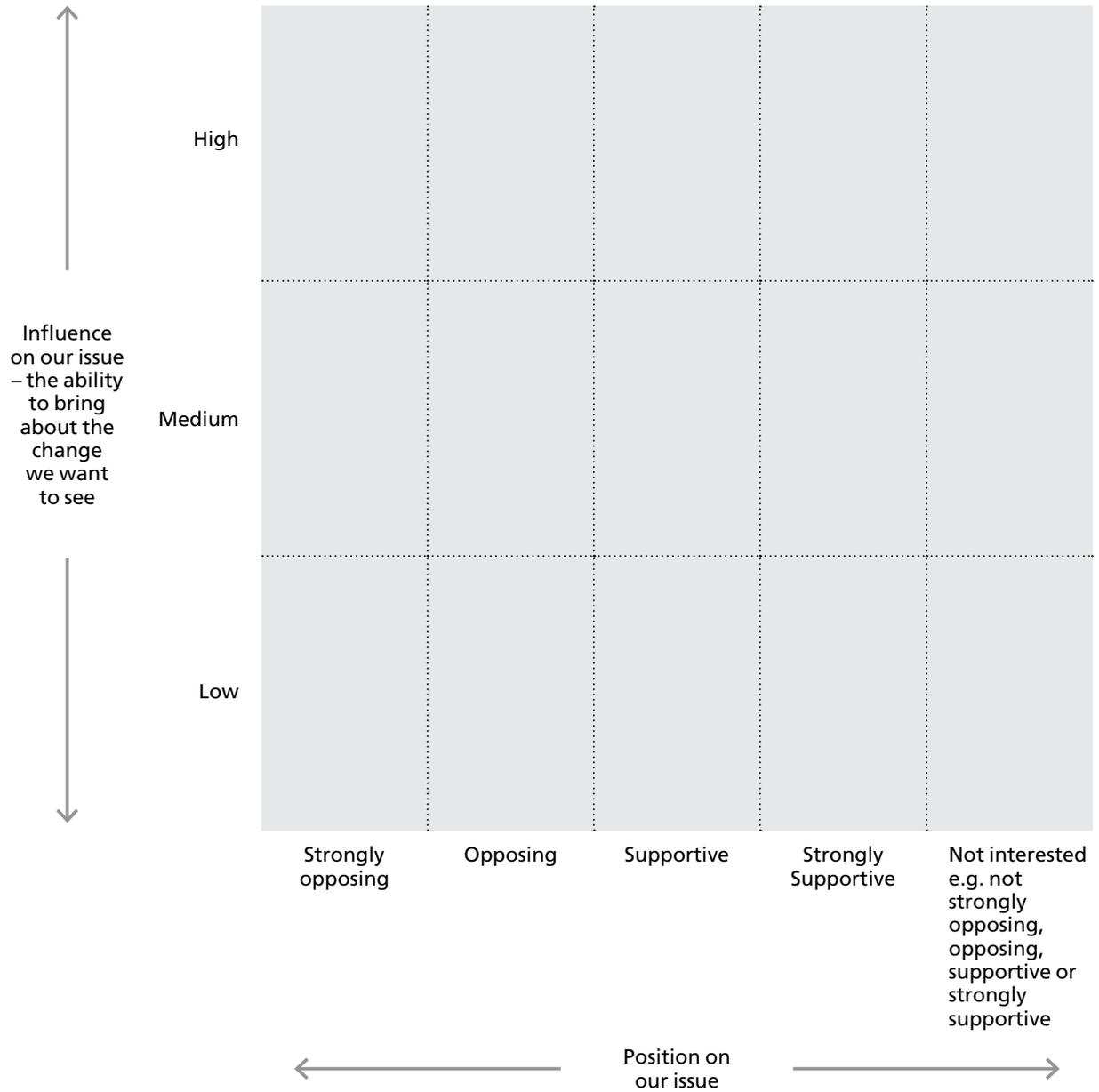
Getting information about organisations and individuals:

- Check to see if there are any other local NGOs working on similar issues
- Have any political parties produced statements on relevant issues?
- Are there public records of parliamentary debates, or is there public access to parliamentary sessions?
- How much media coverage of your issue is there, and by which media?

Check big international NGOs with a relevant focus to their work. Many might have country or regional offices close to where you work:

- Oxfam GB
- Conciliation Resources
- International Alert
- Saferworld
- Amnesty International
- International Committee of the Red Cross/Red Crescent
- UN departments – to access reports and work on relevant issues. They may also provide statements, positions and voting records of member states

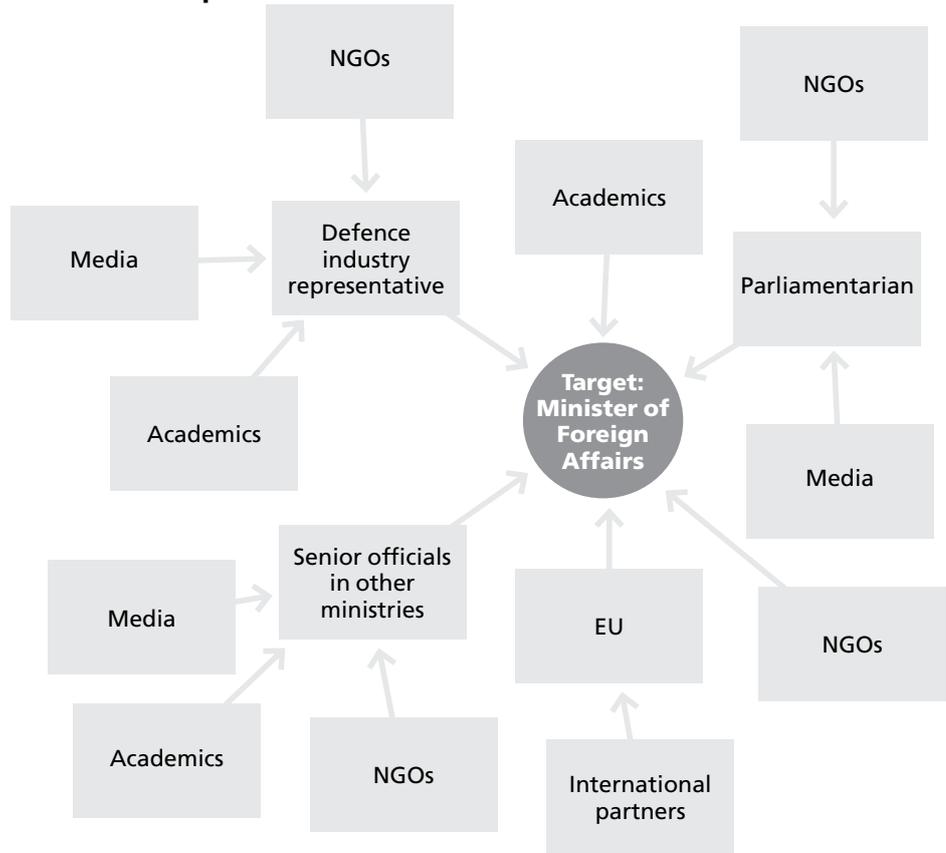
Handout 17 Stakeholder mapping: Template³



³ Saferworld and Conciliation Resources (2011), *Advocacy capacity building. A training toolkit*, p 24

Handout 18 Influence Map and Channels of Influence table⁴

Influence Map



⁴ Saferworld and Conciliation Resources (2011), *Advocacy capacity building: A training toolkit*, pp 25–7

Channels of Influence table

		How effectively will we be able to influence the channel?		
		High	Medium	Low
How much influence will the channel have with our target?	High			
	Medium			
	Low			

Once we have decided where on the table our channel should sit, we will be able to use these findings to prioritise channels and to help develop tactics for achieving our goal.

Understanding and measuring change

Aims of Module 5:

- ▶ to understand change
- ▶ to set programme objectives for our activities in the conflict context
- ▶ to think about indicators as ways of measuring change
- ▶ to understand the importance of participatory monitoring processes
- ▶ to practise creating a simple participatory monitoring plan

Overview of Module 5 [½ day]

Time	Resources	Activity
Session 1 15 minutes	Flipchart, pens, cards, tape	Re-cap and introduction to the module
Session 2 45 minutes	Flipchart, pens	Understanding change Presentation: Considering 'change by design' Exercise: Overall objectives and programme objectives Plenary
Session 3 50 minutes	Flipchart, pens	Measuring change: Results Presentation: Measuring change Exercise: Activities, outputs, outcomes and impact Plenary
Session 4 85 minutes	Flipchart, pens, Handout 19	Measuring change: Indicators Presentation: Formulating indicators Exercise: A monitoring plan and indicators Plenary Conclusion
Session 5 15 minutes	Module Assessment Form	Wrap-up and module assessment

Session 1 Re-cap and introduction to the module

Timing	Resources	Aims
15 minutes	Flipchart, pens, cards, tape	<ul style="list-style-type: none"> ➤ to provide a quick recap of previous modules ➤ to introduce Module 5

Re-cap of previous modules [5 minutes]

Begin by reminding participants about the learning from previous modules, in sequence. Refer specifically to the tools that have been covered and how they help us to think systematically about the conflict context, conflict-sensitive programming, dialogue (mediation and negotiation) and advocacy strategies.

Ensure that the conflict analysis group work from Module 1 is available for participants to refer to.

Overview of Module 5 [10 minutes]

This module builds on and draws from the work undertaken in previous modules. The main focus now is to consider how we can understand and measure change as a result of our interventions. This is what we call monitoring. Emphasise that as with the module on conflict analysis, understanding and assessing change is something that we all do, all the time, through seeing and hearing.

Monitoring is the systematic defining and measuring of change. It is important because it allows us and others (all project stakeholders, including communities, partners and donors) to understand the results we are achieving in the conflict context in which we work, and to see how the conflict context might change as a result of our activities. The results may be planned or unplanned; they may be positive or negative.

Introduce the aims of this module. It is useful to write these in advance on flipchart paper and display them throughout the duration of the module.

Ask if there are any participants in the room who has had previous training or experience in designing or using a monitoring system. If there are, ask them if they can share an example of an indicator for change for a specific project activity. What change did the project intend to make? Limit the number of respondents to four to five. Make a mental note of these participants so that you may allocate them evenly as potential resource people for module group work.

Session 2 Understanding change

Timing	Resources	Aims
45 minutes	Flipchart, pens	<ul style="list-style-type: none"> ➤ to consider 'change by design' in the conflict context ➤ to practise formulating time-bound programme objectives

Presentation: Considering 'change by design' [15 minutes]

When we are thinking about the conflict context and planning to undertake activities, we do this with a purpose or long-term objective – to stop or prevent violence and increase peaceful relations. In the long-term this is the impact – or fundamental change – that we are seeking.

In order to enable this change, we need to start addressing the causes, effects and triggering events in the context (an analysis that can be done using the Conflict Tree). This might be considered in terms of changing root causes or preventing the triggers and effects from occurring.

In the long-term this often means having an objective concerned with establishing and maintaining peace. So in terms of fundamental change, we can think about our long-term objectives through two broad categories (write these on a flipchart):

- **Category 1** is stopping or preventing violent conflict and increasing safety and security.
- **Category 2** is changing conflicting relationships and behaviours.

If we think back to the conflict analysis undertaken in Module 1, we know that these categories are inter-related. We may need to change relationships between parties in conflict in order to stop violence and increase a community's sense of safety and security. But first, we may need to get the parties to agree to cease violence before we can begin the process of changing relationships and behaviours.

In the shorter-term we also need to think about establishing an objective that describes what we are working towards within a given period of time. This kind of objective should be a specific part of the context that we are seeking to immediately change, and it should, hopefully, be achievable in the specified timeframe. Defining the programme objective according to the change categories is known as the outcome. Highlight to participants that the outcomes of shorter-term projects should contribute towards achieving the longer-term impact.

In terms of determining what might be possible in the shorter-term, it is important to bear in mind: a sense of who we are in the conflict context; what relationships we have; and what credibility we have with different groups. We also require an honest assessment of our skills and the resources (such as knowledge, finance, and partners) that we can draw upon to assist us. And we should consider how change might come about at a particular moment in time, both in terms of the context and our strategy.

Again, recalling previous modules, our strategy might include activities such as conflict-sensitive development projects, advocacy, and dialogue processes including mediation and negotiation. If our strategy is to be effective, it is often necessary to include a mix of these activities.

For example, is it possible to initiate a development project that brings two conflicting groups together while people are fighting? This may or may not be possible. If not, then we might need to think about an immediate objective of bringing leaders together to negotiate and agree the conditions necessary for both parties to stop violence.

Therefore our programme objective for a one-year period might be: *terms are agreed by community leaders to stop violence.*

This does not necessarily address the root causes of the conflict between different groups, but it is a positive change in the short-term that we can bring about. Our overall, long-term objective might be: *the two groups in the community share resources without recourse to violence.*

Both these objectives fall within the two broad categories introduced. This is how we design our programmes and choose our activities to promote change within a specific time-frame.

Exercise: Overall objectives and programme objectives

[15 minutes]

Invite participants to organise themselves into the same groups that they worked in for Module 1 (conflict analysis) and Module 2 (conflict-sensitive programming). Ask them to think about their conflict context analysis and resource capacity, and to define their overall objectives and programme objectives. Using the two change categories introduced, ask them to consider and define their objectives in terms of the type of change they are seeking to promote in both the short-term (the outcomes) and in the longer-term (the impact).

Plenary [15 minutes]

Bring all groups back into plenary. A representative of each group should state their programme objective and their changes. Allow two minutes per group and three minutes for any questions or clarifications per group.

Session 3 Measuring change: Results

Timing	Resources	Aims
50 minutes	Flipchart, pens	<ul style="list-style-type: none"> ➤ to understand participatory monitoring principles and processes ➤ to explain and understand results ➤ to think about linking results to objectives

Presentation: Measuring change [15 minutes]

The trainer should write the examples on a flipchart in advance and reveal these as he/she speaks. These should be placed on walls for participants to refer to during the exercise, and should remain visible for the duration of the module.

When we use the term ‘measuring change’, what we mean is ‘monitoring’ using indicators linked to time-bound results.

Monitoring is the systematic collection of data/information for the purpose of assessing progress towards specific targets/results. By systematic, we mean that there is a plan in place for the collection of data/information: it will be collected by particular people, in a particular way, at particular times with a specific reason.

If we monitor properly, we can use this information to adjust our programme to remove error, correct mistakes and build on opportunities. This will help ensure that we achieve results.

Participatory monitoring is the systematic recording and occasional analysis of activity data and information that has been chosen and recorded by insiders (i.e. the groups in conflict, or their representatives) with the help of outsiders (i.e. the CBO or NGO seeking to promote change).

Participatory monitoring is important in all contexts. However, it is particularly vital in a conflict context, given that a great deal of conflict is as much about different people’s/group’s perceptions of causes, effects, and motivations, as it is about agreed ‘facts’.

So when we think about designing our monitoring systems, and particularly formulating indicators, we need to be aware that although we might be able to devise general indicators to assess progress towards our intended results, we need to check, refine and agree these with the participants in the programme to make sure that they are meaningful and relevant to these people.

Whereas our programme objective and outcome states in broad terms our intention of achievement in a given period of time, our formulation of results is a more specific interpretation of the objective that will allow us to devise indicators that we can measure our achievements against. In the previous session we looked at formulating long-term change statements – these are known as impact results.

The two levels of results that we are most concerned about within the programme period are outputs and outcomes.

Activities are what we do, for example, forming water management committees, or training community leaders on dispute-resolution, or mediating dialogue between community leaders.

Outputs are the direct and measurable short-term changes resulting directly from our activities. For example:

Two year programme objective 2014–2015: *agreement by community leaders to stop violence.*

Activity	Output
Training of community leaders	Leaders from both communities have knowledge and skills for dispute-resolution by mid-2014
Establishing mediation centre	Leaders from both communities are engaging in face-to-face dialogue for dispute-resolution from end of 2014

As you can see, the output is a direct statement of an immediate change – that should be controllable, and takes into account the context and a timeframe. The timeframe is important for planning as it helps us to think about the sequence of activities and immediate output – as some activities' outputs require the achievement of others.

Outcomes are the measurable changes produced by the end of the programme period as a result of the outputs.

Activity	Output	Outcome
Training of community leaders	Leaders from both communities have knowledge and skills for dispute-resolution by mid-2014	Terms are agreed by community leaders to stop violence by their respective communities over water resources by the end 2015
Establishing mediation centre	Leaders from both communities are engaging in monthly face-to-face mediated dialogue for dispute-resolution from the end 2014	

As you can see, the outcome is closely linked to the programme objective and is the targeted change that we are aiming for in the timeframe of the programme.

You should note that the outcome is different from the output. This is because, in this case, it depends upon the achievement of two output-level results. Its achievement is somewhat out of our control as there may be other factors, that we cannot influence, that determine whether both communities can reach an agreement. As we progress with our programme, we might have to build in additional activities to try to manage other factors that may determine whether leaders from both communities are able and willing to come to an agreement. Sometimes, however, this may not be possible.

You should also note the way that both the outputs and outcomes are expressed – both describe a changed situation but do not mention how this came about. They are very clear and to the point in describing a targeted change.

Also note that as a rule, you may have many activities, and each activity should have an output, or contribute to an output. Unless it is a really complex programme you should try to keep to one or two outcomes per programme. This will help you focus both your work and your monitoring. Make sure that all your outputs are aligned with your outcomes.

Exercise: Activities, outputs, outcomes and impact [20 minutes]

Invite the participants to organise themselves in the same groups that they worked in for Module 1 (Conflict analysis) and Module 2 (Conflict-sensitive programming). Ask them to take their analysis formulated in the last session of this module, and to specify their activities with corresponding outputs in relation to their outcome and impact.

Plenary [15 minutes]

Bring all groups back into plenary. A representative of each group should state their activities, outputs, outcome and impact. Allow two minutes per group, and three minutes for any questions or clarifications per group.

Remind participants that what we are looking for is a particular logic – each activity should have a corresponding output that is clearly linked and presented as a statement of a direct change. The outcome and impact should be formulated in the same way. Although participants have already worked on the outcome and impact in the previous session, they have the chance to refine these when thinking about activities and outputs. Participants can also ask about each group's assumptions of the context, and what factors in the context will be required for them to realise their outcomes and longer-term impact. Some factors may be out of their control.

Session 4 Measuring change: Indicators

Timing	Resources	Aims
85 minutes	Flipchart, pens, Handout 19	<ul style="list-style-type: none"> ➤ to understand the formulation and use of indicators to measure change against results ➤ to practise formulating and linking indicators to results

Presentation: Formulating indicators [15 minutes]

The trainer should write the examples being used on a flipchart in advance, and reveal these as he/she speaks. These should be placed on walls for participants to refer to during the session, and should remain visible for the duration of the module.

After we have formulated our long-term and programme objectives, activities and output, outcome and impact level results, we need to think about indicators – what do we measure in order to know that we have achieved these results?

Indicators are ways of measuring progress on your programmes or projects.

There are two types of indicator: **quantitative** and **qualitative**.

Quantitative indicators

These are numerical-based measurements of amounts, for example:

- The number of disputes settled by mediators in 12 months (for a mediation programme).
- The percentage increase in the number of people accessing clean water in a community (for a development programme).
- The number of advocated policy recommendations that are being debated in parliament (for an advocacy programme).

Qualitative indicators

These relate to people's judgements and perceptions. For example:

- The perception among community leaders is that the village is a safer place.

In many cases, your indicators may combine aspects of qualitative and quantitative dimensions. For example:

The percentage of people from village X and village Y reporting an improvement in the relationship between them, to the point where they now enter each other's village without fear, has risen from 20 per cent in 2013 to 70 per cent in 2014.

This example shows us all of the qualities of a good indicator:

- It is clear and specific to the context.
- It combines qualitative (perceptions of relationships and fear) and quantitative (the level of improvement throughout two communities in conflict) dimensions.
- The type and targeted level of change is clearly articulated.
- It can easily tell us if there are improvements in the context.
- It has a clear relationship to the starting point of the project, otherwise known as the **baseline** (20 per cent in 2013).

It is rare that every indicator will have all of these components in such detail, and often it is not feasible to have a precise baseline to measure against. But this is the ideal.

Collecting information to such an ideal can provide us with compelling information to prove our results.

Information or data can be collected in a number of ways, including through pre-defined survey instruments such as questionnaires, or through observations, scientific experiments, listening to conversations etc.

Participatory monitoring takes place when all the stakeholders in the programme know their objective and decide how to measure their progress. This means, ideally, that all the participants in the programme can, through dialogue, agree on the best indicators for measuring progress towards the long-term objective, the programme objective and output, outcome and impact.

An example of output-level indicators

Activity	Output	Indicators
Training of community leaders	Leaders from both communities have knowledge and skills for dispute-resolution by mid-2014	Within 12 months of the project initiation, 100 per cent of leaders from both communities can demonstrate the principles and processes of interest-based and principled negotiation-mediation.
Establishing mediation centre	Leaders from both communities are engaging in monthly face-to-face mediated dialogue for dispute-resolution from the end 2014	The frequency of meetings, and attendance rates in meetings of all community leaders, is recorded monthly from 2014. The number of issues relating effects, triggers and causes discussed in meetings compared to baseline conflict analysis and emergent issues is recorded monthly from 2014.

An example of an outcome-level indicator

Outcome	Indicators
Terms are agreed by community leaders to stop violence by their respective communities over water resources by the end 2015.	Written agreements are shared with both communities outlining agreements on arms control, violence prevention, resource-sharing and community-level dispute procedures by the end of 2015.

An example of an impact-level indicator

Impact	Indicators
Communities are living without fear of violence by 2018.	Members of both communities are moving freely in each other's community. No incidents of communal violence are reported.

When thinking about indicators, we must also keep in mind a number of planning concerns in order to ensure that the monitoring of progress against these indicators is systematic: we need a 'monitoring plan'.

In many conflict contexts, gathering information can be perceived by some parties as suspicious. Referring back to the idea of participatory monitoring, if people are part of the design process then many of these potential problems may be avoided – as they can suggest what is both an appropriate result and an indicator, and how best to measure it.

Exercise: A monitoring plan and indicators [45 minutes]

Ask participants to reconvene in the same groups as per the previous session. Working with the impact and outcome results that they formulated in the previous sessions, their task is to devise indicators (at least one per result) and a monitoring plan which should include the following information:

- Who will collect the data?
- How will the data be collected?
- How often will the data be collected?
- Is it possible to establish a baseline at the start of the project with the same people and method?
- Is it cost and time effective to collect the data in this way?

There is no one answer to these questions, but we need to ask them. Again your understanding of the context and your relationships, skills and resources will all influence how you answer these questions. The point is to have thought them through and come up with a plan for monitoring that is feasible, effective and not a burden to the programme staff or other participants in the project.

In addition participants should try to ensure that the indicators and the plan are conflict and gender sensitive.

Explain that a complete monitoring plan will also include developing indicators for activities and their outputs. However, given the time constraints of the training, the focus of the exercise is on the more fundamental change results – outcome and impact.

Plenary [20 minutes]

Bring all groups back into the plenary. A representative of each group should state their outputs and outcome results, their indicators for each, and their monitoring plan.

Conclusion [5 minutes]

Re-cap the module. Conclude by affirming that identifying and measuring change is important for all stakeholders in the process of developing peace. As a facilitator, you are aware that there are practical challenges to defining and implementing a monitoring plan. State that although you do not have the time to discuss this further, you do have a handout to share with participants that summarises the experiences of overcoming typical monitoring challenges from another country in conflict. This may help participants to think-through overcoming some of those challenges. Thank participants, provide them with Handout 19, and close the session.

A final word of warning: be careful. Be both gender and conflict-sensitive in your choice of indicators and in your monitoring plan. Remind participants of discussions during Module 2 on conflict-sensitive programming. Ignoring gender by not consulting men and women can lead to an incomplete understanding of the project and the changes it is (or isn't) creating.

Session 5 Wrap-up and module assessment

Timing	Resources	Aims
15 minutes	Module Assessment Form	► to reinforce what we mean by change and ways of measuring change

Recap Module 5 and look ahead to Module 6 [5 minutes]

Remind participants of their overall objectives, the objectives of the module, the learning contract, the tools used and how each one has contributed to achieving the overall aims of this module.

Explain what will be addressed in the next module: community-driven initiatives for peace and security.

Wrap-up [5 minutes]

Ask the participants if they have additional questions for the facilitator and if they were satisfied with the learning from the module.

Written module assessment [5 minutes]

Hand out the Module Assessment Form and ask the participants if they could kindly complete it.

Handout 19 Challenges in monitoring and evaluation (M&E) – and ideas for overcoming them⁵

Defining success

- Be clear about the types of change that you want to see: set good objectives and indicators at the outset of the project.
- Consider that different stakeholders will have different views of success; consider the purpose for which you are doing M&E and who your key stakeholders are; speak to people to find out what their definitions of success are before, and during, the project and take this into account when developing indicators.

Accessing information (including from officials)

- Look at alternative information sources.
- Look at different channels for accessing officials and other sources.
- Build relationships with officials by:
 - Basing advocacy on solid research, to prove that you are worth listening to and have evidence behind you
 - Building constructive relationships with them – providing them with advice, trying to meet with them regularly in a positive way
- If you don't think people are being honest in terms of reporting on progress (either positive or negative) then ask a range of questions, or cross-check from other sources.

Identifying/demonstrating attribution

- We need to try and measure change at the impact level, but won't be able to demonstrate exact attribution because of the nature of social change and the range of factors in play. But we want to be able to make a strong argument that our work has contributed to change – and this is much easier if we have been clear about the types of changes that we want to create, and tracked our progress towards them.
- Speak with range of stakeholders to get their views on what has changed, and the causes of that change.

Finding the time, capacity and will for M&E

- Develop a simple monitoring tool – nothing too time consuming.
- Convince staff of the necessity to do M&E and involve them in its design (remind them of the necessity of M&E in terms of funding).
- Leadership is needed from management level.
- Look at M&E as part of the project, not an add-on – we are collecting a great deal of this information anyway in all likelihood, but were just not sure what to do with it.
- Good M&E will make our projects better and ultimately improve our lives!

Community-driven initiatives for peace and security

Aims of Module 6

- ▶ to introduce the purpose of a community-driven approach to peace and security
- ▶ to introduce the accompaniment on community-driven initiatives for peace and security
- ▶ to review and agree methodological approach

Overview of Module 6 [½ day]

Time	Resources	Activity
Session 1 50 minutes	Flipchart, pens, cards, tape, Handout 20, Handout 21	Introduction to the module Presentation: Introduction to community-driven initiatives Plenary discussion: Why is this approach important?
Session 2 60 minutes	Flipchart, pens, Handout 22, Handout 23	Introduction to the accompaniment process Presentation: Accompaniment – proposed methodological approach Plenary discussion
Session 3 85 minutes	Flipchart, pens	A methodology suitable for KP/FATA Exercise: Workshop methodology suitable for KP/FATA Group presentations back to plenary
Session 4 15 minutes	Flipchart, pens, Module Assessment Form	Wrap-up and module assessment

Session 1 Introduction to the module

Timing	Resources	Aims
50 minutes	Flipchart, pens, cards, tape, Handout 20, Handout 21	<ul style="list-style-type: none"> ➤ to introduce the approach of community-driven initiatives ➤ to understand why this approach is important

Presentation: Introduction to community-driven initiatives

[20 minutes]

This module builds on the work undertaken in previous modules. The main focus of this module is how we can now put our learning into practice. We call this ‘learning by doing’. The accompaniment process will help to develop community-driven initiatives for peace and security promoting greater cohesion between state and non-state actors, and it will enable participants to use their new skills.

The approach of community-driven initiatives for peace and security seeks to make sustainable improvements to local community experiences of peace and security. In doing so, it actively engages communities in the identification and prioritisation of their local peace and security concerns, as well as in the development of appropriate and effective responses jointly with local authorities, security and justice service providers and civil society. This promotes confidence and reconciliation between state and non-state actors, and supports conflict-affected and marginalised groups in articulating and addressing their pressing and immediate peace and security concerns. It generates a positive social development benefit as well as greater community cohesion and improved perceptions relating to peace, security and reconciliation.

Plenary discussion: Why is this approach important?

[30 minutes]

Give participants Handout 20 and 21.

Facilitate plenary discussion of why this approach is important. Note down responses and feedback on a flipchart and summarise the importance of this approach.

Session 2 Introduction to the accompaniment process

Timing	Resources	Aims
60 minutes	Flipchart, pens, Handout 22, Handout 23	► to introduce the methodology of the accompaniment

Presentation: Accompaniment – proposed methodological approach [30 minutes]

The accompaniment process forms part of a wider project funded by the European Union and implemented by CAMP and Saferworld, which aims to promote and develop participatory approaches to peacebuilding initiatives in KP and FATA. A needs assessment of 121 civil society organisations (CSOs) active in the field of peacebuilding in KP and FATA was conducted during 2012. A report summarised key findings. Using information from the needs assessment report, CAMP and Saferworld developed this ‘training of trainers’ manual. We will now conduct a series of workshops for training the trainers of CSOs active in the field of peacebuilding in KP and FATA. This will be followed by an accompaniment process that will include community-driven initiatives for peace and security to be implemented jointly by local CSOs and community members in the target areas.

The accompaniment process is a community-based activity that seeks to improve local-level peace and security by working with communities to design and implement action plans. These plans place their pressing and immediate needs at the heart of peacebuilding and security provision and improve the lives of ordinary people by stimulating behavioural change and the delivery of services and/or goods.

The purpose of a community-driven approach to peace and security is to strengthen communities’ capacity to address their own security needs.

Explain the different stages of the workplan and flowchart using Handouts 22 and 23. Stress that this is a draft version which we want to improve on the basis of participants’ advice.

Plenary discussion [30 minutes]

Clarify questions from participants and ask participants if they know or have heard of examples of similar approaches.

Session 3 A methodology suitable for KP/FATA

Timing	Resources	Aims
85 minutes	Flipchart, pens	<ul style="list-style-type: none"> ▶ to define and agree a methodology suitable for KP/FATA

Exercise: Workshop methodology suitable for KP/FATA

[45 minutes]

Split the participants into two groups. Ask each group to review the proposed methodology (Handouts 21 and 22) and to consider:

- How might this work in practice?
- How can this be improved to make it context-specific?

Ask groups to record comments/suggestions on a flipchart.

Group presentations back to plenary [40 minutes]

Facilitate discussion to agree a methodology acceptable to both groups.

Session 4 Wrap-up and module assessment

Timing	Resources	Aims
15 minutes	Flipchart, pens, Module Assessment Form	<ul style="list-style-type: none"> ▶ to reinforce the objectives of community-driven initiatives for peace ▶ to reinforce the importance of community-driven initiatives

Recap Module 6 and the training programme as a whole

[5 minutes]

Remind participants of their overall objectives, the objectives of the module, the learning contract, the tools used and how each one has contributed to achieving the overall aim of this module.

Ask the participants if they have any questions about any aspect of the training programme or of the programme as a whole.

Wrap-up [5 minutes]

Ask the participants if they have additional questions for the facilitator and if they were satisfied with the learning from the module and the training programme.

Written module assessment [5 minutes]

Hand out the Module Assessment Form and ask the participants if they could kindly complete it.

Handout 20 Objectives of a community-driven approach to peace and security

Purpose of a community-driven approach to peace and security

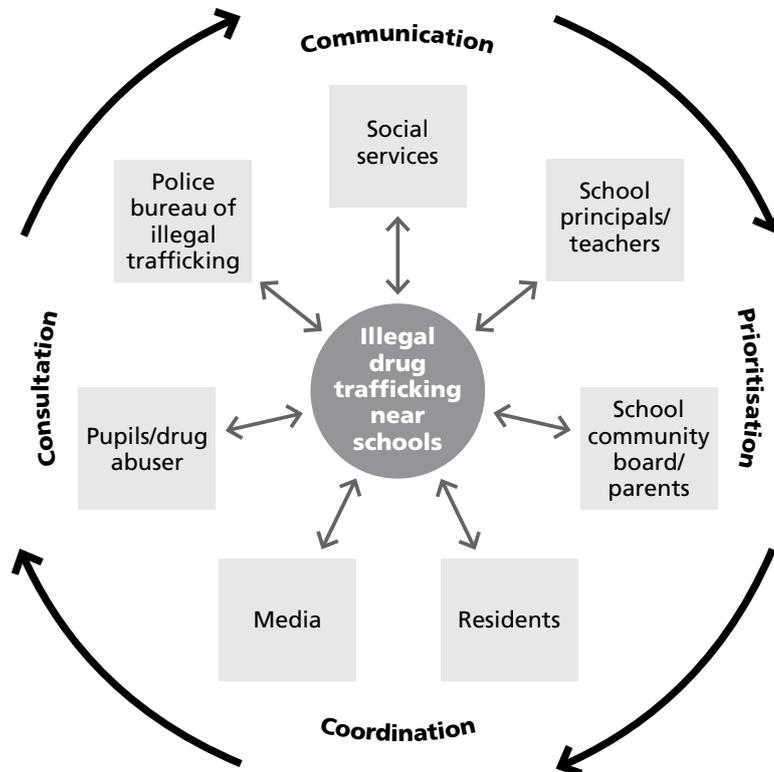
The purpose of a community-driven approach to peace and security is to strengthen a **community's capacity to address their own peace and security needs**. We do this through:

- **Creating a Community Action Group (CAG)** – trained in how to help communities identify peace and security needs and how to communicate these needs with relevant actors.
- **Helping communities to identify their peace and security needs** through a series of community meetings, organised and supported by the Community Action Group.
- **Helping communities to analyse and plan solutions to their peace and security needs** in a number of selected communities. These 'community-driven action plans' should lead to improvements in the local peace and security situation.
- **Providing a forum for engagement between communities and providers.** Community representatives will hold meetings with local service and security providers and officials to discuss their needs and how the providers can respond to them. In the first instance, the focus of these meetings will be the 'community –driven action plans'.

Why is this approach important?

- It promotes ways of delivering peace and security that are more responsive to community needs and priorities.
- It ensures that all peace and security responses in place are accountable to the communities they serve.
- It provides early warnings of conflict and security risks in communities affected by conflict, by generating more information about peace and security concerns and sharing this information more effectively.

Handout 21 Working together to respond to peace and security concerns



Handout 22 Visual workplan

Stage 1: Understanding problems and selecting communities

Step 1: Identify communities

- a) The **Community Action Group (CAG)** agrees criteria for identifying communities.
- b) The **CAG** identifies appropriate community boundaries for peace and security work.
- c) **Develop** a code of conduct for the CAG.
- d) **Develop context-specific** selection criteria.

Results

- Criteria for identifying communities
- List of communities



Step 2: Understand problems and develop a consensus for solutions

- a) The **communities and service providers** explain the peace and security issues in their communities.
- b) The **communities** rank those problems according to priority and group them according to the amount of external help needed to address them.
- c) The **communities** identify programmes being undertaken in their community that may be of relevance.
- d) **Documentation** is drawn up to record key discussion points and agreements.

Results

- Community peace and security map, and profile for each community



Step 3: Select problems and communities

- a) The **CAG** agrees criteria for selecting communities and problems.
- b) The **CAG** identifies which communities are (most) suitable for community peace and security work.
- c) **Partners** support the process for planning solutions.

Results

- Community selection report
- Agreed process for planning solutions



Stage 2: Planning solutions, implementing and learning

Step 4: Plan responses

- a) The **communities** identify key or underlying causes of the problems to be addressed.
- b) The **communities** draft a community peace and security plan with technical support from implementing agencies.
- c) The **CAG** and **partners** identify community representatives to help develop a full community safety plan and to monitor implementation on a regular basis.

Results

- Problem analysis and draft community peace and security plan for each community



Step 5: Involve service providers

- a) The **CAG** agrees the process for involving the providers.
- b) The **communities** present their needs, priorities and draft community peace and security plan to the **providers**.
- c) **Local service providers** explain their present role and actions.
- d) The **communities** and **providers** agree the final version of plan.
- e) The **communities** and **providers** agree on their roles in implementing the plan and monitoring impact.

Results

- Agreed process for involving providers
- Final community peace and security plan
- Agreed roles and responsibilities for implementing the plan



Step 6: Implement plans and learn

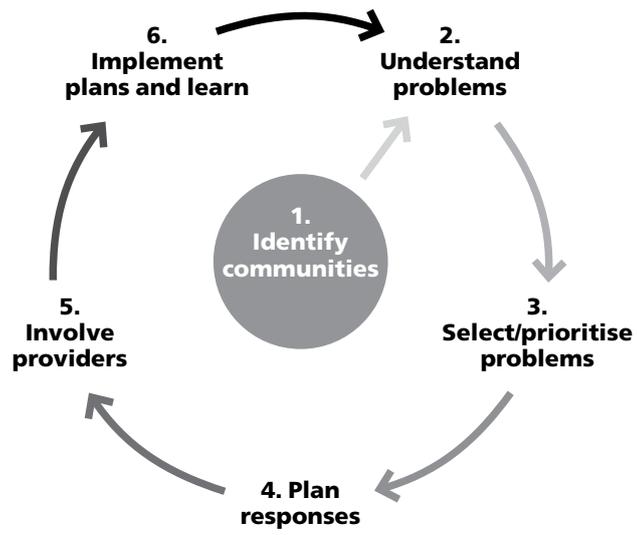
- a) To improve the situation in the community.
- b) The **CAG** reviews progress/impact of the community peace and security plans.
- c) The **CAG** shares its experience.
- d) Success is celebrated!

Results

- Monitoring reports
- Assessment of the impact of community safety plans
- Lessons for the future
- Celebrate success



Handout 23 Flowchart



Annex 1 Module Assessment Form

Name of module

Were your expectations of this module met?

If some of your expectations were not met, what were these?

What are the three most important things you have learnt from this module?

1

2

3

What would you do differently as a result of the learning from this module? Please give examples in the table below:

Aspect of work	Changes you will make
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Is there anything you have learnt in this module that you think is very useful for your work? If so, please give examples in the table and ideas for further training or different types of support.

Aspect of work	Support required
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Do you have any ideas how the content of the module could be improved?
(Think back to any expectations that were not met.)

Are there any other comments you would like to make to the trainer(s)?

Community Appraisal and Motivation Programme (CAMP) is a Pakistan based non-profit and non-governmental organisation established and registered in May 2002, under the Societies Act of 1860. We work with some of the most underprivileged communities in Pakistan; responding to emergencies, improving access to quality health and education, creating livelihood opportunities and working closely with communities and government departments to promote human rights, peace and security.

Saferworld is an independent international organisation working to prevent violent conflict and build safer lives. We work with local people affected by conflict to improve their safety and sense of security, and conduct wider research and analysis. We use this evidence and learning to improve local, national and international policies and practices that can help build lasting peace. Our priority is people – we believe that everyone should be able to lead peaceful, fulfilling lives, free from insecurity and violent conflict.

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Cover photos

Top left: Disaster preparedness capacity building workshop in a village in Charsadda district, Khyber Pakhtunkhwa, 2013 © CAMP

Bottom left: Internally displaced people from FATA in Jalozaï camp, Nowshera district, Khyber Pakhtunkhwa, 2011 © CAMP

Right: Boys take a break from tending to their family crops in Gujar Kass, Khyber Pakhtunkhwa, 2011 © Warrick Page / Panos

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