TRAIN THE TRAINERS MANUAL

CONFLICT RESOLUTIONPEACE-BUILDING

SOCIAL BONDING

FOR SUSTAINABLE RURAL WATER MANAGEMENT

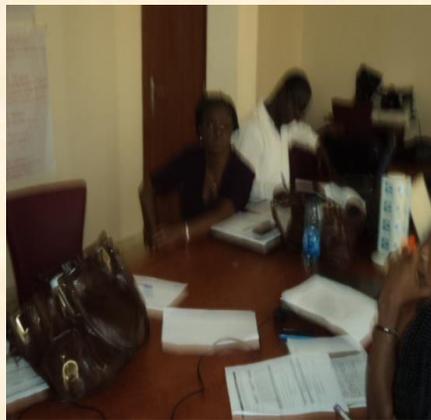Prepared by Patricia Michael, Foundation for Peace and Development initiative

FPDI

E-mail crewdo42@yahoo.compatriciamichael32@yahoo.com

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PRE-TEST TRAINING SESSION

CME TRAINING SESSION

PREFACE

The sustainability of rural water supply and sanitation projects has long been of concern to those working in the area. Despite continued large scale investments by government and international donor agencies, there is widespread evidence to suggest that after a number of years of operation, or less in some cases, many rural water systems will face a variety of problems.

Community managed model has been adopted over the years by development practitioners as the most effective and efficient way to manage the intervention projects (water inclusive) for sustainability with focus on the technical and managerial adequacy. But researches have shown that the community managed rural water supply systems requires more than technical and managerial adequacy for short and long term sustainability. The systems are engineered solution that operates through social cooperation; they depend on community participation, support and willingness to pay to operate successfully. This manual provides an understanding of the social factors required for the community management of rural water supply systems to contribute to short and long term sustainability.

Water management is very complex because of its strategic importance in human existence; everybody needs water for bathing, washing, cooking and many others so it is a rallying point for all in the community which can either result to cooperation or conflict. There should be adequate mechanism to resolve the conflicts that may arise, transform them to create a peaceful environment and foster cooperation for social change in the community.

The manual is a practical manual to provide trainers in water conflict with ideas and resources, with interactive materials that cover basic conceptual dimension of conflict resolution, peace building and social bonding. The conflict resolution module will enhance the skills of the trainers and is flexible enough to be tailored to particular needs.

In summary the objective of the training is to train first level trainers as they move into the field to strengthen the capacity of the community water management body WCA on the social factors/skills required for good management practices, skills that will enable them resolve their conflict, create an environment of peace and begin to build social bonding (cooperation) necessary for the efficient and effective management of the water system to achieve sustainability in the long term and use the water as a positive Trojan for integrated community development.

Design of the Manual

The manual is designed for training of trainers in a 3day workshop and uses the mixture of presentation, small group work, plenary discussions, participatory presentations, video films, role plays and energizers. The content is organized into one module (conflict resolution module) four unites and a number of sections which are then divided into sessions. There are places the trainer takes lead with a presentation to introduce concepts or set the scene for the exercise.

The manual uses a participatory, and interactive training methodology, which require that the training participants are actively involved. Exercises are designed to take advantage of the skills, knowledge and experience participants bring with them. Most of the exercises are elicitive, meaning they were designed to elicit, draw and or even provoke responses and use participant's knowledge as the basis for discussion and learning. Using this approach allows participants and trainers to identify and focus on local needs and adapt the training to fit their cultural content.

Introduction and welcome; it discusses how to begin the workshop. To begin the trainer will use icebreakers and trust building exercise to help participants to get to know each other and start talking as well as ideas on how to identify expectations and evaluate workshop

Unit 1 is the Concept and Content of conflict analysis. This contains 3 sub-unites and 3 sections: introduction to conflict resolution, dimensions and types of conflicts, Introduction to conflict analysis, conflict analysis tools, Conflict tree analysis, causes, triggers and effects, exercises

UNIT 2 contains water conflict and water governance system. It has five sub-units which are as follows; what is water conflict, causes of water conflict, what is water governance system, functions of the water governance, integrating the women gender into water governance.

The peace building and conflict transformation is the Unit 3: It contains 4 sub-unites: Introduction to peace building, skills for peace building, communication and active listening, personal conflict handling tools, Introduction to peace building activities which has 7 sections (foundational concepts of mediation/negotiation, Basic principles of mediation, Processes of mediation practice/ preparing to mediate, what is inter-group dialogue and how to conduct a dialogue session

The social bonding for social change is the Unit 4, and it contains 5 sub-unites which are what social bonding, understanding the linkage between social bonding and water management, how to build social bonding in communities, water governance body: a

tool for social bonding, drinking water as a catalyst for community/water bridging the gap and challenges of social bonding.

Trainers Notes-The trainer's notes provide ideas on how to integrate information into training, suggest where exercises may best fit within the training unites.

Exercises- Exercises and procedures for each unite appears at the end of each unite, the resources needed and the time allotted for each unite.

KEY TERMS AND CONCEPTS USED IN THE TRAINING MANUAL

Conflict describes a violent or non-violent disagreement between two or more parties over difference in interests

Conflict management refers to any effort made to contain violent conflict, reduce the level of violence, or engage parties in a process to settle the conflict

Conflict resolution addresses and resolves the deep-rooted sources of conflict. It often uses a problem-solving methodology and order options for addressing the sources of conflict

Conflict transformation goes beyond the concept of conflict resolution in that it requires a transformation of the parties, their relationships to each other, and the structural elements that underlie the conflict.

Conflict analysis is the structural process of analyzing to better understand a conflict, 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 sensitivity approach involves gaining a good understanding through conflict analysis of the content you operate (e.g. key conflict actors, drivers and dynamics) and understanding the ways in which you intervention might impact on the conflict issues,(e.g. what positive or negative. Intended and unintended impact might your activities have on these actors, causes or dynamics), and then acting upon this understanding in order to minimize the negative and maximize the positive impact on peace and conflict and seek to alter these structure in a way to build a more just society. It is a term that implies a long-term perspective on conflict and its transformation

Parties, this refers to parties or groups of individuals involved in a conflict. These are primary parties (those who are directly involved in the conflict and secondary parties (those who are indirectly involved or have a stake in the outcome of the conflict) A primary party to the conflict would include the various groups fighting over the issue at stake(power or resources), while the secondary parties might include those benefiting from the conflict,(those who have interest in the outcome of the conflict) Third parties are those individuals that assist the primary parties in resolving the conflict, they are also called intermediaries. They are to be impartial not necessarily neutral.

Mediation is a process by which an impartial third party helps two or more disputant to work on how to resolve a conflict. The disputant not the mediator decides the terms of any agreement reached.

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 preventing further outbreaks of the violence

Negotiation is a process of back and forth communication aimed at reaching an agreement that is mutually acceptable with others when some interest are shared and some are different

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 done using a small group work, role-plays, discussions, and participants needs and expectations

Peace-building means different things to different people it all depends on the context it is used. Peace building represents the ability to try to reconcile conflicting parties. Peace building is the transformation of a conflict to build the broken down relationships that resulted from the conflict. Peace building may also take the form of activities designed to increase tolerance and promote peaceful co-existence. In all peace building is people centered, relationship building, and participatory process.

Peace building can either occur before conflict erupts(a preventive measure), or an effort to re-build a more peace-full society.

Positive peace continues from negative peace and is understood as tackling the sometimes less visible causes of the conflict, and is therefore longer- term. Some of the activities include building accountability, inclusive decision making, challenging negative stereotypes and prejudices. Positive peace leads to sustainable peace

Violent Conflict occurs 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 interest.

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UNIT4: Introduction to Social Bonding for Social Change

ACRONYMS

WCA   Water Consumers Association

CME   Community Mobilization Experts

TOT   Train the trainers

INTRODUCTION TO THE MANUAL

PURPOSE OF THE MANUAL

Water because of its strategic importance is a rallying point for people in the community and such interaction can either result to conflict or encourage cooperation. Water management therefore can be an integral factor in conflict prevention, peace building, and reconciliation process. For a long term sustainability, there is need to build and strengthen the capacity of the water managers on both technical, managerial as well as create a mechanism were aggrieved stakeholders can lay their grievances and get them addressed in a just manner, a conflict resolution mechanism, a mechanism that will empower them to be able to resolve their conflict, create an environment of peace and build social bonding (cooperation) necessary for effective and efficient management of the water system to ensure both short and long term sustainability.

Good governance system is very critical if the impute of the water program will go beyond the implementation year and therefore good governance system begins with the establishment of an institution with a clear mandate as regards their duties and responsibilities. This manual focuses on those functions, responsibilities, duties of the water governing body so as to make it effective and efficient for good service delivery.

(1)The manual explores relationship between water conflict, cooperation and peace building.

(2) Identifies and evaluates the conflict risk and peace building potential of water programs

(3) To explore the social factors needed for effective water management

The purpose of this train the trainer's manual(TOT) is to provide knowledge and skills to first time trainers CME'S who will train the institution that manage the community water system (WCA). It is a resource that contains both conceptual and practical tools required to build the capacity of the trainers.

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Introduction and Welcome

Beginning the training

Iceberg

Expectations and ground rules

Training Evaluation

Exercises

This discusses how to begin the workshop. To begin we will use ice breakers and trust building exercise to help participants to get to know each other and start talking as well as ideas for how to identify expectations and evaluate workshop

Maximum training time 1hour

(Introduction, training overview, two exercises)

Ice breakers

Participants and trainers have many expectations. Identifying expectation at the beginning of the training, helps focus the experience, attunes trainers and participants to each other, and provide opportunity for trainers to identify which participant's expectations can realistically be met

Exercise 1.1 Interviewing for Expectation and Experience

Time 20-40 minutes depending on the number of participants

Material: Flip Chart, Pens and Markers

Purpose: Introduce participants, identify what they hope to get out of the workshop, and help them relax at the beginning of the training.

Procedure

Divide the participants into pairs

Ask participants to interview their partners for approximately five minutes focusing in questions such as:

What is your name?

What kind of experience have you had on conflict resolution and peace building?

What do you expect to get out of the training?

Name two good things that happened to you in the past year that gives you hope for peace building

Ask the participants to report back a minute long summary of the main information they gathered about their partner

Discussion-No discussion needed

Trainer Notes: This exercise allows participants to stay relaxed since they do not have to report on themselves. The participants can just report the experience and one expectation of their partner

Introduce Conflict Resolution

Energizer Exercise 1.2

Tropical Rain forest game to introduce the concept conflict resolution

Purpose: To energize the group and introduce the concept of conflict and its dynamic

Material-None

Time: 5-10 minutes

(1)   Ask participants to stand in a circle

(2)   Ask them to copy the actions of only the person on their right, regardless of what you the trainer is doing

(3)   Begin by rubbing your hands

(4)   Move from rubbing your hands to clicking your fingers until everyone in the circle is clicking their fingers

(5)   Then progress to clapping your hands, followed by slapping your thighs, and finally stamping your feet following the same techniques of waiting until the previous action is almost all the way around the circle

(6)   To end the storm, follow the same pattern in reverse. Move from stamping your feet to slapping your thighs, clapping your hands, finally rubbing your hands together

(7)   The last round ends in silent discussion: The sounds and the dynamics of a rainstorm are very similar to conflict. You can point out that these similarities are like that of a thunderstorms, conflict begins quietly and gather momentum and energy as they build. You can hear and see those coming storms and conflict

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then sweep in, through and over you, focusing all of your attention to them and the destruction they may bring

Finally, thunderstorms like conflicts, slowly recedes into the distance, and you are left in quiet

Trainer Notes: In order to do this exercise effectively, you will have to memorize the order of the actions forwards(rubbing hands, clicking finger, slapping thighs, stamping feet) and backwards, stamping feet, slapping thighs, clapping hands, clicking fingers, rubbing hands)

Establishing ground Rules

Training Evaluation

Evaluation helps you to ascertain if the expectation of the participants was met, you can also use it to improve your own skills. Evaluation should be regularlydepending on the length of the training-include it regularly. A simple way to collect feedback is to make participants complete an evaluation form using the following questions what was the highlight of the workshop?What did you learn?What will you take back with you from this workshop? How willyou like the next gathering to build on this one? What will be the focus? What will be your three words for the trainer that would have made the training better? What suggestion will you make to the trainer that will improve the continued professional development?

Trainer Notes: This exercise allows participants to stay relaxed since they do not have to report on themselves. The participants can just report the experience and one expectation of their partner

Unit1 CONCEPTS AND CONTENT OF CONFLICT RESOLUTION

Overview of the Unit

The overview is to enable participants have an increasing understanding ,knowledge and awareness of what conflicts are and why they arise, what conflict resolution is, why you should resolve conflict, and the different ways or resolving conflicts , conflict dimensions and dynamics, conflict analysis and tools, causes of conflicts, triggers and effects

Aims/Objectives:

To help participants (trainers) gain a deeper understanding of what conflict is, the forces driving violence and instability, triggers and how to analyze a conflict and the tools for analyzing conflict

To explore the different dimensions of conflict and know when it is appropriate to resolve certain conflicts

To assist in developing a more strategic and focused development interventions to resolving it

In this Unit we will learn:

Unit 1.1: Introductions to Conflict Resolution

Unit1.2:Types and Dynamicsof conflict

Unit 1.3: Introduction to conflict analysis

Section 1: Why conflict Analysis

Section 2: Conflict analysis tools /5 W's of conflict analysis

Section 3: Conflict Tree analysis, causes, Triggers and Effects of Conflict

Wrap-up and assessment (assessment form)

Conflict web exercise1.1

Purpose: Enable participants to examine the attitude they associate with conflict

Materials: Flip chart papers and markers, Time: 20minutes

Procedure:

Draw a circle in the flip chart and write the word "Conflict" in the middle. Ask participants to quickly call out words or phrases they associate with conflict. They may be descriptions of situations, parties to conflict, feelings, types of conflict, and effects of conflict or sources of conflict. The trainer should write all the responses on the flip chart without discussion or judgment and draw a line radiating from the word conflict and writing the participants' word at the end of each line. When the exercise is complete ask them to look at the drawing and describe what it shows. Often the responses are negative, and depending on the responses emphasize the fact that conflict is not only negative but also positive because it helps to bring out underlying issues

Unit 1.1: Introduction to Conflict Resolution

Material: Flip chart paper and marker

Time 2hrs

Conflict is disagreements between two or more parties. We all have differences in interest, perceptions and goals and as we interacts these differences manifests and results to conflict. Conflict could either be non-violent or violent depending on the goals we use to achieve our interest. Note: Conflict is the natural part of our lives, It is inevitable. As long as men co-habits there is bound to be disagreements, but we must resolve them as they come, when dispute arise we must look for a way to resolve it.

Trainer: Ask participants what readily comes to their mind when they hear the word conflict resolution. Write the responses on the flip chart

Time: 30minutes

Discussion: 20minutes

Conflict resolution is a way for two or more parties involved in a conflict to find a peaceful solution to the disagreement

Trainer: Conflict resolution focuses on finding a non-violent solution to a problem, the goal is to find answers to a problem and end an unpleasant situation. We must resolve conflicts before it becomes violent and escalates to war.

Unit 1.2 Types and Dynamics of Conflict

This has to do with the sources of the conflict, who is causing the conflict, trends/ and how many parties are involved.Conflicts is dynamic by nature, and conflict that is not dealt may grow and change. Many conflicts developed out of nothing-a simple misunderstanding if not dealt with quickly may fester and grow

Trainer: Ask the participants why we need to know the dynamics of conflicts and why it is important to the success of our community mobilization?

Thedifferent dimensions and types of conflict are represented by the chart below:

Types	Dimensions
Internal	Conflict within oneself
Inter-personal	Conflict between two individuals
Intra-group Conflict	Conflict within a group(group can be an institutions, organization, or any group of people who share a specific role or identity
Inter-group	Conflict between two or more groups
International	Conflict between one or more nations
Global	Conflict that directly or indirectly has an effect on all People and nations in the world
Trans boundary	Conflict between groups that is based on their positions in a relationship to a geographical boundary
Conflict over resources	Over natural resources management
Conflicts over values, beliefs, choices, perspectives/stereotypes	When people and groups have relations with each other, but hold different deeply held beliefs about the role of an individual, group within their cultural practices, politics
Conflicts over psychological needs(power and control, emotional needs)	Conflicts related to an individuals or a groups need for respect, love, affirmation, approval, friendship
Conflict when psychological needs are not met	Conflicts that arise between individuals and other people or institutions when obstacles prevent someone from having their needs
Relationship between/ among conflicting parties	The type of relationships that exists between conflicting parties will often determine the intensity of the conflict and its outcome The question to ask includes: ➢ The climate that exists between them(trust, Suspicion/friendly or hostile? ➢ Interdependence (action of one group does it impact on other.? ➢ How often do the parties see and interact with one another? ➢ Does the party need the cooperation of the other to achieve important goals?
What is the history of the conflict	Usually the longer a conflict exists the more intense and complex it becomes, and therefore, the more difficult to resolve. Yet there is a point when parties can become so "battle weary" that they finally see resolution as the best strategy-when the conflict is said to be ripe

Factors that complicate a conflict:	
- Duration of the conflict	➢ How long has the conflict continued? ➢ Are the original parties still involved in the conflict?
- The frequency of the conflict	➢ How often has the conflict re-emerged? ➢ Are there periods when the conflict escalated to severe levels? ➢ Did this conflict develop in stages
- The intensity of the conflict	➢ How life threatening is the conflict? ➢ Is the conflict emotionally or ideologically charged? The perception of those directly involved and those who witness it but do not feel directly affected by it
The perception of those ---directly involved and those who witness it but do not feel directly affected by it	➢ Do people "see" the conflict as serious or irrelevant?(conflict can remain unresolved when there is little or no pressure to address them. When people from" inside" and" outside" The conflict don't perceive it to be compelling to resolve
Some conflicts are not always visible, or easily identifiable	➢ In this situation, the conflict remains, even though, it is hidden from view or ignored
The process:	How do we choose to deal with the conflict? In every conflict, all parties involved make choices to take some actions they think will help them get what they want and meet. These choices may be spontaneous or calculative, constructive or destructive. Conflicts can develops in stages and consequently may involve many different responses as the conflict proceeds Some of these choices are: ➢ Ignore itor back off the conflict ➢ Diffuse the conflict-postpone, wait, gather more data, or check it Engage the conflict by: ➢ Accommodation-----to adapt or adjust ➢ Compromise ➢ Use collaborative problem solving
	Resources-ESR-FIVE –DIMENSION DOCUMENT

Conflict dimension enables us to have a deeper and clearer understanding of the prevailing conflict, prepares us for analysis of the conflict and for proper resolution or handling of the conflict. Conflict handling will be dealt in more details in the peace building module

Unit 1.3Introductions to Conflict Analysis

Aim: To discuss what conflict analysis is and how conflicts are analyzed so as to determine the best possible way to handle it.

Material: Flip chart paper /Pen

Time: 2hours

This sub unit discusses what conflict analysis is, how it can be used effectively, and why it is important to peace building efforts. Conflict analysis encompasses both the causes of the conflict and the opportunities to build peace. A central goal of conflict analysis is to understand the potential impact of an-ongoing conflict or a previous conflict on the community in which intervention occurs. Conflicts are virtually in all the communities you intend to implement the water project and addressing these conflicts required significant time, energy, and other projects resources. There is need to revise the way we approach conflicts around water in order to be more effective in achieving the outcomes we seek in water resource management.

Section 1 Why Analysis of conflict

Purpose; Think about the purpose of analyzing conflict

Material: Flip chart paper, markers

Time: 20 minutes

Procedure

Trainer: Write the question "Why should we analyze conflict "on a flip chart

Ask the whole group to brainstorm responses

Write all responses on the flip chart

Discussions: Possible responses might include:

Produces deeper understanding of the conflict

Determine who is involved in the conflict

To determine the conflict "fault Lines" (issues in the conflict)

Determine how the conflict is unfolding

To determine the cause and triggers of the conflict

Discussion: The trainer provides more explanation why we analyze conflict. We analyze conflict in order to understand it, and until we understand (causes of the conflict, who is involved, and the issues) dynamics/dimensions of the conflict, our peace building programs will not be effective. Conflict analysis supplies the picture of what is happening and helps us to determine what we might do to create a more peaceful community.

Section 2 Conflict Analysis Tools 1/5 Ws of conflict analysis

The five W's of conflict analysis. Analyzing conflict requires that you keep asking why? Who, What, How, When, Where. What is actually going on, why are those conflicts happening? What are the root causes and consequences (effects)? Who are the people involved? What do the actors want? The questions and answers will help you to see common grounds, common space and solutions to conflicts.

Who of the conflict

Who has to do with the parties involved in the conflict, their feelings, and emotions, individual and group perceptions of the problem? How do perception of the conflict differs between groups, the questions to ask here include

Who is involved? (Parties)

Who are the primary parties?

Who are the secondary parties?

Who are the interested third parties?

What of the conflict

What has to do with the Issues involved-the problem involved in the conflict and the differences people have between them. This may involve values, opposing views about how to make a decision, incompatible needs or interests, and concrete differences regarding use, distribution or access to water, no uniform pricing, No adequate information flow to the people (bad governance)

Questions to ask may include the following:

What are the issues in the conflict?

What are people fighting over?

What are the underlying needs of the various parties in the conflict?

Do any mutually acceptable criteria or process for decision- making exist?

What may be some common interest or values in the conflict?

What are the proximate (recent, superficial, or manipulated) causes of the conflict?

Are there external (outside interest) aggravating or manipulating the conflict issues?

How

This has to do with the process things are done, how they are done, the trends of the conflict. Most often the processes decisions are made in a conflict is a key cause because individuals may resent the decisions that are made and they may feel they were treated unfairly. People who feel excluded or sense they cannot influence decisions affecting their lives will rarely cooperate with decision makers or even support the decisions made, but their behavior will disrupt the group relationship in subtle and covert ways. The questions to ask include the following:

How is decision made in a conflict situation?

How do people feel about it?

Are the groups using violence or is the conflict playing out in other ways (legal battles)

How has the behavior of the various parties influenced the conflict?

When has to do with the history of the conflict started and whether it has escalated since then, while the where has to do with the location of the conflict

Exercise 1.7 analyzing a conflict scenario. Decide which conflict to analyze; it has to be a uniform conflict

Using the 5w's of conflict analysis Tools 1

Purpose: Provide a pictorial analytical tools for analyzing a conflict

Material: Copies of case study, flip chart papers/ markers (a context case study)

Time 1.5-2hrs

Procedure:

Divide the group into two smaller groups

Choose a case study to be analyzed and distribute the appropriate case study to members of the group

Explain the 5 frameworks. After 60minutes of discussion, have groups return for a larger group reporting and discussion

Discussion: Full group reporting for this exercise is very necessary since each group may analyze based on their perception and therefore may be different from the other. Point the differences in analyzes and link it to the concept of perception

The trainer should emphasis that a good conflict analysis identifies key stakeholders, dividing lines and spoilers. It also recognizes causes and potential triggers of the conflict and understands complex economic, social and political processes that link to conflict. It finds out the entry point for good program design.

The Important goal of conflict analysis is conflict transformation. The transformation of conflict suggests that harmful dynamics and relationships have fundamentally changed into positive and pro-active characteristics. Transformation takes the issue of conflict and refocuses it into collective problem-solving.

## Section3 Conflict Tree analysis (CAUSES, TRIGGERS, AND EFFECTS OF CONFLICT)

Purpose: To understand and identify the causes, triggers and effects of conflict

Material: Flip charts paper/makers and pens

Conflict Tree Analysis Tool 2

The second conflict analysis tool uses the metaphor of a Tree with each part of the tree.

Picture of a tree showing the root, trunk and branches

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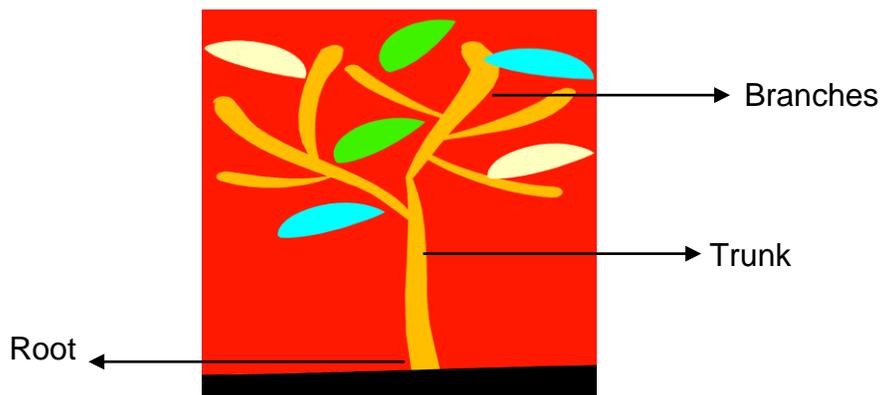
Trunk: the identity and name of the conflict(the issue)

Rootsystem:-Underlying causes of the conflict (core problem)

Branches or **leaves** representthe consequences and effects of the conflict

Exercise1.8 Display a drawing of conflict Treeexample on the flip chart and give an explanation

The root causes are those factors that give rise to the factors 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.

Task: Using the Conflict Tree analysis select a conflict in your community that has affected your work and provide a one paragraph description of that conflict. Then apply each of the three tools to the conflict that you have selected. (Sample attached as annex)

Time 50minutes

Plenary 20minutes

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

One must not focus on the effects (the branches) the issue ((the trunk)to resolve a conflict you must tackle the root cause of a problem for the problem to be resolved in a more sustainable way. In most cases the actors and the other stakeholder may not tell you the exact cause and the core problem which is the main reason for fighting (the interest)they may be projecting their position and not interest. The interest is the root cause, the core problem, why they are in the conflict, what they are really fighting for, but they may be projecting their position which is the effect in most cases. When you address the position the conflict issue will still be there and may re-surface until the root cause which is the interest is addressed

Wrap-up: The trainer discusses with the participants that no one case includes complete information about any conflict, even in real life, we often have only a partial information about a situation, but we use the information we have to design and analyze a conflict .Again that conflict should not just be seen as an obstacle to development, but can be a catalyst for transforming unjust social relations as structures of interaction. Conflict analysis require a holistic approach, commitment of resources

The trainer distributes the assessment form for the assessment of the unit.

Unit 2: WATER CONFLICTS/FACTORS THAT CAUSE WATER

CONFLICT

Aims and Objectives

- ➢ To explore the relationship between water interaction and conflict
- ➢ To understand what potential causes of water conflicts are
- ➢ To analyze why water governance is a major source of water conflict
- ➢ To explore the ways to strengthen community water governance body to be more effective and efficient in service delivery to guarantee sustainability
- ➢ To examine the important role of women gender in the management of water and why excluding them is one of the causes of water conflict
- ➢ Helping parties involved in water management to gain skills and knowledge

Material: Flip chart paper and marker

Time: 4Hrs

Unit 2.1: What is Water conflict?

Trainer: Begin by asking the participant what they understand by water conflict

Trainer: Discussion: Water conflict is the term describing a conflict between the different groups over access to a common water resource. Because water is a vital element for human life, and human activities are closely connected to its availability and quality, it is a rallying point for all in the community. The resultant social interaction causes tension and if not properly managed can escalate to violence. In most cases conflicts that communities face with regard to water are at their core not rooted in water resources. What happens is that there is an absence of the right water management institution that requires divers stakeholders coming together to craft a shared vision of their water system and its future. Water development and management should be based on participatory approach involving, planners and policy makers. Water is a subject in which everyone is a stakeholder. Real participation takes place when all stakeholders are part of the decision making process. What constitutes a shared vision is not just a well communicated vision, but the one all concerned buy into and are committed to realizing its goals.

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Unit 2.2: Causes of water conflict

One of the major factors of water conflict is lack or bad governance and exclusion of all stakeholders in water decision making especially the female gender who is more concerned when the water system breaks down, and also the presence of unresolved underlying social, political conflictwhich only becomes apparent when you begin to deal with water issue.

Another major source of water conflict is the absence of an established conflict resolution mechanism to resolve and to manage water related conflicts. Water conflict is a social conflict and social conflicts are very complex to handle because they involve many actors and so there is need to have adequate knowledge of conflict and conflict resolution tools and techniques to be able to handle them as they arise in the cause of management to ensure equitability and its sustainability. A mechanism were aggrieved stakeholders can come and lay their grievances and get justice. The WCA executives and key stakeholders must be trained to acquire conflict resolution skills to creatively and speedily handle these water related conflicts that will arise so as to prevent them from escalating and becoming violent thereby disrupting the smooth management of the water system

EXERCISE 2.1: Divide the group into two small groups to brainstorm on the major causes of water conflict and the prevention measures. Distribute flip chart paper and markers. For the exercise time allotted is 45minutes.

Plenary 50minutes and discussion

Potential factors of Water Conflict and preventive measures

Potential conflict factors	Issues of concern	Preventive measures
Selection of Target communities	Perception that selected groups are been favored	Selection criteria should be clear, robust and transparently spelt out and published for all stakeholders to see
Prioritization of community needs	Benefit captors may hijack the whole process to their advantage	The prioritization exercise should be based on transparently conducted participatory needs assessment which includes all community groups including the vulnerable and marginalized
Selection of the WCA members	The whole process of selection could be hijacked	Selection process to be done transparently and

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	to favor some individuals	elected by a popular majority. Make the process democratic and all inclusive
Representation in the WCAand composition	Representation should be a reflection of all groups in the community on equal basis, if this is not done a new leadership can emerge to disrupt existing ones	Put in place a leadership composition that reflects inclusion of all groups to prevent it from been hijacked. Composition of the WCA must be on equal representation.(50/50) basis for both men and women
Management of community fund	One of the most pressing and complicated issues influencing effective and equitable water management is corruption, a lack of transparency and accountability.	A proper financial accounting system should be opened, maintenance of bank account, with adequate monitoring measurement (multiple signatories to include other stakeholders) spelt out condition for funds transfer , mediums to render account put in place(monthly briefing and appraisal, quarterly briefing and annual general assembly)
Program Update(results/outcomes) not properly communicated	All stakeholders desire to see tangible positive impact/results. Absence of constant community information/communication about changing dynamics. Disappointing outcomes can cause tension	Adequate information flow (the setting up of an information board that give details of no_ of liters of water pumped daily, how much sold). Adequate conflict resolution mechanism. All grievances must be treated as genuinely and dealt with sensitively to avoid escalation. Provide them with conflict resolution skills prior to project implementation
A disconnect between the WCA and the stakeholders	If project theory of change is not properly understood by the stakeholders	Proper and constant consultation to sell the theory of change of the project. People are committed to a shared

		vision. A shared vision is not just one communicated to the people but one which they are willing to commit themselves to realizing
Change in tenure of the WCA	Failure to manage hand over from one WCA to another can change the dynamics of the program and result in decreased trust	Stakeholder consolation and proper modalities for change of guards (transparent electoral process) put in place
Exit of donors		Develop proper succession plans(exit strategies)

Unit 2.3: What is Community Water Governance System (WCA)

Aims and Objectives

To understand the concept of water governance

To explore the linkages between water governance and program sustainability

To expose to participants what good water governance entails

To explore the functions of good water governance system

Trainer: Exercise 1.2 Ask the participants to define whatCommunity water governance (WCA) is and the main functions? Divide them into smaller groups to brainstorm on this task and each group presents in a plenary

Time: 1hr.

Resources: Flip chart and marker

The community managed rural water supply systems is the process whereby communities assume the ownership and governance of their water system. The water governance body is known as the water consumers association or water users association in some countries. The governance body is essential to ensure the sustainability of the water system, it is very critical if the whole program will be sustained and its input exceed past the implementation year. The WCA is made up of several management committees and water users within a small town. They are in charge of the management of the community water system which includes the administration and management of the whole process.Community water governance system is defined by the political, social, economic and administrative systems that are in place, and which directly or indirectly affect the use, development and management of water resource

and water delivery. They are in-charge of formulating, establishment and implementation of water policies and legislation. It is very important that community feels responsible for, and has developed the capacity to manage the maintenance, and operation of its water system. Therefore, the establishment and training of water management committee is an integral part of the implementation of any water project/program. Inadequate and inefficient governance body is therefore a major source of water conflict. An institution with a clear mandated, must be created to guarantee efficiency and effectiveness and to ensure sustainability and good service delivery.There must be equal representation in the committee's composition of both men and women. When women serve in the water committee, it gives them the more power and influence, which creates a ripple effect of change in a community. We shall treat the water governance system as a tool for social bonding in communities in the social bonding module

Unit 2 .4:Functions of the Water Consumers Association (WCA)

The main function of the water user/ water consumers association is to manage the community water system by overseeing day-to-day operations and setting policies, such as how much to charge for the usage, to cover future maintenance costs. WCA also promotes health and sanitation education in the community passing on the knowledge gained during trainings, as part of project implementation

The selection of the WCA executives should be done in such a way that they are seen as legitimate and is representative of the entire population, including the least fortunate among the community. Ideally, they should be truly representative of the population and well known among them and can be elected by them. However it is not absolutely necessary to hold elections because while that is the most democratic method, they are often complex to organize and sometimes do not correspond to local culture and its criteria for legitimacy. They are elected during general assembly.

The member of the executive must draft rules and regulations that determine the frequency of their meetings (often monthly, with special meetings held when the president feels it necessary).The secretary is in-charge of keeping the minutes of meetings that summarizes every decision made during meetings and writing reports between meetings

The treasurer is charged with drawing up draft budget, keeping account books. The WCA identifies future plans and plans the finances in order to pay for them

The WCA should have a maintenance unit in charge of keeping the equipment in good working conditions; the training its members receives should allow them note any problem and deal with them accordingly with the trained mechanics

The WCA pays the operators of the water and the people in charge of distributing water who also serve as guardians of the site. The WCA responsibilities includes collecting the income resulting from the sale of water or any exceptional charges(fines. Gifts, legacy, etc.) and then use it to promote the water source. With the idea of providing a good service, it is to make sure that the stakeholder is kept up to date on the WCA activities and that they are consulted so that their expectations and needs can be met, otherwise the people might lose confidence in them and that might lead to conflict

As far as internal workings go, the association must train its members, using the trainings given to them and also by sharing with other members the knowledge that they themselves have. The way the price of water is determined is up to the WCA, especially when people are not used to paying for water but it must carry all stakeholder along. If the water is free, it will be impossible to finance its operation or to save the funds necessary to maintain or develop it. The people should be made to know that development is not free. The WCA should fix a uniform rate and everybody made to pay and those who fail to pay should be sanctioned to act as a deterrent to others. There are two ways of payment either at fetching point or payment of regular monthly dues by households. The fees are collected by the person in charge of the water point, who has a difficult role because he or she must not be tempted to collect additional favors or provide credit without the approval of the committee.

Exercise 2.2

Time 20minutes

Trainer: Asks the participants to list some of the challenges of the WCA and some of the ways to prevent them. Write their responses on a flip chart and discuss

Some of the responses may include these in addition:

WCA may not manage the process well, meetings may not be regular, with no minutes or reports taken, the account books are not kept properly, members not elected.

The challenges of collecting and keeping funds throughout all the season, especially excess funds that are necessary for operations, maintenance and expansion of the services.

Many WCA do not involve women and many are made of community figure heads rather than people who are competent andmotivated, there are very few WCA's that include representatives from the poorest segment of the people to be served

Experience have shown that small towns that are too small sometimes have trouble meeting up with their financial obligations and are therefore merged with other bigger

communities making them a potential flash points for future conflict that may mar the possibility of sustainability.

Possible ways of preventing these challenges

- Keeping updated records or log will go a long way to building the people's confidence in the WCA and legitimizing the actions they take, an account book, and a maintenance log properly kept. These records can help in making the actions of the association more transparent and they also serve as reference documents for them in future
- The WCA should take careful note of various details and data, including those related to equipment malfunctions and breakdowns, and keep them in the appropriate files so that they constitute a data base that can be provided as good maintenance practices in future
- The price of water should be set at a fair and reasonable rate, better based on volume rather than a flat fee in order to be fair and prevent people from wasting water, thereby ensuring the sustainability of the facility. It may be appropriate to provide compensation for the members of WCA executives when they invest time and are very involved.

In order to ensure that the management systems function over the long term, **three things should be kept in mind:**

- Develop information and training campaigns to raise awareness among the populations as to the benefits for their life hygiene of getting water from water sources managed by the WCA
- Guaranteeing a certain level of quality in the service. With that aim in mind, the average distance that residents should have to travel to reach the closest source of water is considered to be "far" if it is greater than 120 m in urban areas and 250 m in villages. Similarly, residents should not have to wait more than 20 minutes to get water.
- Lastly, the price of water makes a difference to consumers – their water expenses should be reasonable and economically acceptable. Most international organizations judge that that expense should not exceed 3% of their revenue. Everybody must pay for water as provision of clean and potable water is not free and the water system must be maintained.

Trainer: It is very necessary we spend a lot of time talking about the water consumers association because the success of the water program lies on this body and the inefficiency of the body is the major source of water conflict. The body must be trained to have good knowledge of conflict resolution and conflict management skill. In other words there should be a good conflict resolution mechanism to be able to justly resolve every grievance amicably.

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Unit2.5 Integrating Women Gender into Community Water Governance

Aims and Objectives

To explore the link between women participation and water governance

To explore the potential inherent in women's participation in water management

Material: Flip chart and marker

Time: 1hr.

The exclusion of women from water decisions is another major cause of water conflicts. Women uses water more than men because of their gender roles; they labor to provide water for household needs while men make decisions about water resources, management and development. Our patriarchal system is seen even in water decisions, policies, and water laws, so our existing water management system is dominated by men

Women have been proven through research to sincerely without biases contribute to community building if given spaces. The participation of women in local water governance is currently envisaged as necessary for achieving sustainable management of water resources (Nandita Singh). The increasing participation of women in water governance increases social equity and effectiveness.

Women should be actively involved in the technical maintenance of water which will ensure prompt and adequate repairs of broken down water systems.Women technical capacities havebeen built in some African countries like in Kenya and Tanzania and they are actively involved in the repairs and maintenance of broken down water systems that were previously exclusive of men.

Exercise 2.3

Time 50minutes for exercise and plenary

Trainer: Begin by asking the participants why they (women) should be integrated adequately into community water governance. Divide the larger group into smaller groups to brainstorm on this and each group presents in a plenary

Addition to possible Responses:

- To maximize the benefits of increased participation of women which may include:
  Increased attention to the needs of women and girls

More transparent social oversight and more equitable water resources
Tapping into the vast knowledge, experience and wisdom of women
For addressing the root cause of gender structural violence against women through gender informed water programming (Niala Mharacy et al (1999)

- In-depth gender sensitive consultation process that allow participation of both men and women in decision regarding location of water, installation, technology and price
- Women participation helps to build women skills, and enhance self confidence. It can alsoconfer on them legitimacy indecision making, strengthen their bargaining power and elevate their status in the household and communities
- It has also been advocated that due to migration of many men from rural areas in search of jobs, that there is an urgency to engage more women into water governance
- Including women on an equal representation with men not only make water management work better for women, but also benefit society as a whole through more efficient and better targeted water resource allocation.
- It can also help to resolve tension over water use more peacefully. Women traditionally are advocates of peace in the home and society at large

Wrap Up of the module

Trainer distributes evaluation forms

Unit3: PEACE BUILDING AND SOCIALTRANSFORMATION

Aims and Objectives

- ➢ Provide ideas and resources for effective peace building training
- ➢ To expose the participants to some practical tools needed to build peace
- ➢ To discuss some conflict handling tools
- ➢ To discuss the meaning of mediation
- ➢ To review some principles and approaches to mediation
- ➢ To practice mediation skills/challenges inherent in mediation/negotiation
- ➢ To discuss the differences between mediation and dialogue
- ➢ To discuss the process of dialogue/conducting a dialogue session

The peace buildings unit includes:

Unit 3.1: The basic concept of peace building and social transformation

Unit 3 2: Practical tools and skills for peace building

Unit 3.3: Communication/Active listening skills

Unit 3.4:Conflict handling/conflict management skills

Unit 3.5: Introduction to Peace building activities

Section1:Foundational concept of Mediation/Negotiation

Section 2: Basic Principles of Mediation

Section 3: Processes of Mediation/Preparing for Mediation

Section 4: What is inter-group dialogue?

Section 5: How to conduct a dialogue session

WRAP-UP /Exercise

Time: 6hrs

Materials: Flip chart paper/markers

Trainer Notes: The content of this unite should be presented in mini-lectures that are 20-30minutes in length. It should be inter-sparsed with activities and exercises.

Exercise 3.1

Time: 20minutes

Resources: Flip chart and marker

The participants in a picture form or diagram draws what represents peace building to them

Trainer gives each small group a flip chart paper and a marker for the exercise

At the end of the exercise each group presents the drawing and discusses what the diagram is and why the choice of the drawing

Unit 3.1: The Basic Concept of Peace building

Peace building is a long- term activities aimed at building peace and building stable communities. Peace building and development are closely linked together, both shares the same goals which is to help rebuild communities that are hurting physically, economically, and socially. Peace building emphasis is on relationship re-building and the process of building these relationships. Conflicts results to breakdown in communication, and a strain in relationships, Peace building therefore is about the re-building of these relationships, it is a range of approaches, processes and stages needed for transformation towards a more sustainable, peaceful relationship. Peace building effort attempt to understand the extent in which a project can contribute to building peace and helping transform a conflict situation, transforming a conflict situation to forming new behaviors and attitudes in individuals and in the community as a whole.Therefore every peace building program must lead to community change.

There are basically two major focus of peace building:

Peace building is relationship centered

Participatory process- of interaction

Putting relationship at the centre of every development including conflict prevention, reconciliation, and transformation e.t.c is very critical in order to achieve a lasting social change. Peace building must lead to change. Water project on its own does not build peace; it is the relationship and social interaction that builds peace.Peace building may take the form of activities designed to increase tolerance and promote peace (project construction), or activities that may address structural elements such as injustice and conflict, or reconciliation activities, whatever form it takes, every peace building program is aimed at changing people's behavior, attitudes and perception. The theory of change for every program must be adequately communicated to the people, but in a conflict

situation, this becomes more difficult, peace is required to adequately communicate the theory of change so the project can achieve its set out theory of change.

Unit 3.2: Analytical and Practical skills for Peace building

Time: 1hr 30minutes

Resources: Flip chart/pens

Trainer: Ask the participant what they understand by analytical tool for peace building and why it is important?

This sub unite shall be focusing on both analytical and the practical skills for peace building. The analytical skill has to do with the conflict analysis tools which have been treated in unite one. Since peace building is about relationship building and process, it is very important to understand actors, groups within the conflict. Essentially, analysis helps you to understand who the stakeholders are and the level of impact and how they will be impacted, the spoilers, who to work with and how to engage each in your peace effort. The practical skills of peace building are communication and conflict handling skills

Section 1: Communication and active listening

Active listening is very essential in peace building. To resolve a conflict and build peace, you must always listen to the people so as to get the details of their issues, ascertain their grievances, so you can device your peace building strategies. Communication takes a variety of forms-speaking or verbal or a body sign, communication is an interaction between two or more people with feedback.

Forms of Communication:

Communication a vital tool for peace building takes a variety of forms:

Speaking or verbal, interpreting messages

Non-verbal or body signals. Listening, nodding your head or raising your eyebrow.

The individual receiving the information listens and interprets the verbal and non-verbal messages

Section 2: Conflict handling skills/Styles

Once a conflict has arisen, different individuals and groups of people have different ways of handling the problem. Some handling styles actually worsen the problem and escalate the conflict.

Trainer: Ask participants what they understand by the word conflict handling? Ask them to share previous knowledge, and experience if any in handling conflict.

Trainer explains the importance of learning the better conflict handling style for peace building and as a leader of a group the handling tool most preferable to you. Handling a conflict in a wrong way not only escalate the conflict, but also erodes groups confidence and prevents the cooperation needed to manage the water project. Remind the participants that conflict is not always negative, but positive because it brings out issues that are hidden and might disrupt your projects implementation or good intension

Conflict handling skills or conflict management skills provide the tools for assessing individual ways of dealing with conflict (conflict handling styles). Two things are involved here (a) how we handle conflict in our own interaction with other people, (b) what skills are useful in handling conflict. These skills and learning will help you deal with conflict you face in your personal life and in your professional life.

Accommodation: People who accommodate are assertive but cooperative. They neglect their own concerns to satisfy the concerns of others. They always give in during a conflict and decide it is no big deal. They are selfless and may choose to obey another's point of view when they may prefer not to. These people put relationship first and ignore the conflicting issue and try to keep peace at all cost.

Competing or forcing. People who approach conflict in a competitive way are assertive but do not cooperate as they pursue their own concern at other people's expense. Competing may mean standing and defending a position believed or perceived to be correct, or simply trying to win

Avoiding: People who avoid conflict are generally unassertive and uncooperative. They do not immediately pursue their own concern or those of other persons, but rather they avoid the conflict entirely or delay their response. To do so they might diplomatically side-step or postpone discussion to a better time, withdraw from the threatening situation or divert attention. They see conflict as hopeless and to be avoided

Collaboration or cooperation: Unlike avoidance collaborators are both assertive and cooperative. They assert their own views while listening to others views and welcome differences. They attempt to work to find solutions that fully satisfy the concerns of both parties. This approach involves identifying the concerns that underlie the conflict by

exploring the disagreement from both sides of the conflict, learning from each other's insights and creatively coming up with solutions that address the concerns of both parties. Collaborators put relationship into consideration and work through conflict.

Compromising: Compromisers are moderately assertive and moderately cooperative. They try to find fast mutually acceptable solutions to conflict that partially satisfy both parties. The solution often involves "splitting the difference:' or exchanging concessions

Trainers: Discussion

 Conflict is mutual difference better handled by cooperation and compromise. These five conflict styles has two focus

Degree of concerns for the relationship between parties in a conflict

Degree of concerns for the conflict issues

Exercise1.2

Identify your personal conflict handling style and discuss why you prefer it

Question for reflection

In what circumstances is each of the five styles appropriate?

Material cards and markers

Procedure: Cut cardboard paper into sizeable size and write the different conflict handling styles on it. Ask the participants to write their names on the styles that match their styles with every amount of honesty. Each style has its own strength and weaknesses which make them better in some situations than other. Ask participants to call out the strength and weaknesses and write them on the flip chart for discussion

Discussions: In which circumstance is each of the five appropriate andwhich do you value most and why?

Unit2.4: Introduction to Peace building ActivitiesPeace building activities are the different activities embarked upon to reconcile parties in conflict or brainstorm over issues that will further peace in the community. It discusses the third party role in mediation, negotiation and dialogue

Aim:

To discuss the concept of Mediation, negotiation and dialogue

To discuss how these concepts might be understood in the local context

To explore how communities in water conflict can negotiate their way to cooperation

This sub unite builds further on the conflict analysis discussed in unite 1. It focuses on the more operational aspects of the third- party interventions, mediation, negotiation and dialogue. Begin by discussing the definition of the terms and how they differ, but are linked together, a discussion of the process of each and a mediation role play, including a dialogue session, after that, present a mediation process .In this sub unite too, the active listening skill which is very important for mediation shall be practiced. Finally the sub unite will finish with a mediation practice and how to conduct an inter-group dialogue process

Section 1: Foundational Concepts of Mediation and Negotiation

Time 20minutes

The Trainer introduces and discusses the terms, explains how negotiation, mediation and dialogue are aspects of peace building activities. During the discussion explains that mediators donot tell disputants what to do? As a mediator, you hear all sides of a story with carefulness to be able to catch the details

Mediation is helping the conflicting parties stop fighting and come to a sustainable agreement. The mediator does this by the process of facilitation and he may not be neutral but he is expected to be impartial, he must not be biased, he must not take sides, he must not allow his emotions to play out here. The mediator employs two techniques- building rapport or relationship and negotiation. By building relationship, the mediator helps the conflicting parties to resolve their differences and with negotiation helps both parties reach a settlement (common grounds)

Exercise 1.1

Participants discuss their understanding of mediation, negotiation. Ask them what other third party role is used in your communities?

Group Presentation will be for 10minutes, and discussion for 15minutes. Ensure all the participants come to a common understanding of the three terms before moving ahead.

Section 2: Basis Principles of Mediation

Time 15minutes

Resource: Flip chart/pens

The trainer summarizes the basic principles of mediation

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- ➢ The mediator must have a good understanding of the parties involved and their issue
- ➢ All parties must agree to participate in the mediation
- ➢ Mediators must be willing to work with all sides
- ➢ Mediators concern is to find an agreed solution that acknowledges and is based on the perception and experience of all side including cultural norms and practices
- ➢ Mediator guides and controls the mediation process but must avoid trying to direct the content of the discussion
- ➢ Options for resolving the conflict must come from the parties who must 'own' any agreement

Exercise 1.2 Small group discussions for 20minutes

The group should discuss whether the principles listed in the flip chart is enough or add or remove any of them

Exercise 1.3

Group work 25minutes

Drawing from the water issue analysis, what issues can the WCA and stakeholder mediate on?

Section 3: Processes of mediation/Preparing for mediation

Aim: To explore a mediation process and discuss its strength and weaknesses

Time: 1hr.

Resources Flipchart/pens

There is a general mediation practice, but in most cases find out what is obtainable in culture of your conflict context

In the mediation process, the mediator is to explain the mediation process and to guide the parties through the steps outlined. Mediation is usually done in pairs with the different mediators combining their different skills and experiences, and their different backgrounds that can make the team seem more balanced in relation to the conflicting sides. It is important to recognize common ground and possible points of agreement, and to point these out as the parties move into the later step

Possible step in a mediation process:

SPre-mediation stage –preparation by mediators:

Meet with the partner mediator(s) to plan strategies and process, including deciding the venue.

Meet separately with conflicting parties to introduce yourselves, explain the process, clarify your role, and get their agreement for the mediation process and for you to act as amediator. Then if the parties agree to participate then the following are the possible steps

Step 1

Explain the process, set the ground rules .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 rule for example no abuse or violence. Ask them to abide by the mediators guide lines/procedures, for example no interrupted times for participants, exchange of views.

Step 2

Uninterrupted time

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

Step 3:Exploring the issue

Mediators encourage disputants to speak to each other, respond to accusations and issues, time for 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 assumption-identify issues

Change focus from the past to the future

Maintain a safe environment

Summarize areas of agreement and disagreement

During this stage listen attentively to find out their interest in the conflict, in most cases the parties will only state their position and not their interest. It is the interest that matters because that is the reason for the conflict and a solution is not likely to be reached if their interest is not addresses

Step 4: Build an agreement

It is the disputant who have to find their own solution with help from the mediators. Mediators should encourage an agreement which is positive for future relationship. 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 to evaluate options

Encourage problem-solving

Identify what to do next if an agreement is not reached

Step 5

Mediators write up the solutions using the parties own words (please note this)

The agreement is signed by the parties, each receives a copy. The mediator congratulates the parties on a job well done and thanks them for participating

Trainer: The trainer reminds the participants that in mediation you empower the people to solve their own conflicts and take responsibility for their own lives

The trainer also emphasizes that active listening skill is very critical for mediation. In mediation you might be in a situation where you cannot take notes, but there is much information. The people must feel they are getting your complete attention. It is important for them to know that you have heard what they have said

Exercise 1.4 : Mediation Role Play

Presentation of a local conflict scenario and resolution process and the role to be played

Some will act as observers; some will act as feedback people. Assure the participants that they will not be judged by their performance

Mediation role play 45minutes

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

Trainer: Take note all through the role play and discuss at the end, also ask the observers to take notes

Plenary discussion- sitting in a circle, the group discusses the mediation role play and lessons learned from this. These are recorded on a flip chart. Some important points to include in the discussion are:

The qualities needed for mediation

What to do if the mediation fails

How constructive future relationships might be ensured

Trainer: thanks the role-players and ask the observers to give them a round of applause. Ask the role players to shake hands with each other

Trainer emphasizes the need for mediators to be ready. The mediator ensures that both parties are ready for negotiations. Personal readiness has to do with the proper understanding of the conflict. Institutional readiness has to do with the institution supporting the mediator

To negotiate successfully, the mediator should note that in a competitive situation the parties come to the negotiating table withtheir positions and not interest. Their position is what they have decided to do, while their interest is what made them take that decision which is what you will dwell on as you mediate. It is very important to identify the interest of each side, the worries and their fears, their concerns and their needs that underlie and motivate their position

Section 4: What is Inter-Group Dialogue

Aims: To provide a resource for addressing particular issues or bringing about desired change

Inter-group dialogue is a face- to- fact encounter that strives to create new levels of understanding, relating action among members of a community. It is a facilitated conversation that involves members of the community in a bid to understand some issues. The process promotes conversation around controversial issues, specifically, in order to generate new 'collective visions' that upholds the dignity of all.

Time: 45minutes

Resources: Flip chart/marker

Trainer: Begin by asking participants to say what they know about inter-group dialogue and how it contributes to change

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Discussion: The trainer should emphasize that intergroup dialogue in this context is not to address conflict issues; it is to create new levels of understanding about issues so that actions could be taken to bring about desired change. Inter-group dialogue could be used by the community to discuss the management of water issue, the future of their water, and other aspects of the management.

Exercise 1.5: List the benefits that communities stand to gain as they dialogue together on issues of common interest (their water system and its management)

Divide the participants into two groups; give each group a flip chart and marker

Plenary presentation 10 minutes

Trainer adds this to the generated options:

➢ Clarification of controversial issues
➢ Find answers to issues and strategize a plan for solution
➢ Build new relationships
➢ Surface common issues and the resources to address them- help identify barriers to positive change and uncover innovative ideas
➢ Stimulate actions and track progress for accountability

Section 5:How to conduct a dialogue session

The procedure is the same with that of mediation; the difference is that there are no conflicting parties and no signing of agreement to stop conflict

The facilitator introduces the topic of discussion after the group must have set their ground rule and given equal space for all stakeholders to speak on the issue bringing out different dimensions to the issue. It is usually an issue orienteddialogue among stakeholders. During the discussions the facilitator takes detailed note of all the contributions and at the end the group finds places of common agreement and takes a decision for action

Wrap-up and assessment

Trainer emphasizes that cases of hatred and enmity among groups, cases of perception and stereotypes and water conflict can be addressedthrough dialogue. People who hitherto had viewed each other with suspicion and hostility, now form new relationships and mutual respect, and understanding, and on the recognition that they are united by a common issues and concern through the process of dialogue. Since water is a potential source of conflict, local people and the institutions engaged in the management of water should be equipped with the capacity to mediate, negotiate and resolve conflicts before they become unmanageable and result in violence.

Unit 4 SOCIAL BONDING FOR SOCIAL CHANGE

Aim:

Explore the relationship between water conflict, and cooperation

To Identify and evaluate the conflict risk and cooperation potential of water program

To build the capacities of those involved in water management to favor cooperation potentials away from conflict

To explore the use of water project to build social bonding in communities for sustainabilityand resilience building

To explore the potentials of water in catalyzing integrated community development

To explore a water governance culture that promotes peace and cooperation and human security

To enhance cooperation among stakeholders sharing common water resources

Time: 6hrs

Resources; Flip chart and markers

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Exercise

Wrap –up and assessment:

Unit 4.1: Understanding the Concept of Social Bonding and Linkage with water management

Aim:

To explore the importance of social bonding in water management

To identify and evaluate these conflict risks and explore cooperation potentials

Time 40minutes

Materials: Flip Chart Paper and Marker

Exercise 1.1

Trainer guides participant to an imaginary exercise. Asks participant to close their eyes and imagine one person trying to lift a car, two, five, ten, twenty, thirty, multiply thirty by two or three and more the different community groups coming together not just lifting a car but lifting a truck- the work of super heroes. At the end of the exercise ask participants what they learnt from the imaginary exercise. Write down their response on a flip chart and discuss these responses

Trainer asks participants to say what comes to their mind when they hear the word social bonding. Participants generate options on the flipchart and discuss these answers

Trainer: Gives further explanation: Social bonding is fostering cooperation among the many community groups with different views, resources, and skills, applying their intelligence and strength to solve their problems and build their community, the result can be like the superheroes. Imagine community members working together to accomplish a common goal-sustainability of their water scheme and building their community. When two villages are collaborating over a water scheme they become a flash point heightening tension. One way to resolve it is to address the conflict, foster cooperation among stakeholder

Mitchel Gorbachev, President, Green Cross International.

"Water has the power to move millions of people-let it move us in the direction of peace"

Social bonding/social cohesion refers to positive social relationships, glue that binds community members together. A socially cohesive community is one which works

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towards the well-being of all members, fights exclusion and marginalization, creates a sense of belongings, promotes trust and builds the confidence of the people

Social bonding is promoted through networking, cooperation, coordination and collaboration, and all of these involve the sharing of ideas, information and resources, investment in time, building trust and confidence

Section 1 Social Bonding/Cooperation and Water Management

Water management is very complex;it involves the entire community because of its centrality which may lead to either conflict or cooperation. Water cooperation/social bonding is when community people are working together with a common purpose, a common vision of sustaining and maintaining their water system so that the impute can go beyond implementation and become a spring board to other developments in the community. The management body must be visionary leaders who are always devising new strategies on how best to manage the water to ensure optimum usage and result. They must initiate good visions and it must be shared, shared visions that everybody understands and are willing to buy into. They governing body need cooperation for good management outcome

Unit 4.2: How to build Social Bonding in Communities?

Aim:

To discuss the possible ways to build social bonding in communities

To explore strategies for community mobilization this is essential in building cooperation

Resource: Flip chart and marker

Time 40minutes

Trainer asks participants to list possible ways we can build social bonding in communities and distributes flip chart papers and markers to each group. After the exercise a plenary session to discusses the responses

Exercise: 1.2 Group exercise, Divide the group into smaller groups

Discussion: The participants may include these possible answers:

➢ Know the communities you work in, understand the characteristics of the people who live and work in the community and how this might change over time.
➢ Community is always in the process of evolving, it is not static, this will enable you know how you can work with them

- Engage the community to understand issues; identify existing or potential areas for development and build on current strength – Adequate consultation to build a shared vision
- Ensure all voices are heard .All community assets are mobilized for community building(head, heart, hand assets)

HEAD ASSET= Intelligence, leadership abilities, educated people, good speakers, orators, innovative thinkers, thinking strategically (fast to solve problems) dialogue

HEART ASSET= Generous, empathy, compassionate, emotional

HAND ASSET= Skills, write, Vocation (craft weaving, sewing)

- Take-place-based targeted actions. Actions to build social cohesion needs a local focus and should meet the specific needs of the community

Section 2: Key steps to community building

Build the capacity of the community. Empower the community to participate in planning and implementation activities, work with partners to develop activities which can be quickly activated if necessary to respond to situation

Build on every points of agreement. There will be diversity of opinion, and that is good. Keep track of what people agree on and build on those ideas, if they do not agree on the entire decision, work towards winning people to a building-block agreement

Involve all stakeholders. Make sure that everyone who is affected is involved in the process, (that is everyone that has a stake in the outcome) leaders of the community and the larger community. Always hold meetings to brief the people so they can have a sense of belonging e.g.

Consultative assembly

Quarterly review meeting to do appraisal

Annual general meeting

Account presentation (crucial)

Trainer emphasizes that building a strong foundation is vital to sustainability

Unit 4.3: Water Governance Body: A tool for Social Bonding and Community Building.

Aim:

To discuss how the water governance body can be a tool for community building

Time: 45minutes

Resources: Flip chart/MarkerTrainer: Reminds the participants that water on its own does not cause conflict or cooperation; it is the interaction that results from members rallying around water and the management of water service delivery that either promotes cooperation or causes conflict. Therefore, it is critical to make this all important institution to function properly in order to maximize its positive benefit

Good governance system is very critical to building community. This goes beyond mobilizing for cooperation to mobilizing for community building

Exercise 1.3: Trainer asks participants how the water governance can be a tool social bonding/cooperation

Good governance system begins with the establishment of an institution with a clear mandate as regards their duties and responsibilities and must be democratically elected by a popular majority(all inclusive population) for a specified tenure, and the composition is very important to reflect equity and justice, there must be equal representation on a 50/50% representation, (men 50%, women50%) Women use water more than men because of their gender roles, since they are more affected, they must be involved in the decision that most affect them (water). They bring up other issues in the community and contribute to community development sincerely, happily without biases

Representation is the first dimension in mobilizing the people for cooperation. The representation of the different groups in the committees help to foster unity in the community as everyone feels important and included, and has something to contribute. When people of different social groups experience such feelings, there is integration and solidarity in the community. At the expiration of their tenure, new members should be elected

In mobilizing the people for community building, they must create a space/forum for representatives of all stakeholders to discuss their commonly owned resource by way of holding quarterly briefings and annual general body meetings(held once a year) During the meetings the stakeholders will discuss the performance, progress of the water

committee, this is in addition to the monthly, quarterly meeting of the WCA to assess their performance and track progress.

Unity in the community is measured by the frequent flow of communication and adequate information, transparency and accountability on the part of the WCA to build the confidence and trust; they must operate a bank account before implementation (counterpart funds) and after implementation to save the proceeds from the sale of water and from fines. There must be proper records of the number of liters pumped in a day, how much you will charge per liters and this record should be published on a notice board in the operator's office. There are two methods of payment used, the household measurement methods, divide how much you will charge among households to pay quarterly or yearly with the purchase of a pre-paid cards and at each point of fetching the operator should enter the card number including the details of the household and the amount in the register, the second method involves cash payment at the fetching point. Payment is compulsory for all who will assess the water, a specific amount should be fixed but not too expensive so everybody can afford to pay (N5 per liter). The money realized from the sale of water will be used for the maintenance of the water (electricity bills,/diesel, operators stipends, generator repairs and the excess funds for other community projects.

Mobilizing the people for community building also means including the women. The inclusion of women has further brought qualitative transformations in the community. The annual general meeting in which women are given an opportunity to participate has encouraged women to air their problems. They have participate in decision making in other issues negative or positive, they have agitated for the changing of some practices inimical to the healthy growth of the community such as excess consumption of alcohol

Unit 4.4: Water as a Catalyst for integrated community development/Water bridging the gap

Time: 2hrs

Resources: Flip chart/Marker

Water project has been used by many communities in the Andhra Pradesh region (Southern India to catalyze to trigger off integrated communitydevelopment and made their communities model communities and tourist center that earns them revenue and also has attracted government attention for possible intervention. This can be replicated in our communities as we empower the water committees and community stakeholders to build social bond and own their development, the philosophy behind the community management model

Exercise 1.4

Trainer ask participants how the water project can become a" Positive Trojan", a catalyst for integrated community development, in other words how it can trigger development in other sectors in the community.

Group exercise 20minutes

Plenary presentation 30 minutes

Material: Flip chart paper and marker

The trainer: In addition to the answers the participants will generate, the trainer emphasizes that the community is mobilized around drinking water for self reliance, resilience building, galvanizing the strength inherent in the community by empowering them to solve their problems

- ➤ The committee can initiate new projects, the savings from excess funds generated if utilized prudently and properly over time could be used to bring other development projects in the community especially those communities that has purified water (treatment plants) and make their communities to become model communities that will attract government attention, other relevant committees can be formed, with water committee coordinating them together, such committees as, environmental committee, sanitation committee, health committee, education committee and others. This is about rekindling the spirit of communalism and collective responsibility the spirit of collective responsibility
- ➤ The water project should be seen as an entry point for social change at community level. Water opens opportunity for constructive mindset change because of the level of interaction. Members learn to look beyond their individual needs and become more community oriented. Their changed attitudes enabled them to think and act for the common good of the entire community

It can bridge gap by building solidarity, participation and cooperation of all stakeholders in the community with a common purpose and doggedly pursuing that purpose until it is achieved. (Mobilizing their counterpart funds)

Motivate self reliance: the active participation and the experience gained by women, men and youth in community welfare work will make them build resilience

Unit 4.5: Challenges of Social Bonding/Cooperation

Time: 1hrs

Resources: Flip chart and Marker

Trainer begins by reminding the participants that when community members are cooperating they face some challenges. Our societies are becoming more and more individualistic no wonder we are not achieving anything but waiting for outside help(government, donor agencies, NGO's) that are not forthcoming so it is difficult to put aside short-term personal goals, in favor of long- term broader goals of a community. Overcoming this believes is helpful, sometimes necessary in order to successfully form a peaceful relationship. Donor funds are dwindling and the earlier we tell our communities that their future, their development lies in their hand, they must work together to make the communities habitable

Exercise 1.5 Group exercise

Trainer: In line with the training so far what are be the challenges communities may face in trying to form a social bond and possible solutions. List the responses on the flip chart and discuss

Lack of trust: It takes time to build confidence that everyone will act honestly and responsibly towards each other. Trust is a natural process that can't be rushed too quickly. The successful management of the water system by the water committee will be a rallying point in the community. Development is based on evidence.

WCA lack communication skills which is essential for cooperation and coordinating the entire process. People working together need communication, listening and negotiating skills. Communication is difficult between two people, among people it's even more complex and when you have more than one group trying to communicate, the possibilities of misunderstanding multiplies. The WCA needs to become skillful and disciplined in order to carry out the often and delegated job of community organizing.

Another challenge is the lack of strong leadership skills among the WCA executives and key stakeholders. They need strong leadership skills to navigate challenging waters of working together. They need Leaders with vision, commitment, and the ability to win others over to a forward moving program. The WCA has to be trained on people management skill, team work spirit, planning skills.

Leaders will also have to be able to weather the mistrust, setbacks, attacks, and other problems that arise in these relationships.

Getting people to act, to take initiative, and participate is often necessary to work together. Initiative to encourage everyone to be a part of the process is vey essential. It is also important to get people to contribute their thinking and voice, their opinion. Give enough time for consultation, sensitization and awareness creation

Traditional Practices: Women use water most therefore has more to contribute towards its sustainability

Trainer: People's participation has always been critical for the success of every development project, promoting dynamic water committee, mentoring local people to play an enhanced and more rigorous role in planning, implementation and maintaining their own drinking water system. Water committee must by trained to see themselves as leaders and catalyst of community development process

The goal of this training of trainers is to build the capacity of the WCA so as to mobilize themselves to collect their counterpart funds, and after implementation resolve conflicts that may arise in the cause of water management, create a peaceful environment and begin to build peace essential for sustainability of the program.

Wrap-up and assessment. Trainer distributes the assessment form

Appendix 1 Handouts for case studies

Appendix 2 Main resources used

 Handouts for Exercises**Case study for Mediation ROLE PLAY**

Since 6 July 1998, there was a conflict between two Somali clans. The Fai clan had refused the Murrulle access to a water body initially owned by the two clans. On receiving this information, the BRIDGE BUILDERS an NGO into peace building in Somali sent a Team of representative to visit the area and investigate the problem. There had been previous conflict between these two clans so any dispute report was taken seriously by the NGO who was working in the area, because it could escalate into bigger conflict and lead to violence. The team travelled east about 9 miles to the village of Ber Janai, where they met with the area chief and councilor. After an opening prayer, Chief Ali Yallahow of explained the purpose of the visit and asked if village leaders were aware of the problem. The area Chief explained that the problem was not a clan problem. Instead, a Murrelle family had sick camels. The Water Management Committee demanded that the camels move to the area designated for sick animals. However, the family did not accept the decision. The BB"S decided to investigate further and meet with the family and their herders." The leader of BB emphasized the importance of honesty and truth in resolving this problem. He concluded his remarks with these words of wisdom: Three things will end, but let them end in a good way. Life will end, but let it end with piety; Food will end, but let it end with alms; Words are many and they will end; but let them end with Truth. Mrs. Oray Aden of BB agreed that all needed to work together to solve the problem. After the discussion with the two families involved they decided to make peace by resolving their differences the chairman sent a message to the nomadic family asking them to meet the group at the herding site. The next morning, the group visited the family and the camels. They all checked the animals for disease. The representatives of the camel owners stated their belief that the camels were healthy. Disagreed with the findings, saying they believed these animals were not sick.

Task; Mediate between these two families to move to resolve the problem.

Idea from Caritas

SAMPLE QUESTIONS FOR MEDIATION ROLE PLAY

Purpose: Provide an opportunity to practice mediation.

Materials: Copies of the Mediation Role-Play role

Time: 1 – 11/2 hours

Procedure:

1) Introduce exercise and process of mediation.

2) Distribute role-play. Divide group into threes and

3) have one person play the role of mediator, and the other two play the roles of the parties

(NOTE: You need to decide which mediator (Mediator A or B) you want the mediator to play. Make sure that you, as trainer, tell the two people playing the roles of the parties what their relationship to the mediator is. Indicate to both parties that they have separately approached the mediator to mediate.

Allow 30-40 minutes for groups to role-play mediation.

4**)** Reconvene and debrief.

Discussion: Questions for the parties: What did it feel like to be a party in the conflict? Did you reach agreement? How helpful was the mediator in assisting you in reaching an agreement? What would have made the mediator more effective? What, specifically, did the mediator do that changed the atmosphere of the mediation or moved you as parties to reach agreement? What could the mediator have done differently? What are the qualities of a good mediator? Questions for the mediators: How did it feel to play the role of mediator? Were you comfortable or uncomfortable in the role? Why or why not? What was easiest about the role? What was hardest? Would you mediate differently if you had been mediating between family members? How were you able to use your own natural strengths in the mediation? What do you think did not go well? What do you wish you had tried? Other questions include: Has anyone ever played the role of mediator in real life? Informally or formally?

Trainer Notes: A good question to begin mediation skills training with is: "What are the qualities of a good mediator?" This question brings out examples of good mediators and mediation practice.

Culled from Caritas

Exercise: Negotiation Role-Play
Purpose: Provide an opportunity to practice negotiation.

Materials: Copies of handout Role for A. Smith for half the participants, copies of handout Role for P. Patel **Time:** 60 minutes

Procedure:

1)   Introduce negotiation, including the four principles of negotiation.

2)   Ask participants to choose a partner, preferably someone they have not yet worked with. Distribute A. Smith role to one person in each pair.

     Distribute P. Patel role to the other person. If you have an odd number of participants, ask one person to observe a pair.

3)   Ask participants to read their role and then negotiate. Allow approximately 20-25minutes for the negotiation role-play.

Discussion: Ask for several negotiation outcomes from the group. What kind of outcome did they reach? Ask if others reached a different outcome,

The responses are likely to vary greatly. If participants used the four principles of negotiation and discovered common interests, they will realize they each need different parts of the banana (A. Smith needs the peel, and P. Patel needs the flesh).

Other questions include:

❖ Ask those who used the principles of negotiation and those that did not, how the negotiations progressed. Did anyone establish a BATNA?

❖ How did culture play a role in negotiations? What are different cultural variations in negotiating techniques?

❖ How would this type of principled negotiation be useful in peace building programming?

Culled from Caritas

CONFLICT ANALYSIS (ROOT CAUSE ANALYSIS)

CASE STUDY: MARRATON

Marraton is a small, mountainous country with a population of about 15 million people. It has one major river, which is surrounded by fertile plains, in the southern half of the country. The majority of its population lives in the southern half, of the country, where agriculture is prominent. The river connects directly to a friendly neighboring coastal country.

Marraton's major exports are timber and copper. The majority of its citizens earn a subsistence wage through agriculture or working in the mines. Illiteracy rates are high, many children and adults lack access to education and adequate health care, and one in every seven children dies before the age of five. The majority of its citizens are Muslim, but the country also has a substantial Christian population and a small population that follows traditional religious practices.

Marraton has 3 major ethnic groups – the Phocas (65%) who are Muslims and Christians, the Maraps (25%) who are mostly Christian, and the Calla people (10%) who live only in the mountains and follow traditional religious practices.

In the period since their independence in 1967, Marraton has experienced periodic violence between various groups in the country. Recently, the violence has displaced significant numbers of farmers, Caritas' primary target group. Caritas has been active in Marraton for many years, but has focused its efforts in the province of Agav. Agav is one of the larger provinces, and it covers most of the fertile river plain of Marraton. Many of its residents have been recently displaced. As a result, Caritas' normal programming has been severely disrupted. Caritas Marraton is now exploring incorporating peace building into their programs.

PEOPLE

❖ In the Agav province, Christians are the majority, with a large percentage of Muslims and a very small number of traditionalists. 80% of those in the Agav diocese are from the Phoca ethnic group, and most of the population, both Christian and Muslim, are farmers. As a result, a relatively high number of mixed marriages exist within the Phoca ethnic group between Christians and Muslims.

The Marap people live mostly in the Western parts of the country, neighboring to the west is largely Muslim, and has a Marap (Christian) minority as well.

❖ The Marap people, who are in the minority, were favored under the colonial regime, and many also converted to Christianity. These two factors meant Maraps had more access to education, economic opportunities, and political power until independence.

At the time of independence in 1967, the majority Phocas took over power. Maraps owned the majority of the timber and copper companies until recently, when the Phoca government began to nationalize these industries.

❖ The Phocas, who constitute the majority of Marraton's population, are in control of the current government. Both Muslim and Christian Phocas are part of the government. A small but vocal radical group of Muslims is pushing to institute Shar'ia law in the country.

This has divided Marraton's population along religious, and not ethnic, lines.

❖ Most of the violence in Marraton has taken place between Christians and Muslims.

PROBLEM ❖ The government has been nationalizing the timber and copper industries. These industries were largely under the control of the Maraps (mostly Christian). ❖ Food shortages have resulted from the massive displacement of farmers in the river plain. ❖ High unemployment rates among all groups. And lack of economic opportunity for young men and women. ❖ No trust exists between Muslims and Christians. A radical Christian Phoca television show is gaining popularity among Christians throughout the country. The charismatic host advocates expelling all Muslims to a neighbouring country. Likewise, the radical group of Muslims pushing to institute Shar'ia law advocates expelling all Christians from Marraton. ❖ In Agav, several months ago, a Muslim mob rioted and burned down the church in the largest city in retaliation for a Christian attack on a farming community. The Christians attacked this particular community because the Minister of Finance (a Muslim), who is responsible for nationalising the timber and copper industries, is from this particular community in Agav. The Minister of Finance had just announced another "national initiative" which nationalised another copper mine owned by a popular Marap Christian leader.

PROCESS ❖ traditionally, community elders from the various groups played important roles in mediating conflict. Because these elders come from all ethnic groups, they represent the three religious groups in the country. Tribal councils have been relatively successful in resolving conflicts between ethnic groups in the country. ❖ Several Christian leaders have approached Caritas with an interest in learning more about Muslims. While this represents an important step forward, Caritas workers are unsure of the motivation of these leaders. ❖ A number of Phoca women in Agav who are not Christian were part of a previous Caritas child survival programme. ❖ A small number of leaders, both Christian and Muslim, have quietly tried to defuse tensions. However, the increasing violence between the groups threatens to escalate the conflict in the whole country. ❖ The government appointed a Calla mediator to help defuse tensions in the country and identify some kind of process to deal with the conflict. However, the government is having difficulty getting both sides to accept the mediator, because the mediator is married to a Christian. (The mediator does not follow Christian nor Muslim religious practices.) **Culled from caritas**

Main resources used

Peace building: A Caritas Training Manual, Caritas Internaliionalis 2002.

From Potential Conflict to Cooperation: Water for Peace, Prevention and Resolution of Water Conflict, ICM JAPAN, UNESCO &GREEN CROSS International

Conflict Resolution and Negotiation Skills for Integrated Water Resource Management Training Manual, July 2008, International Network for Capacity Building in Water Resource Management