ART OF CONFLICT TRANSFORMATION:

A RESOURCE PACK

A practical guide to help you understand
the Art of Conflict Transformation and Peace
building in the communities you work with

giz

COOPERATION
SRI LANKA

FEDERAL REPUBLIC OF
GERMANY

Ministry of National Languages
and Social Integration

European Union

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FLICT

FLICT - Facilitating Initiatives for Social Cohesion and Transformation - is GIZ's (German International Cooperation) contribution towards strengthening transformative initiatives for social integration. The project aims to reduce exclusion of disadvantaged communities and enable them to have equal access to public services. FLICT is implemented by GIZ on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), in partnership with the Sri Lankan counterpart, the Ministry of National Languages and Social Integration.

In its new phase FLICT focuses on new strategies of engagement with the State and Civil Society actors to promote social integration and inclusive citizenship at national and local level.

CONTENTS

INTRODUCTION

This resource pack was developed in response to a need of knowledge and skills in conflict transformation and peacebuilding especially by individuals at community level.

The objective of this resource pack is to provide a simple guideline for practitioners, trainers and interested individuals on the basics of conflict transformation and peacebuilding.

How to use this Resource Pack
This Resource Pack is designed with a user friendly structure and a well-defined scope, so that the users can indeed make ample use of this book in their daily practice. It is a practical guide to recognizing core elements in conflict situations and conflict transformation towards peacebuilding.

Structure
The Resource Pack is divided into eleven substantive sessions.
- Session One sets out some of the key elements in understanding the concepts of conflict and of peacebuilding.
- Session Two focuses on the nature and cycle of violence.
- Session Three addresses the relationship between conflict and human rights.
- Session Four explores the importance of cultural sensitivity in understanding conflict.
- Session Five explains the dimensions of conflict.
- Session Six (OPTIONAL) deals with effective communication skills needed for facilitation and mediation.
- Session Seven assess the different conflict handling styles.
- Session Eight explores the various tools that can be used in analyzing conflicts.
- Session Nine and Ten deal with peacebuilding, concepts for designing peacebuilding projects and the lessons learnt in conflict transformation and peacebuilding.
- Session Eleven (OPTIONAL) explores the importance of gender in conflict transformation.

The sessions are organized in a way that makes the manual accessible and useful to learners with varying amounts of time and levels of understanding about conflict transformation. Each session comprises of activities that can be used in each training setting. A brief chapter summary usefully pulls together the core principles of theories of key theoretical frameworks presented to lead the user to the next level of understanding conflict transformation. All sources are found in full in the bibliography.

FLICT has used a number of resources for training which aims at building the capacities of local partners of FLICT and other networks on the art of conflict transformation. This includes, among others, tools in the area of conflict analysis, cultural awareness, gender sensitivity and governance.

This resource pack can be used as a stand-alone tool to design basic workshops on conflict transformation and peacebuilding. However, it is primarily designed as a companion to a number of existing FLICT training tools. As such, it is hoped that this resource pack will provide valuable insights and resources for community practitioners to improve their capacities on conflict transformation and peacebuilding.

SESSION 1

## UNDERSTANDING CONFLICT AND PEACE

What you will learn:

☑ Understanding 'conflict' and 'peace'

UNDERSTANDING CONFLICT AND PEACE

Conflict is normal and natural and can be found in many diverse social settings. Conflict is always an indication that somewhere, there is a problem or an issue that requires attention and proper action. It is the 'visible symptom of a deeper problem'. Whether it is in our personal lives at home or at work we encounter different types of conflicts.

Conflict is like fire. If left unchecked, it can be destructive. At the same time, it can be changed or transformed into something positive, useful and good; control and management of fire is essential for human life and, a proper response to a conflict can result in deep and meaningful relationships and interactions with others. The word 'conflict' has its roots in the Latin word 'configere' meaning to strike two things together. In general conflict can be seen as, 'a relationship between two or more people or groups who consider themselves to have incompatible goals, or who perceive the other(s) to be interfering with their goals'.Conflict happens in three worlds: symbolic, social and material worlds.

Symbolic World

Social World

Material World
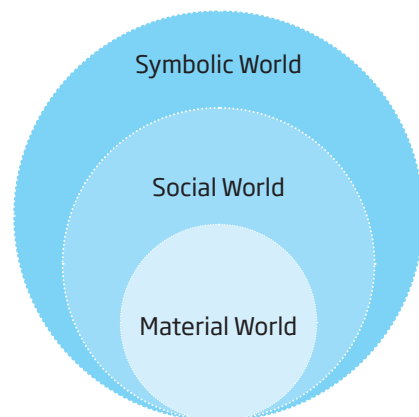
Activity - My Conflict

Exercise: Think of a conflict that you are/were in and what may have caused it?

ABC triangle becomes important to understand conflict. As viewed by Johan Galtung (1990), conflict has three main components: Attitudes, Behaviours and Contradictions. Conflict transformation involves transforming these three components.

Conflict

visible

invisible

CONFLICT = ATTITUDE + BEHAVIOUR + CONTRADITION

BEHAVIOUR
(destructive / constructive)

ATTITUDES & ASSUMPTIONS
(constructive & emotional)

CONTRADICTION
(incompatibility of goals)
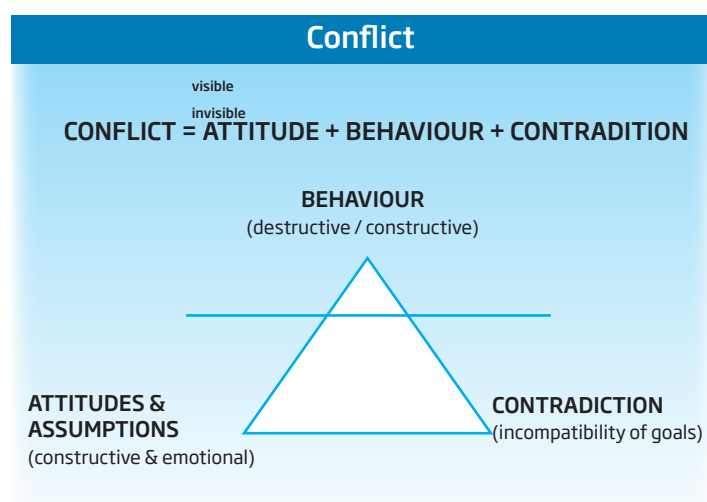
Attitudes: Refer to feelings of hatred, distrust, and apathy, the transforming potential of these attitudes is to develop feelings of empathy.

Behaviours: Refer to physical and verbal violence, here the transforming potential lies in the application of especially verbal Non-violence.

Contradictions: That which differentiates the ABC Triangle from the Conflict Triangle is its focus on contradictions in conflict situations: blockages and stereotypes against which you can fight with creative thinking. (Developed by J. Galtung, Conflict Transformation by Peaceful Means)

Activity - Understanding the ABC of Conflict

Exercise: *Choose a larger level social conflict and identify the above three aspects. Discuss with others, what were the attitudes, behaviours and contradictions?*

Procedure: *Divide participants into groups of 5 per group and have each group review, discuss and answer the question based on the ABC triangle of conflict. Once each group has completed their questions, let each group share their answers with the larger group. Summarize the session*

All of us have faced conflicts in some aspect of our lives. Whether from personal experience, community experience or media accounts. Conflicts can be negative, but not all conflicts are negative. In many instances conflicts can be extremely positive and useful.

Positive Conflict Vs Negative Conflict	
How can a conflict become positive?	**How can a conflict become negative?**
It is channeled into finding positive solutions that meet people's needs	It can involve intentional or unintentional violence, physical, verbal or emotional violence
It focuses on building a consensus among all groups of people	It does not contribute to building cohesion and trust or move towards finding consensus solutions
It channels into building trust and confidence between people	It hardens antagonism and distrust
It makes situation better	It makes the situation worse
It ensures everyone has the right to participate and express their selves	It inhibits people from expressing their views openly

Conflict escalation refers to an increase in the intensity of a conflict and in the severity of tactics used in pursuing it. Conflict theorists: Pruitt and Rubin (1986), list five changes that occur when a conflict escalates.

- First, parties move from light to heavy tactics. Light tactics include persuasive arguments, promises and efforts to please the other side, while heavy tactics include threats, power plays and even violence.

- Second, the conflict grows in size. The number of issues being contended expands and parties devote more resources to the struggle.

- Third, issues move from specific to general and the relationship between the parties deteriorate. Parties develop grandiose positions and often perceive the other side as 'evil'.

- Fourth, the number of parties grows from one to many, as more and more people and groups are drawn into the conflict.

- Fifth the goal of parties change from 'doing well' to winning and finally to hurt the other (Pruitt and Rubin, 1986).

Activity – Conflict Escalation

Exercise: The nine levels of conflict escalation according to Friedrich Glasl (2002). (Annexure 1)

The Nine stages of conflict escalation were developed in the 1980s by Australian Professor Friedrich Glast in the book, 'Conflict Management – A Handbook for Executives and Counselor's, 2002.

Procedure:
1. Let the participants arrange the posters showing an escalation of conflict.
2. Discuss the nine levels of conflict escalation according to Glasl. What is being said about conflict? What is missing?
3. Try to transfer the nine levels of conflict escalation on to the situation in Sri Lanka. Create a poster. You can use the picture cards, the posters and the text and change the text if it is necessary.

Summarize the session

Peace does not mean the total absence of any conflict. It means the absence of violence in all its forms and the unfolding of conflict in a constructive way. Peace therefore exists where people are interacting non – violently and are managing their conflict positively – with respectful attention to the legitimate needs and interests of all parties concerned.

Peace can be looked at as a process or as a product. Peace as a process is defined as the creation of possibilities to transform conflicts by peaceful means. Peace as a product can be negative peace or positive peace.

Though conflict can be a major source of destruction, death and violence, conflict also provides opportunities for positive changes and development. Hence conflict transformation is an art, where the acquiring of the better understanding of the conceptual tools and skills can help us gain confidence in addressing conflict in a manner which resolves issues and even strengthens relationships. This will be discussed in depth in the sessions to follow.

Activity - Understanding Peace

Exercise: What comes to your mind when you think or hear of the word, 'PEACE'?

Summary

Conflict is a natural and necessary part of life. No one goes through life without experiencing conflict. Hence conflicts can be positive or negative. This depends on the way we look at and address conflict. Learning to resolve conflicts before they escalate or turn violent requires that we not only learn new skills but that we break old (negative) habits by increasing our awareness of these habits, inculcate positive attitudes of harmony within us and by practicing these until they become 'natural' for us.

# SESSION 2 | NATURE OF VIOLENCE

What you will learn:

- ☑ The understanding of the forms of violence

- ☑ The understanding on how conflict converts to violence

NATURE OF VIOLENCE

Violence can be physical, emotional, verbal, institutional or, structural that can diminish, dominate or destroy ourselves and others. Many consider violence simply as negative behavior. This is mainly because of the visibility of the manifestations of physical violence such as torture, killings, and beatings.

Yet today, with deeper understandings of violence, we know that, violence is more than behavior. It also involves context and attitudes.
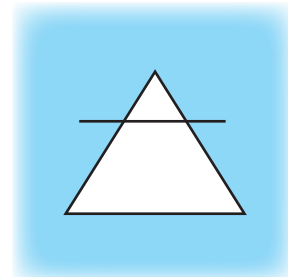
This brings us to an understanding of the dimensions of violence:

Direct Violence
Direct violence involves the use of physical force, like killing or torture, rape and sexual assault, and beatings. Verbal abuse, such as humiliation or intimidation, is also becoming more widely recognized as violence.

Cultural Violence
Cultural violence is the prevailing attitudes, beliefs and social practices that condone violence. These attitudes, for example may have been inculcated in the socialization process since childhood. It can be the interpretation of history that glorifies war and military victories. etc

Structural Violence
Structural violence exists when some groups, classes, nationalities, etc are assumed/seen to have, more access to goods, resources, and opportunities than other groups, classes, genders, nationalities, etc. This unequal advantage could be built into the very social, political and economic systems that govern societies, states and the world.

Conflicts can become violent when there is incompatibility of goals and the inability to overcome contradictions. This can result in polarization of feelings, resulting in frustrations, anger or hatred. These feeling can lead to an act of violence. If this act of violence does not resolve the contradiction, it can worsen it. This is the vicious cycle of violence.

FROM CONFLICT TO VIOLENCE

Behaviour
(destructive/constructive)

Unresolved conflict
Contradiction

Polarization
Attitude
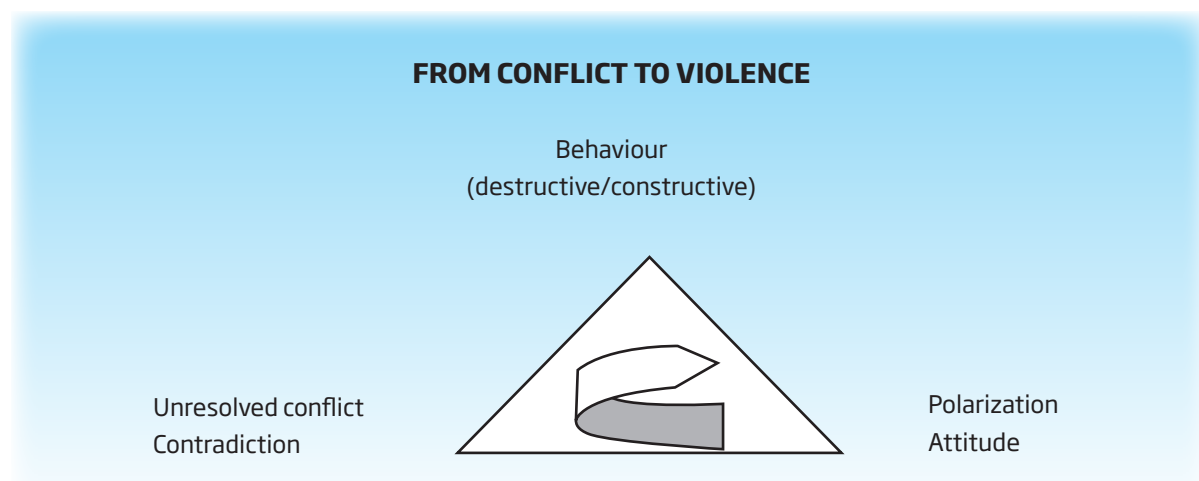
(Galtung, 2000, p 91)

In conflict transformation, all three points of the conflict triangle (attitudes, behavior and contradiction) needs to be addressed. This involves reversing the process of the cycle of violence, where violent attitudes, violent behaviours and contradictions need to be addressed.

CONFLCIT TRANSFORMATION

Behavior oriented
(change of behavior, strategies)
NON-VIOLENCE

visible

Invisible

Process-oriented
(change of attitudes,
assumptions)
EMPATHY

Solution-oriented
(overcoming the
incompatibilities)
EMPATHY
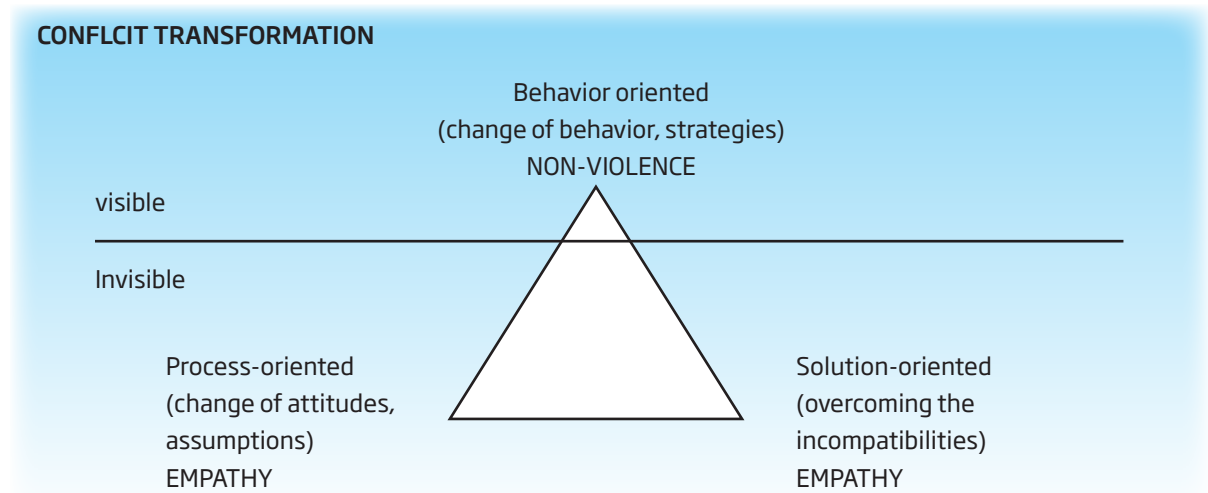
(From Galtung, Johan: Conflict Transformation by Peaceful Means, United Nations 2000, p.91)
A wider understanding of violence can help in understanding that violence is only a small part of conflict, and there are more structural and cultural aspects that need to be looked into. Effective interventions need to understand the interconnectedness of all three dimensions of conflict.

Activity - Violence to Transformation

Exercise:
Can you identify violent structures, and attitudes which promote violence, in conflicts you are addressing?

Do you see how these factors prevent real change and movement towards positive peace?
Procedure: Divide participants into groups of 5 per group and have each group review, discuss and answer the question. Once each group has completed their questions, let each group share their answers with the larger group. Summarize the session

Summary

Violence takes place when there are unequal power relationships or unjust relationships. Just looking at direct violence is insufficient to transform destructive relationships. It becomes important to look at structural and cultural violence too. In order to transform violence in a sustainable manner it becomes important to address all dimensions of violence and conflict. This requires engaging process oriented, behavior oriented and solution oriented approaches to conflict transformation. This entails key competencies such as empathetic attitudes, non-violent behavior and creativity in order to overcome the contradictions and find solutions.

SESSION 3

THE RELATIONSHIP BETWEEN CONFLICT AND HUMAN RIGHTS

What you will learn:

- ☑ The understanding of human rights

- ☑ The recognition that human rights values are an inseparable element of every country's economic, political, social and cultural heritage

- ☑ The understanding of the relationship between conflict and human rights

THE RELATIONSHIP BETWEEN CONFLICT AND HUMAN RIGHTS

In all spheres of life, human rights are concerned with fundamental principles necessary for human survival, subsistence and development (e.g. life, security, water, healthcare, education etc). As such, human rights are embedded in needs and values: each human right relates to core aspects of society, e.g., identity, protection, participation, subsistence, freedom etc.

The denial of human rights over a period of time in any given society can result in conflicts. The protection of rights is thus essential for conflict transformation, because it addresses basic needs that are integral to human beings.

- There is a cause-and-effect relationship between conflict and human rights. This has two dimensions: Gross human rights violation can occur as a consequence of conflict

- The sustained denial of political, civil, economic, social, cultural and other human rights is a core cause of destructive conflict

Basic human needs are universal. All people, where ever they are located in whatever cultures share the same basic needs. These are an integral part of human beings and are associated with the fundamental drive in human beings. When these needs are not met, a deep sense of frustration results, coupled with a strong drive towards until meeting the need. Some of these needs are biological (food, shelter, water), while others can be psychological, or relate to personal growth and development (identity, autonomy, recognition). Needs are inherent drives for survival and development (including identity and recognition).

Activity – My Conflict

Exercise:
Ask the participants to come up with a simple definition of what they understand by 'Human Rights'. What are some of the needs that human beings have, and that have to be met in order for them to feel safe and secure? Think of a conflict that you are/were in and how did it begin?

Procedure:
Ask each participant to answer the question on his/her own and discuss with the groups. If one were to ask that of various people, some of the following answers may be given:

Shelter	Food	Identity	Understanding
Water	Freedom	Participation	Protection
Subsistence	Recognition	Love	Free Movement
Community	Respect	Clothing	Resources
Education	Health	Money	

This list is not exhaustive – you could probably think of more. Clearly, some needs are material, whereas others are non material. It is important that such needs are met because without them human beings cannot survive and develop.

There are two dimensions of conflict. Destructive conflict may not only result in human rights violations (dimension 1), but it can also result from violations of human rights when such rights are insufficiently respected and protected over a period of time (dimension 2). The sustained denial of human rights can lead to social and political unrest as it infringes on the dignity and integrity of human beings and undermines their wellbeing, welfare and participation in public life.

The two dimensions of this relationship pose different challenges to human rights and conflict transformation.

	Dimension 1	Dimension 2
	Gross human rights violations as a consequence of conflict human rights	Conflict as a consequence of sustained denial of human rights
Problems to be resolved	Protecting people from human rights violations	Reducing levels of structural conflict by promoting and protecting human rights
Time Frame	Short to Medium Term	Long Term
Activities to be undertaken	Dispute resolution Peace-making and peacekeeping Peace enforcement Human rights monitoring and investigation	Peace-building Development Institution-building Reconciliation
Desired outcomes	Cessation of hostilities End/prevention of abuses Negotiated settlement = Negative Peace	Socio-economic and political justice Constructive conflict transformation = Positive Peace

The two dimensions are inter related and influence one another
The two dimensions of the relationship between human rights and conflict are connected to each other in a number of ways.

- Violent confrontations (dimension 1) are largely symptoms of structural conflict (dimension 2). If structural conflict is left unaddressed, the frustration, anger and dissatisfaction may rise to such an extent that groups may mobilize to confront perceived injustice.

- Activities undertaken as part of conflict regulation and resolution during potentially violent confrontations (dimension 1) can impact on the prospects of longer term reconciliation and conflict management efforts. If mechanisms are used to constructively address destructive conflict in the short term, they can lay a foundation of trust and help the parties better manage future conflict.

- The desired outcomes for each dimension influence the other. While creating negative peace is the focus of dimension 1, any agreement negotiated within this dimension needs to include agreements on future processes to address peace and justice, reconciliation and institution-building, in order to make the agreement sustainable.

- Efforts towards achieving positive peace are fundamentally tied to the ability of parties to end the hostilities and to prevent violation of human rights so that the long term peace making and peacbuliding processes have sufficient time to meet their objectives.

Summary

Human rights are rights that belong to each person on the basis of his or her inherent dignity as human beings. They are based on the idea that all human beings have an 'inherent dignity' that afford human beings certain fundamental rights and freedoms that apply at all times in all situations and contexts and that relate to principles of equality, security, liberty and integrity. The cause-and-effect relationship between human rights and conflict follows that the protection and promotion of human rights is essential to transform conflict as it lessens the potential for conflict.

SESSION 4 | CULTURAL AWARENESS

What you will learn:

☑ Awareness and sensitivity about other's cultures, values, perceptions and beliefs

☑ The importance of eliminating (as much as possible) preconceived notions and beliefs that are detrimental to social harmony

☑ Greater clarity and understanding of other conflicting parties

CULTURAL AWARENESS

Cultural awareness becomes a central aspect when we have to interact with people from other cultures. Due to the differences in cultures, people see, interpret and evaluate things in different ways. What is considered appropriate in one culture can be inappropriate in another.

In becoming culturally aware, people realize that:

- We are not all the same
- Similarities and differences are both important
- There are multiple ways to reach the same goal
- The best way depends on the cultural contingency; Each situation is different and may require different solutions

Culture could be defined as, 'the complex whole which include knowledge, belief, art, morals, laws, customs and any capabilities and habits acquired by man as a member of society (Edward B. Taylor).

Culture can be simply understood in the ways in which groups of people live, interact and make sense of their lives. Cultural groups share common ways of life, values, rules of interaction and social structures. In other words, culture shapes an individual's world view of life.

Understanding culture is important to the understanding conflicts. Cultural groups develop common ways of seeing and understanding conflicts. Apart from holding common group views, cultural groups also hold common group memories of important events and group experiences.

Vamik Volkan describes how cultural groups create 'chosen trauma' and 'chosen glory' in their collective memory. Cultural groups attach symbolic meaning to significance events of moments that form their history. These symbolic meanings strengthen their 'common' identity as a group.

Cultural groups may develop common ways of addressing conflict. Culture defines the metaphors and language that people feel comfortable in using to talk about conflict. Each culture has a tradition of how to handle conflict. While culture is often viewed as an obstacle to address conflict, culture can also be used as a resource for building peace, for example, through using symbolic approaches.

The Iceberg metaphor for culture shows a part of the iceberg as immediately visible and the rest of the iceberg lying deep beneath the surface. Culture can be compared to this Iceberg.
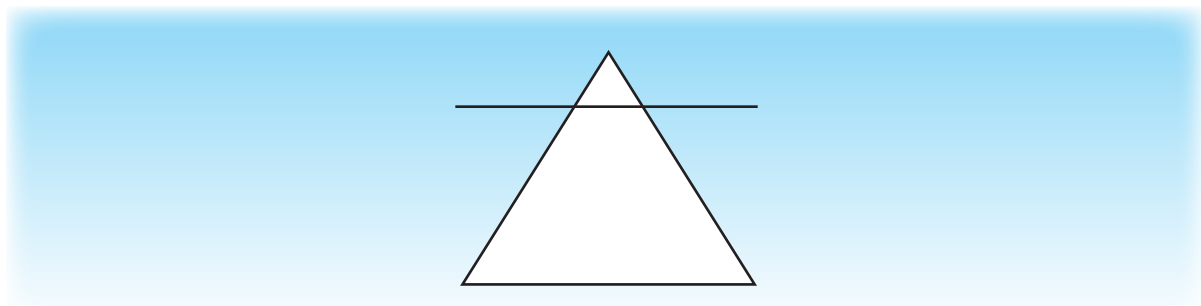
Above the line we see the aspects of culture that are explicit, visible and taught. Above the line are the tangible aspects of culture. These include language, clothing, food patterns, design of houses etc. Below the line we see the "hidden" culture: the habits, assumptions, understandings, values, judgments that we know but do not or cannot articulate. Usually these aspects are not taught directly. Daily rules are learned - you may know what tastes "right" or when you're treated "right", but because these judgments are under-the waterline, submerged, it usually does not occur to you to question or explain those feelings.

The connections between culture and conflict are as follows:

- Cultures are embedded in every conflict because conflicts arise in human relationships.
- Culture is always a factor in conflict
- Cultural identities are shared by dominant groups vs other groups
- Acknowledging culture and bringing cultural sensitivity to conflicts can help people make more intentional and adaptive choices.

Bridging cultures

- Understanding the role of culture in conflict
- Cultural sensitivity
- Communication
- Ways of naming, framing and taming conflicts
- Approaches to meaning making
- Identities and roles

Activity - Personal reflection questions

1. What cultural group do you belong to? How do you relate to people who are NOT of your culture?
2. How has/does your culture influence you?
3. Do you feel that different cultural identities can lead t conflict?
4. List three key values of your culture (or one of your culture)?
5. How have you been impacted by those values? Do you live by them? How?
6. List at least three prejudices you have against other cultures?
7. Have you ever been discriminated because of your cultural values?
8. What do the different cultures in Sri Lanka have in common?
9. Are there fundamental differences? What are they?
10. How can these differences be taken into account in conflict transformation and peacebuilding?

Procedure:
Ask each participant to answer the question on his own and discuss with the groups.

Exercise:

Discuss different aspects of culture:

- What are the similarities and differences between cultures?
- How are these cultural differences important in transforming conflicts and designing peacebuilding projects?

Procedure:

Group discussions that are shared in plenary
Have groups formed and let the participants discuss within the groups.

Cultural awareness and sensitivity are essential in conflict transformation.

Cultures as symbolic dimensions of life where we constantly making meaning of our identities can affect the ways we name, frame, blame and attempt to tame conflicts. Aspects of our socialization, of the environment we grow up in will impact on how we label conflicts. For example, the ways in which we may experience or understand the ethnic conflict in Sri Lankan.

Since culture is inextricably linked to conflict, approaches to conflict transformation should understand cultural issues and specificities. . If culture is like an iceberg-which is largely submerged with only the tip visible – it is important to recognize the symbolic representation of culture in the analysis and intervention for conflict transformation. Acknowledging culture can bring cultural fluency to conflicts that can help people make the appropriate and sustainable choices.

Cultural fluency means familiarity with cultures: their natures, how they work, and ways they intertwine with our relationships in time of conflict and harmony. Cultural fluency means awareness of several dimensions of culture including (LeBaron Michelle, 2003):

- Communication
- Ways of naming, framing and taming conflict
- Approaches to meaning making
- Identities and roles

Summary

Understanding culturally appropriate ways of dealing with conflicts is a very important part in conflict transformation and peace building. Spending time and using skills that simply would not work in a particular cultural context are unlikely to lead to conflict resolution or provide new tools for solving conflicts facing the communities.

Communities learn new skills for sustainability of their societies;, in every culture, traditional ways of doing things change and adapt. New ideas and methods could be adapted that would better address different dimensions of conflict that would lead to sustainable resolution of disputes.

SESSION 5 | DIMENSIONS OF CONFLICT

What you will learn:

☑ The link between contradictions within deep social structures and social interactions on the surface.

☑ The link between deep cultural identities and the attitudes/assumptions and the behavior on the surface

DIMENSIONS OF CONFLICT

It is evident that in an iceberg, only the ten percent of its mass is evident, the remaining ninety percent lies below the sea level. This is true in the understanding of violent conflict , as only a small component of the (direct) violence component is visible. The major component of the conflict which comprises the cultural and structural dimensions of violence remain invisible.

The ABC triangle of conflict is important to understand the third dimension of the conflict; the depth of the conflict. 'A' is symbolic of attitude, 'B' with behavior and 'C' with the contradiction component of violence. In conflict, underneath the contradiction, lies the deep contradiction that steer the surface contradictions.
Johan Galtung identifies the pathology of Deep Structure as the PSFM (Penetration, Segmentation, Fragmentation and Marginalization) Syndrome.

- Penetration is the extent to which those in power are able to condition those without power to accept the structure.
- Segmentation is the extent to which information is controlled by the elite, and where the average individual does not have access to the whole picture.
- Fragmentation is the extent to which those without power are isolated along the different fault-lines, and therefore do not have contact with each other.
- Marginalization is the extent to which a segment of the population is prevented from interacting with society and the world at large.

Hence, for a peaceful deep social structure, there should be autonomy instead of penetration, integration instead of segmentation, solidarity instead of fragmentation and participation instead of marginalization.

Activity – Understanding the ABC of Conflict

Exercise: Answer the following steps.

Procedure:

Divide participants into groups and guide them through the different steps outlined below. After each group activity is over, let them discuss with other groups. Summarize the session.

Step 1
Understanding the conflict formation, the actors, strategies, goals and contradictions (what is the conflict about?)
1. List the actors (stakeholders) in the conflict – Focus: Are there forgotten actors, hidden actors?
2. What are the goals?
3. What are the greatest contradictions (as perceived by the parties to the conflict)? Draw the conflict diagram.
4. Anchor the actors in the diagram according to their goals.

Step 2

Analysis of the assumptions, attitudes and how they interact with contradictions and goals (how did the conflict occur?)

- List the most important events/dates/factors, why the conflict occurred?
- Which assumptions/attitudes can you identify within the conflict parties and how do they influence their goals and strategies?
- What could have been done (differently) concerning the particular conflict then, so that today there were would be a better situation now? (Focus on omissions!)

Step 3

Understanding of the unconscious dimensions of deep structure and culture and how this influences the ABC triangle (what is the conflict really about?)

- Look at the deep social structure
- Take the PSFM syndrome and discuss the degree of PSFM in the three Sri Lankan communities
- Look at the deep culture
- Identify examples of CGT and DMA for the Sinhalese, Tamil and Muslim communities. For this look at carriers of deep culture like poems, songs, stories, monuments, street names, symbols like the flags and the national anthem etc. Look far back in history!

Step 4

Understanding of the unconscious dimension of basic human needs and how this influences the ABC triangle (how it will continue, if nothing is changed?)

What are the basic human needs fixations within the conflict parties? What is their hierarchy?

Which basic human needs are violated, which ones are fulfilled?

	Survival	Wellbeing	Identity	Freedom
Sinhalese				
Tamils				
Muslim				
etc				

How will it continue, if basic human needs are not met? (influences on the ABC triangle)?

Considering the fact, that basic human needs of all have to be fulfilled in order to reach a sustainable solution, what are the legitimate goals of the conflict parties?
Reframe the contradiction of step 1 into a 'legitimate contradiction'

Summary
As with the symbol of the iceberg, only the direct violence in a society may be visible. The rest of the conflict is the invisible component in which lies the deep contradictions that steer the surface contradictions.

SESSION 6 | COMMUNICATION SKILLS

What you will learn:

☑ The importance of effective communication in conflict transformation

☑ The concept of non-violent communication

☑ The skills of using non-violent communication

COMMUNICATION SKILLS

Communication is the mode through which people understand one another. When people feel that they are being understood, they are able to deal with their problems effectively and constructively. This requires good listening skills throughout the process which can resolve the conflict constructively.

Effective communication can be the key to transform or resolve conflicts. Ineffective communication can be the cause of exacerbating conflict. The process of communication is affected by specific 'lenses' which are the ways in which you view or understand another. Both parties (the sender of the message and the receiver) have inherent and intentional 'lenses'. Sometimes we are aware of our lenses and sometimes it is so much internalized within us, that we are unaware of it. 'Lenses' can include values, perceptions, assumptions, body language, facial expressions, emotional status, physical appearance, past personal experiences, stereotypes, cultural differences, nationality, race and gender.

Important skills needed in facilitation:

Active Listening
- Encouraging
- Restating
- Reflecting
- Summarizing
- Speak directly to the person
- 'I' messages
- Speak for a purpose
- Avoid inflammatory language
- Show respect

Giving Feedback
- Choose time and place
- Do not evaluate behavior
- Do not generalize behavior
- Consider the needs of the criticized person
- Focus on modification of behavior
- Define the impact of the whole
- Be aware of your body language

Receiving feedback
- Withhold your own judgment
- Keep calm
- Discuss suggestions for improvement
- Decide if and how you can 'grow' from the feedback
- Change your behavior
- Seek feedback on your progress

Exercise:

Use case studies for role plays and ask participants to demonstrate the roles of an active listener, observer and speaker. Let the participants discuss on their roles after the role play.

Procedure:

Divide participants into groups of 3 per group. Give each group a case study to role play. Let each group member play the roles of listener, speaker and observer. Let the members rotate their roles. After the role plays, let the participants discuss on their specific roles. Summarize the session.

Cross-cultural communication is the process of exchanging meaningful information across cultural boundaries that preserves mutual respect and minimizes distrust and suspicion.

It is important that community workers learn and understand the communication conventions of the specific cultures they work with. This can be the local accents, pronunciations, formalities and styles. This awareness will minimize the risk of misunderstanding and lack of trust. As community workers, it is always good to investigate cultural perceptions of the specific communities you intend to work with before entering the community. This could be through readings of literature or research into the community that would provide you an overall knowledge of the community.

Non Violent Communication (NVC) is a process that strengthens our ability to inspire compassion from others and respond compassionately to others. It is a way of connecting with the core of empathy and honesty within us which forms the basis of our connection with others, especially at those times when it is most difficult to do so.

NVC can improve relationships by helping people focus their attention on empathetic understanding of others without compromising their own values. It also gives people tools to express their real feelings and needs openly and honestly, yet without blame or criticism. Even in situations of long standing conflict or hostility, the NVC process can open new doors to compassionate connection and action.

There are four components in NVC that can help create the kind of dialogue that can foster resolutions without painful compromise or sacrifice.
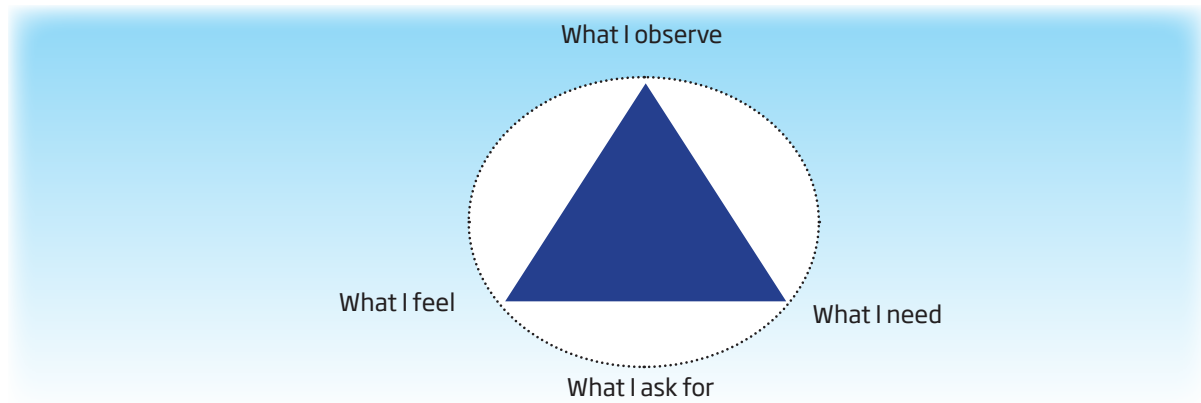
Hence it becomes important to keep thoughts and words positive which in turn will foster positive behavior/response to conflict transformation.

Summary

Effective communication is vital in conflict transformation. It is evident that, people encode and decode messages differently depending on their cultural contexts. Hence the recognition of cultural differences should assume that cultures differ, and that each culture has its own sets of rights, values, needs and assumptions, that if not realized could lead to frustration for members of both cultures. Therefore it is important for community development practitioners to improve their ability to communicate non-violently and effectively.

SESSION 7

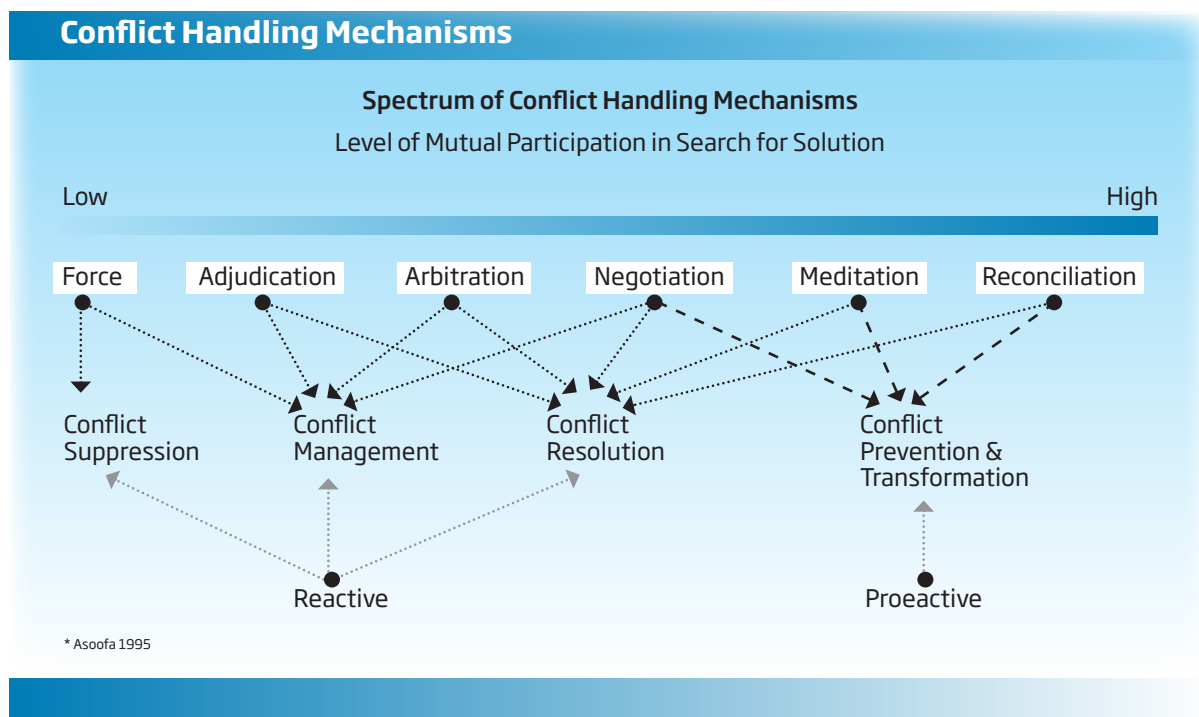## CONFLICT HANDLING MECHANISMS AND STYLES

What you will learn:

☑ The common conflict management techniques and their advantages/ disadvantages in different contexts

CONFLICT HANDLING MECHANISMS AND STYLES

There are a number of conflict handling mechanisms specific to different cultural contexts and individual preferences. Some conflict handling mechanisms are more effective than the others depending on the specificities of a conflict; each mechanism has its strengths and weaknesses. The effectiveness and the sustainability of the mechanisms involves the parties concerned.

According to Hizkias Assefa (1999), there are various ways in which people and communities arrive at solutions to conflict, the list goes from the level of mutual participation and agreement (the person/group with the most powerful force wins; the other loses) to one of mutual decision making and satisfaction (win/win).
The higher the level of mutual participation in solving the conflict, the more long lasting and deep-rooted that solution will be.

Level of mutual participation in search for solution:

Conflict Handling Mechanisms

Spectrum of Conflict Handling Mechanisms

Level of Mutual Participation in Search for Solution

Low — High

Force — Adjudication — Arbitration — Negotiation — Meditation — Reconciliation

Conflict Suppression — Conflict Management — Conflict Resolution — Conflict Prevention & Transformation

Reactive — Proactive

* Asoofa 1995

Assefa, Hizkias: The Meaning of Reconciliation. In: European Centre for Conflict Prevention (ed.); People Building Peace. 35 Inspiring Stories from Around the World. The Hague 1999.

- Force – parties have virtually no opportunity to present their case

- Adjudication – parties have opportunity to present their case, but a (the) third party appointed by the state imposes solution

- Arbitration – parties can choose to arbiter whether the outcome would be binding. However, solution is imposed by outsider and may be imposed by law

- Negotiation – parties formulate issues and find resolution. However, the final solution may depend on the relative power of the parties.

- Mediation – Mediators try to eliminate obstacles to negotiations that may include power imbalances. The parties determine the outcome.

- Reconciliation – the process searches for solution but also fundamentally alters relationship. All parties must equally invest and participate

Parties meet (usually without the help of 3rd party) to resolve differences

1. Negotiation

Neutral or professional 3rd party helps to improve communication between parties, usually in a meeting

2. Facilitation

3rd party acts as "go-between" for parties to meet and resolve difference or disputes

3. Conciliation

Neutral 3rd party helps parties to resolve difference themselves, improving relationship between parties

4. Meditation

Neutral 3rd party hears both points of view and then imposes a decision

3. Arbitration

Jude/magistrate imposes decision after hearing legal argument from both sides according to complex legal procedures

6. Adjudication/Litigation

Power of violence is used in a dominant manner to impose a decision or to force a 'solution'

3. Force

Exercise:

What are the examples for conflict handling mechanisms in Sri Lanka? Draw up a list Discuss their effectiveness and sustainability in handling conflicts, constructively. Make a 5 minute presentation in the plenary
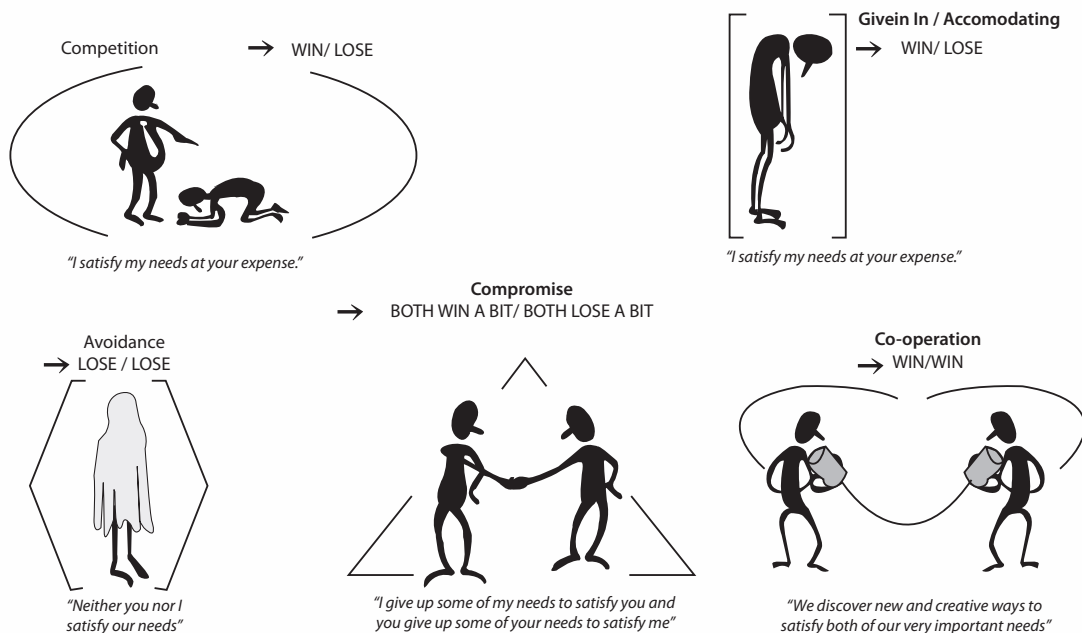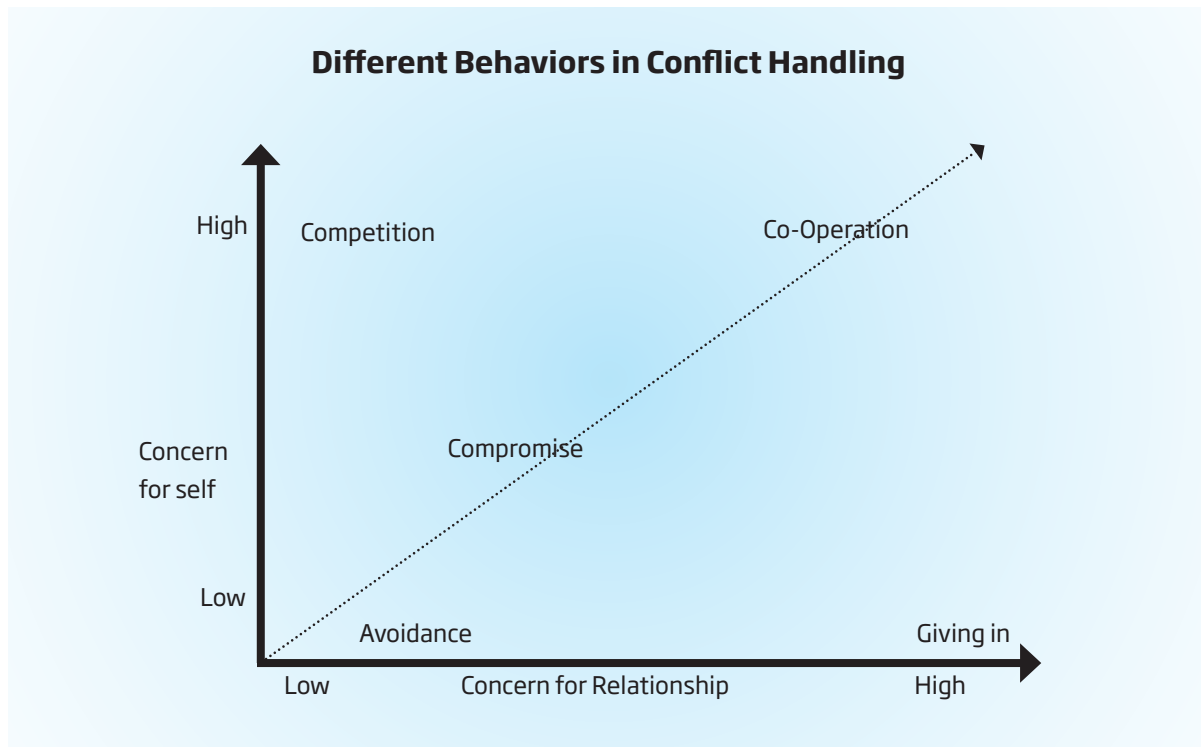
Procedure:

Divide participants into groups of 5 per group and have each group review, discuss and answer

CONFLICT HANDLING STYLES

The Conflict Mode Model developed by Thomas, K.W and Kilmann, R.H is considered to be useful in understanding individual behavior in conflict situations. It is a two dimensional model describing five conflict management strategies. The two dimensions are: (1) assertiveness, the extent to which the individual attempts to satisfy his/her concerns, and (2) cooperation, the extent to which the individual attempts to satisfy the other person's concerns. The five styles of conflict management are as follows:

Five basic styles in Conflict Transformation

Competition → WIN/ LOSE

"I satisfy my needs at your expense."

Givein In / Accomodating → WIN/ LOSE

"I satisfy my needs at your expense."

Compromise → BOTH WIN A BIT/ BOTH LOSE A BIT

Avoidance → LOSE / LOSE

Co-operation → WIN/WIN

"Neither you nor I satisfy our needs"

"I give up some of my needs to satisfy you and you give up some of your needs to satisfy me"

"We discover new and creative ways to satisfy both of our very important needs"

Different Behaviors in Conflict Handling

High — Competition   Co-Operation

Concern
for self   Compromise

Low   Avoidance   Giving in

Low   Concern for Relationship   High

Activity - Conflict Handling Styles

Exercise:

1. Draw a ground map and ask the participants to stand on their preferred styles on the ground to identify on how one handles conflict

2. Provide the self assessment questionnaire to identify the conflict handling style and then discuss on the advantages and disadvantages of each specific style

3. After answering the questions, ask the participants to stand on the ground map according to the specific conflict handling styles resulting from the exercise.

4. Get back to the Ground map and place the groups.

5. Compare on the position chosen by the participant earlier and their positions now

6. Discussion

Procedure:

Divide participants into groups of 5 per group and have each group review, discuss and answer the question. Once each group has completed their questions, let each group share their answers in the form of a presentation. Summarize the session

Summary

The conflict handling mechanisms differ according to different cultural contexts and individual preferences. While some conflict handling mechanisms prove to be effective other may not be that effective. It depends on the context of the conflict as well. The mechanism has its strengths and weaknesses.

SESSION 8 | CONFLICT ANALYSIS

What you will learn:

☑ The need for conflict analysis

☑ Practicing the tools used in analyzing conflicts

CONFLICT ANALYSIS

Analyzing conflict is a process of looking critically at a particular conflict to understand the causes, context, participants, stakeholders and other aspects of the conflict. Conflict analysis also provides a way to determine interventions needed for transforming a conflict.

These are some of the questions that can be considered in analyzing conflicts;

- Who are the parties relevant to the conflict situation?
- What are the positions of each party in the conflict?
- What are the needs and interests of each party in the conflict?
- What are the processes they are using to pursue their interest s in conflict with others?
- Within what framework, structure or system is the conflict taking place?
- How are decisions made and conflicts resolved/transformed in the given situation?
- What external factors impact the conflict?
- What outcomes does each party expect?
- What are the possible changes that may result in the transformation of the conflict at following levels:
- Personal,
- Relational,
- Structural/system,
- Culture/traditions, and
- Spiritual   (Adapted from Duke, 1976)

There are tools used in analyzing conflicts. These tools help in the thinking of existing information and displaying it so that the meaning can be seen. Using the tools can be flexible, depending on the situation of the analysis. The following are some of the tools that can be used:

ABC Triangle Tool

This exercise is conducted to identify attitudes, behaviours, and context/system of conflicting party/groups.

Draw up a separate ABC Triangle for each of the major parties in the conflict situation.

On each triangle, list the key issues related to attitude, behavior and context from the viewpoint of that party. Indicate in the middle of each triangle, what (you/they) feel are their most important needs and/or fears. Compare the triangles, noting similarities and differences between the perception of the parties.
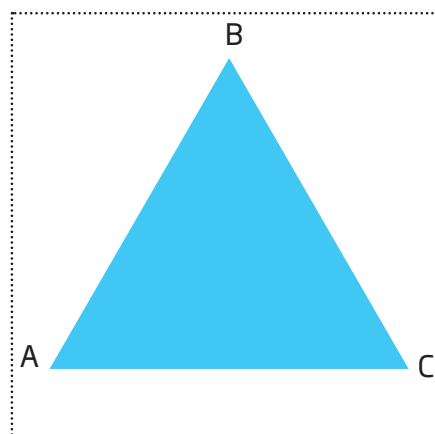
In using the ABC Triangle it is important to be sure about whose perception the analysis is based upon. You could do the analysis entirely on your own perception of the realities in the conflict if you are closely involved in it. Otherwise, it will be important to put yourself in the shoes of each of the main parties and look at issues in the conflict as they see it in terms of 'context', behavior' and 'attitude'.

The information collected helps us see the attitudes, behavior and context within the community. These three factors influence each other. For example, a context that ignores the demands of one group is likely to lead to

an attitude of frustration, which in turn may result in protests. This behavior might then lead to a context of further denial of rights, contributing to greater frustration, perhaps even anger, which could erupt into violence. Work that is done to change the context (by making sure that demands are acknowledged), to reduce the level of frustration (by helping people to focus on the long-term nature of their struggle) or to provide outlets for behaviours that are not violent will all contribute to reducing the levels of tension.

The Onion Tool

This exercise is conducted to identify positions, interests and needs of conflicting party/groups. The onion tool is based on the analogy of an onion and its layers. The outer layer contains the positions that we take publicly for all to see and hear. Underlying these are our interests – what we want to achieve from a particular situation. At the core are the most important needs we require to be satisfied. It is useful to carry out this analysis for each of the parties involved. Draw an onion for each of the major parties in the conflict situation. On each onion, list the positions, interests and needs of that party. Compare the onion, noting similarities and differences between the perceptions of the parties.
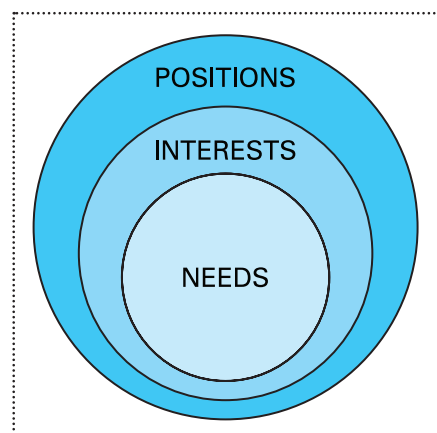
This type of analysis is useful for parties who are involved in negotiation, to clarify for themselves their own needs, interests and positions. Then as they plan their strategies for the negotiation, they can decide on how much of their interior 'layers' – interests and needs – they want to reveal to the other parties involved.

The Conflict Tree Tool

This exercise offers a method for a team, organization, group or community to identify the issues that each of them sees as important and then sort these into three categories: (1) core problems (2) causes and (3) effects. This tool is best used within groups i.e., collectively rather than as an individual exercise.

Draw a picture of a tree, including its roots, trunk and branches – on a large sheet of paper, a blackboard, a flip chart, on the side of a building or on the ground.

Give each person several index cards or similar paper, on which to write a word or two, or draw a symbol or picture, indicating a key issue in the conflict as they see it.

Invite people to attach their cards to the tree:
- On the trunk, if they think it is the core problem,
- On the roots, if they think it is a root cause,
- On the branches, if they see it as an effect

After all the cards have been placed on the tree, a discussion is facilitated so that the group can come to some agreement about the placement of issues, particularly the core problem.
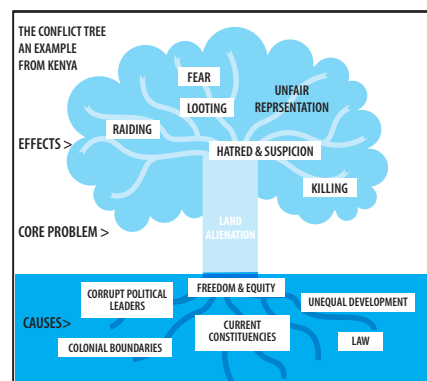
If an agreement has been reached, people may want to decide which issues they wish to address first in dealing with the conflict. This type of tool can be used to stimulate discussion about causes and effects in a conflict. It helps groups to agree on the core problem, assist groups to make decisions about priorities for addressing conflict issues and to relate causes and effects to each other and to the focus of the organization.

Conflict Mapping Tool

Mapping is a technique used to represent a conflict geographically, placing the parties in relation both to the problem and each other. When people with different viewpoints map their situation together, they learn about each other's experiences and perceptions.

In order to map a situation:
Decide what you want to map, and from what point of view. If you try to map a whole history of a regional political conflict, the result may be so time consuming, so large, and so complex that it would not really be helpful. It is often very useful to map the same situation from a variety of viewpoints, as this is how the parties to it actually do experience it. Trying to reconcile these different viewpoints is the reality of working on the conflict. It is good discipline to ask whether those who hold this view would actually accept our description.

In addition to the 'objective' aspects, it is useful to map perceptions, needs, or fears. This gives us greater insight into what motivates different parties. It may help to explain some of the misunderstandings and misperceptions between parties. It can also be useful in helping us to understand the actions of parties toward whom we feel least sympathetic. Again, it is important to ask whether the parties would agree with the needs, fears, or perceptions you ascribe to them.

Do not forget to place yourself on the map. Putting ourselves in the map is a good reminder that we are part of the situation, not above it, even when we analyse it. Each of us comes from a particular background, belong to certain groups, has particular needs and fears, and is perceived in certain ways by others. We also have special opportunities and openings.
Mapping is dynamic – it reflects a changing situation, and points toward action.
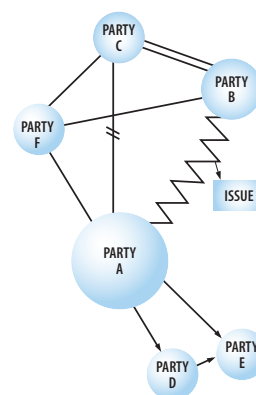
This kind of analysis should offer new possibilities. What can be done? Who can best do it? When is the best moment? What groundwork needs to be laid beforehand, what structures built afterward?
Mapping can be used for a variety of purposes – to understand the situation better, to see more clearly from one viewpoint, to clarify where power lies, to look for openings or new strategies, to see where our allies are placed, to find our own niche, to evaluate what has been done, and for many other reasons. If people with different viewpoints map their situation together, they may learn about each other's experiences and perceptions.

Timeline Tool

This exercise is conducted as a way to prompt discussion and learning. In conflict it is to be expected that people will disagree about which events are important and how to describe them. Here the aim is to reach a point where the parties in a conflict can accept that others may have valid perceptions, even if these are opposed to their own.

Participants are asked to plot events with the dates.

Discussions are carried out on how each side of the parties in conflict remembers different events and has a different interpretation of events.

In a conflict, groups of people often have completely different experiences and perceptions: they see and understand the conflict in quite distinct ways. They often have different histories, people on opposing sides of the conflict may note or emphasize different events, describing them differently, and attach contrasting emotions to them. The aim of using timelines in this way is not to try to arrive at a 'correct' or 'objective' history but to understand the perceptions of the people involved. For this reason, the different events described by opposing groups are an important element in understanding the conflict.

Activity - Practicing Conflict Analysis Tools

Exercise:
Use Conflict Analysis tool to understand conflicts.

Procedure:
Divide participants into groups and give each group a conflict to analyze. Let the groups use particular conflict tools. After the analysis, let the participants discuss on the group outcomes to the larger group. Summarize the session

Summary

Analyzing conflict is a process of looking critically at a particular conflict to understand the causes, context, participants, stakeholders and other aspects of the conflict. Conflict analysis also provides a way to determine interventions needed for transforming a conflict. Tools used in analyzing conflicts can play an important role in identifying the needs, positions and interests of the parties concerned in a conflict.

SESSION 9

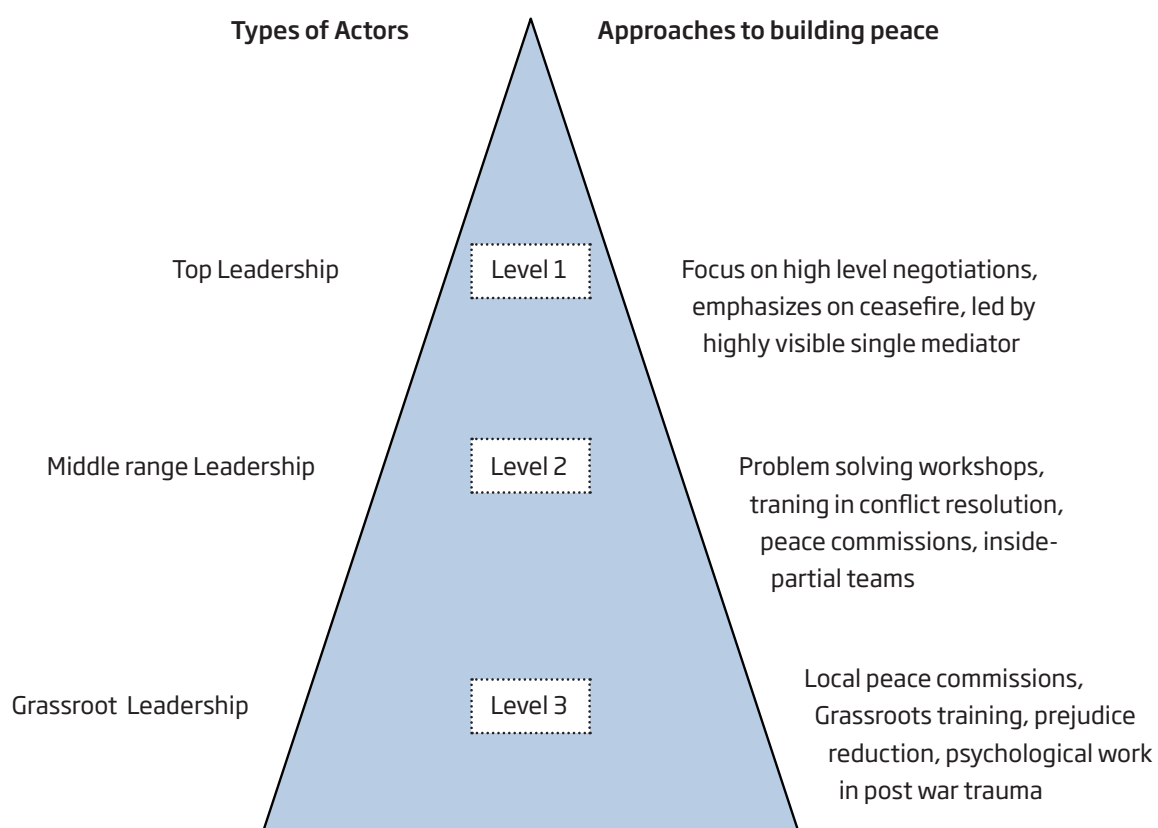## PEACEBUILDING CONCEPTS FOR DESIGNING PEACEBUILDING PROJECTS

What you will learn:

☑ The concept and functions of peace building

☑ disciplines, roles, functions, activities and timeframes necessary to create a sustainable peace building framework

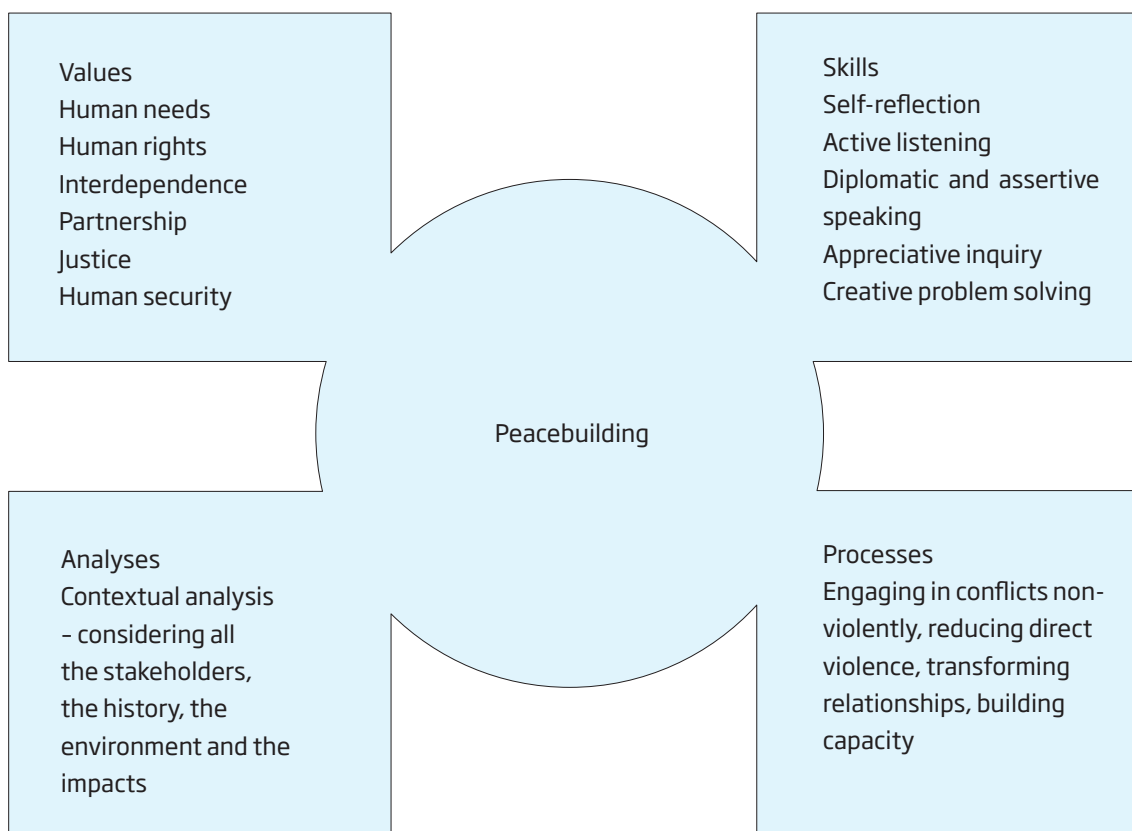# PEACE BUILDING CONCEPTS FOR DESIGNING PEACEBUILDING PROJECTS

The term 'peacebuilding' is used to refer to the tasks of preventing, reducing, transforming, and helping people to recover from violence, even structural violence that has not yet led to massive civil unrest. The aim of peacebuilding is to prevent, reduce, transform and help people recover from all forms of such violence Peacebuilding empowers people to foster relationships with families, communities, organisations, businesses, governments and cultural, religious, economic and political institutions that aim to meet human needs and protect human rights. Peacebuilding includes a wider range of activities such as human rights activism, relief aid, peacekeeping, dialogue, negotiation, mediation, restorative justice, transitional justice, development, military conversion and transformation, education and research activities.

Peacebuilding includes many actors who are in search of a common solution. Actors can encompass professionals, mediators, community members, activists, peacekeepers, religious leaders etc. Various actors and actions are coordinated into an overarching framework of peacebuilding.

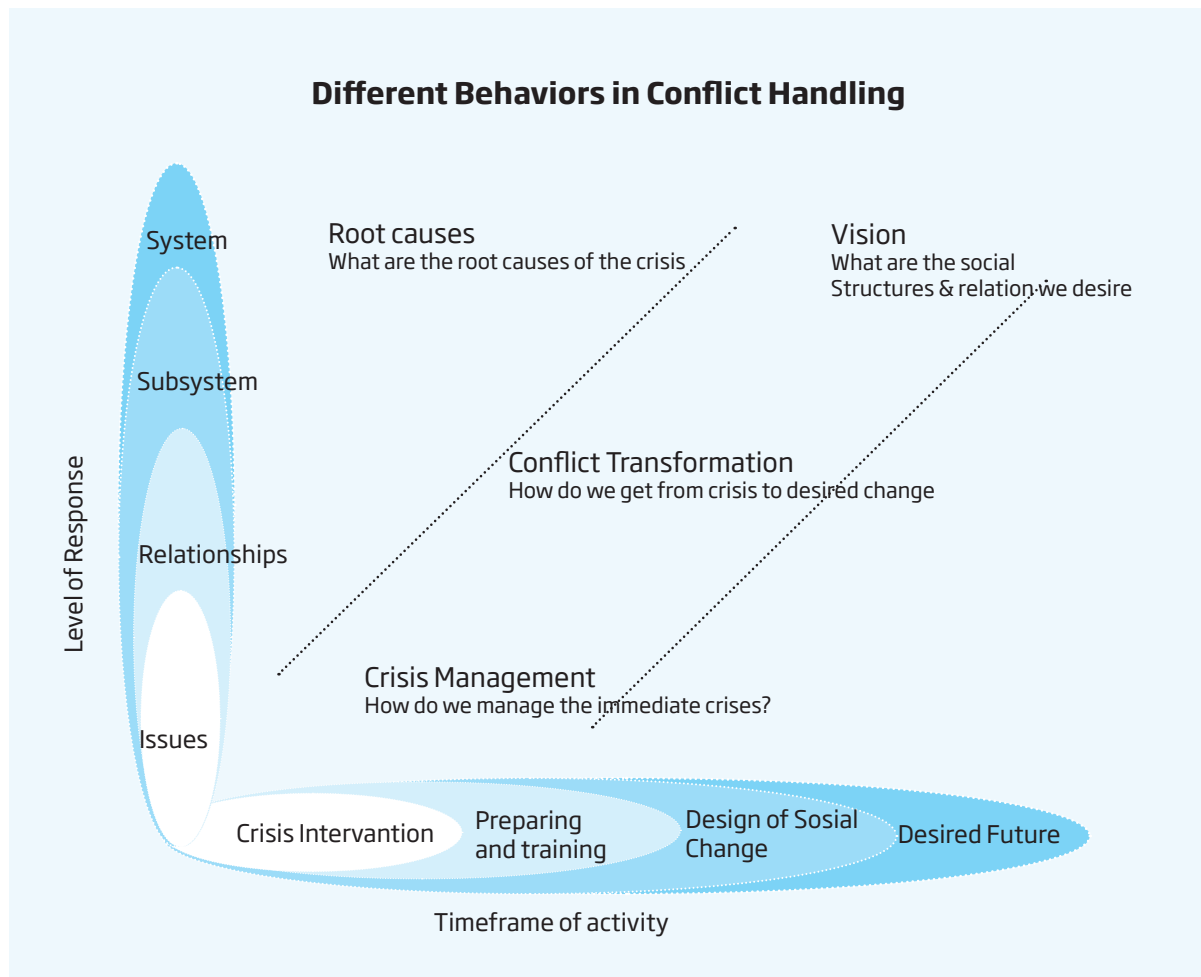| Types of Actors		Approaches to building peace
Top Leadership	Level 1	Focus on high level negotiations, emphasizes on ceasefire, led by highly visible single mediator
Middle range Leadership	Level 2	Problem solving workshops, traning in conflict resolution, peace commissions, inside-partial teams
Grassroot Leadership	Level 3	Local peace commissions, Grassroots training, prejudice reduction, psychological work in post war trauma

Myths and misconceptions about peacebuilding

- Peacebuilding is soft or idealistic

- Peacebuilding is the same as conflict transformation

- Peacebuilding is only for post-war societies

- Peacebuilding is primarily a western idea

- Peacebuilding ignores conflict or structural violence and injustice

- Resources, actors and approaches are not coordinated to accomplish multiple goals and address multiple issues in the longer run

- Peacebuilding is not a connecting space of values, skills, analyses and processes:

Values
Human needs
Human rights
Interdependence
Partnership
Justice
Human security

Skills
Self-reflection
Active listening
Diplomatic and assertive speaking
Appreciative inquiry
Creative problem solving

Peacebuilding

Analyses
Contextual analysis – considering all the stakeholders, the history, the environment and the impacts

Processes
Engaging in conflicts non-violently, reducing direct violence, transforming relationships, building capacity

John Paul Lederach (1999) recommends a long term view, taking into account the interdependence of different aspects of peacebuilding activities. According to him, a sustainable and comprehensive peacebuilding framework must link the levels of response involved in peacebuilding and reconceptualise the time frames for planning and action. Therefore, Lederach proposes an integrated framework which combines both of these elements to establish an infrastructure for sustaining the transformation of conflict.

Different Behaviors in Conflict Handling

Level of Response

System

Subsystem

Relationships

Issues

Root causes
What are the root causes of the crisis

Vision
What are the social
Structures & relation we desire

Conflict Transformation
How do we get from crisis to desired change

Crisis Management
How do we manage the immediate crises?

Crisis Intervantion

Preparing and training

Design of Sosial Change

Desired Future

Timeframe of activity

Summary
Peacebuilding helps to prevent, reduce and transform violence thereby helping people to recover from all forms of violence and to empower people to foster relationships at all levels of society.

SESSION 10

LESSONS LEARNT IN CONFLICT TRANSFORMATION AND PEACEBUILDING

What you will learn:

☑ The challenges for constructive conflict transformation and sustainable peace

LESSONS LEARNT IN CONFLICT TRANSFORMATION AND PEACEBUILDING

John Paul Lederach (1999) identifies the following gaps in peacebuilding as significant challenges in the 21st century: interdependence gap, a justice gap, a process-structure gap and an authenticity gap (Lederach J.P. 1999).

Interdependence Gap

Interdependence gap suggests that sustainability of peace-building requires both horizontal and vertical relationship building and coordination. In conceptual and practical terms, the field of peacebuilding has concentrated more of its resources and capacity-building on the horizontal ignoring the vertical axis, leaving significant insufficiencies in the structure of the peace process to be sustained (Lederach J.P. 1999)

The Justice Gap

Usually a justice gap emerges when some sort of agreement or accord is signed, that is supposedly to bring an end to a conflict. With an agreement or accord, there is a usual tendency for a significant decrease in direct violence. Yet this would not address the structural origins of the conflict, that may remain unchanged. Therefore we can say that the justice gap is the difference between the expected reduction in structural violence and the actual outcome.

The Process Structure Gap

Is peace a process or is it a structure? Do w e find peace as ongoing process or as an end product? The process - structure gap is related to the confusion over whether peace is an end product or peace is a process. This gap is usually visible after signing negotiated peace agreement. Government and the military most often considers peace accords in terms of an end game scenarios. Yet the reality is that this is the beginning of a process of redefining our relationships. Therefore peace is both – a process and structure.

Peacebuilding requires us to work at constructing an infrastructure to support a process of desired change that is permanent and creates an adaptive, dynamic and responsive change that should have purpose and infrastructure to support its flow. Therefore there is a need to move from agreement to relationship building. Relationships should be adaptive and dynamic, take up political and social forms that needs accountability, vigilance and willingness to change. This is a dynamic process.

A peace structure is empty if it is not used as the framework for an ongoing, dynamic peace process. This is the process-structure gap.

The Authenticity Gap

The authenticity gap is less tangible. Beyond diagrams, techniques, negotiation and mediation, there needs to be something more. Peace must be an organized process - it must be fuelled by the creativity, dedication and vision of those who live in conflict. Peace must be developed within a society; it cannot be imposed from outside. It becomes important to have the ownership component in the process, specially by those who have to live with it (FLICT Trainee Handbook, 2008).

It is important to address the interdependence, Justice, Process-Structure and Authenticity Gaps for a grounded and growing peace.

Activity

Exercise:
Draw up a list of peacebuilding activities conducted in Sri Lanka during the last 2 decades. (Discussion point – have we achieved peace, how far, what are the reasons to your answer)

- Identify your "theory of change" in order to bring about peace to Sri Lanka and enlighten the others in your group on your theory of change.

- Fill out your project information in the provided format of theory of change and make a presentation to the group.(feedback to be given)

Procedure:
After answering the question, let the participant present it to the group.

Summary

The challenges for conflict transformation and peacebuilding are the following gaps: interdependence gap, justice gap, process-structure gap and authencity gap. As pointed out by Lederach, justpeace-building requires the following: (1). An adaptive process-structure of human relationships characterized by high justice and low violence, (2). An infrastructure of organization or governance that responds to human conflict through nonviolent means as first and last resorts (3). A view of systems as responsive to the permanency and interdependence of relationships and change.

SESSION 11

GENDER IN CONFLICT TRANSFORMATION

What you will learn:

☑ The understanding of the concept of gender in conflict transformation

GENDER IN CONFLICT TRANSFORMATION

This includes looking at conflict using a gender 'lens'. That is, to understanding conflict situations in a complete way, by asking a series of questions about the impact of conflict on men and women – on their roles, their identities, their social positions and rights and, about what sort of 'peace' they want to see.

Gender is a socially constructed concept. Clearly gender is about men and women, but it is more on the way society places different expectations on men and women and not so much on their physical differences. These socially constructed differences change over time.

Gender differences may vary from one socio-economic, cultural setting to another, from one class or group to another. What is considered acceptable for women and for men within the upper classes of right and proper in the high class of Colombo might not be considered appropriate in a distance village. Relations between men and women will take a different shape in aristocratic and in working class families, or in a Hindu or Muslim family. We cannot always rely only on our own experience to imagine how gender relations work in a different context, nor can we assume that what we know to be the case now is going to continue forever.

There are three main reasons why gender should be considered in conflict transformation.

1. As in many social relationships, the social relations between men and women reflect the differences of power, both at the individual level and at the societal level. Women and men may experience conflict differently, differences in access to social, political and economic power often depends also on whether a person is a woman or a man. The understanding of gender relations may help us to understand how power works and how we can transform it into something constructive and positive.

2. Feminist scholars have developed concepts to describe the power relations between men and women which may be useful in understanding violent conflict.

3. Feminists have been interested in going beyond analysing oppressive relationships to finding out how they can be changed. The women's movement has some useful experience that would help other disadvantaged groups to overcome the discrimination they face.

At individual level both men and women suffer in war. Both suffer threats to their lives and their families' lives and security. They suffer because of the destruction of infrastructure (roads, schools, bridges, health posts) and disruption to services such as health, education and economical services. They suffer psychologically as a result of violence and loss, or because of witnessing violent incidents. However, the experiences of men and women are not necessarily the same, because they each have different social roles and positions. Militias target men and women in different ways. For example, in times of war, women are much more likely than men to suffer rape and other forms of sexual harassments.

At societal level conflict often has the effect of speeding up social change. Men and women experience this change differently. Usually change is visible in the following three areas:

Demographic change: Composition of households may change. There may be more child-headed and female-headed households. The ratio of women to men in the population tends to increase, which may, for example, result in a situation where women become second or third wives, or not to marry at all. Sometimes war encourages people to want more children in order to replace those who die.

Economic change: With war, new forms of livelihoods are more likely to emerge. With changing structures or displacement, people may seek refuge in new places where the resources they depended on in the past are not available. Men tend to be deeply affected by this, because gendered social-cultural norms often allow men to controlled resources; with little or no access to such resources as a result of war, men may lose not only their resources but also their social position/power.

Political change: Institutions and powerful people can gain more power as a result of conflict, while the least powerful become even more suppressed. In some cases the suffering that people undergo in war-time can lead them to demand changes in the way their leaders represent them. Women can often become aware of how they are discriminated against, and take part in organizing and lobbying for their rights.

Gender mainstreaming provides a gender analysis of conflict, to increase our knowledge and understandings of conflict and aims to contribute to greater equality between women and men. Mainstreaming gender concerns into prevailing conflict analysis will help us to determine who finally gets what, why resources are so allocated, and what needs to be done in order to make these processes more equitable to women and men. Mainstreaming gender into conflict thus involves:

- Increasing the participation of women in decisions and actions across the board to influence conflict prevention and transformation processes

- Bringing a gender perspective into conflict-related theories, policies, plans and projects in order to achieve better results in understanding, resolving and transforming conflict.

Activity - Understanding Gender

Procedure:
Divide participants into groups and have each group prepare a poster that depicts their understanding on gender scene (Family/Organization/Community/Society)

Once each group has completed their poster, review and discuss on the posters.
Summarize the session

Summary
Gender in conflict transformation is to look at conflict using a gender 'lens'. Here the emphasis is to try understanding conflict situations in a complete way, by asking a series of questions about the impact which conflict has on men and women – on their roles, their identities, their social positions and rights and about what sort of 'peace' they want to see.

ANNEXURE 1

WHAT'S YOUR CONFLICT MANAGEMENT STYLE?

Instructions:

Listed below are 15 statements. Each strategy provides a possible strategy for dealing with a conflict.

Give each a numerical value (i.e., 1=Always, 2=Very often, 3=Sometimes, 4= Not very often, 5= Rarely, if ever.) Don't answer as you think you should, answer as you actually behave.

- — a. I argue my case with peers, colleagues and coworkers to demonstrate the merits of the position I take.
- — b. I try to reach compromises through negotiation.
- — c. I attempt to meet the expectation of others.
- — d. I seek to investigate issues with others in order to find solutions that are mutually acceptable.
- — e. I am firm in resolve when it comes to defending my side of the issue.
- — f. I try to avoid being singled out, keeping conflict with others to myself.
- — g. I uphold my solutions to problems.
- — h. I compromise in order to reach solutions.
- — i. I trade important information with others so that problems can be solved together.
- — j. I avoid discussing my differences with others.
- — k. I try to accommodate the wishes of my peers and colleagues.
- — l. I seek to bring everyone's concerns out into the open in order to resolve disputes in the best possible way.
- — m. I put forward a middle position in effort to break deadlock.
- — n. I accept the recommendations of colleagues, peers, and coworkers.
- — o. I avoid hard feelings by keeping my disagreements with others to myself.

Scoring: The 15 statements you just read are listed below under five categories. Each category contains the letters of three statements. Record the number you placed next to each statement. Calculate the total under each category.

Style				Total
Competing/Forcing Shark	a. _____	e._____	g. _____	_____
Collaborating Owl	d. _____	i. _____	l. _____	_____
Avoiding Turtle	f. _____	j. _____	o. _____	_____
Accommodating Teddy Bear	c._____	k. _____	n. _____	_____
Compromising Fox	b. _____	h. _____	m. _____	_____

Results:

My dominant style is _____ (Your **LOWEST** score)

My back-up style is_____ (Your second Lowest score)

Conflict Management Styles

The Competing Shark

- Sharks use a forcing or competing conflict management style
- Sharks are highly goal-oriented
- Relationships take on a lower priority
- Sharks do not hesitate to use aggressive behaviour to resolve conflicts
- Sharks can be autocratic, authoritative, and uncooperative; threatening and intimidating
- Sharks have a need to win; therefore others must lose, creating win-lose situations
- Advantage: If the shark's decision is correct, a better decision without compromise can result
- Disadvantage: May breed hostility and resentment toward the person using it
- Appropriate times to use a Shark style
    - when conflict involves personal differences that are difficult to change
    - when fostering intimate or supportive relationships is not critical
    - when others are likely to take advantage of noncompetitive behaviour
    - when conflict resolution is urgent; when decision is vital in crisis
    - when unpopular decisions need to be implemented

The Avoiding Turtle

- Turtles adopt an avoiding or withdrawing conflict management style
- Turtles would rather hide and ignore conflict than resolve it; this leads them uncooperative and unassertive
- Turtles tend to give up personal goals and display passive behaviour creating lose-lose situations
- Advantage: may help to maintain relationships that would be hurt by conflict resolution
- Disadvantage: Conflicts remain unresolved, overuse of the style leads to others walking over them
- Appropriate times to use a Turtle Style:
    - when the stakes are not high or issue is trivial
    - when confrontation will hurt a working relationship
    - when there is little chance of satisfying your wants
    - when disruption outweighs benefit of conflict resolution
    - when gathering information is more important than an immediate decision
    - when others can more effectively resolve the conflict
    - when time constraints demand a delay

The Accommodating Teddy Bear

- Teddy bears use a smoothing or accommodating conflict management style with emphasis on human relationships
- Teddy bears ignore their own goals and resolve conflict by giving into others; unassertive and cooperative creating a win-lose (bear is loser) situation

- Advantage: Accommodating maintains relationships
- Disadvantage: Giving in may not be productive, bear may be taken advantage of
- Appropriate times to use a Teddy Bear Style
  - when maintaining the relationship outweighs other considerations
  - when suggestions/changes are not important to the accommodator
  - when minimizing losses in situations where outmatched or losing
  - when time is limited or when harmony and stability are valued

The Compromising Fox

- Foxes use a compromising conflict management style; concern is for goals and relationships
- Foxes are willing to sacrifice some of their goals while persuading others to give up part of theirs
- Compromise is assertive and cooperative-result is either win-lose or lose-lose
- Advantage: relationships are maintained and conflicts are removed
- Disadvantage: compromise may create less than ideal outcome and game playing can result
- Appropriate times to use a Fox Style
  - when important/complex issues leave no clear or simple solutions
  - when all conflicting people are equal in power and have strong interests in different solutions
  - when their are no time restraints

The Collaborating Owl

- Owls use a collaborating or problem confronting conflict management style valuing their goals and relationships
- Owls view conflicts as problems to be solved finding solutions agreeable to all sides (win-win)
- Advantage: both sides get what they want and negative feelings eliminated
- Disadvantage: takes a great deal of time and effort
- Appropriate times to use an Owl Style
  - when maintaining relationships is important
  - when time is not a concern
  - when peer conflict is involved
  - when trying to gain commitment through consensus building
  - when learning and trying to merge differing perspectives

Source: Mastering Human Relations, 3rd Ed. by A. Falikowski 2002 Pearson Education http://www.pearsoned.ca

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