



## PEACE AND CONFLICT RESOLUTION IN ZANZIBAR

# A TRAINING MANUAL FOR CONFLICT RESOLUTION FACILITATORS

# 7 modules

WITH FUNDAMENTAL TRAINING SKILLS AND KNOW-HOW  
FOR AN EFFECTIVE COURSE DELIVERY

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**PEACE AND CONFLICT RESOLUTION IN ZANZIBAR**

**A TRAINING MANUAL FOR  
CONFLICT RESOLUTION FACILITATORS**

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## ABREVIATIONS

<b>ACT</b>	Alliance for Change and Transparency
<b>ASP</b>	Afro-Shirazi Party
<b>AU</b>	African Union
<b>CCM</b>	Chama Cha Mapinduzi
<b>CHADEMA</b>	Chama cha Demokrasia na Maendeleo
<b>CSOs</b>	Civil Society Organisation
<b>CUF</b>	Civic United Front
<b>EU</b>	European Union
<b>GNU</b>	Government of National Unity
<b>KAS</b>	Konrad-Adenauer-Stiftung
<b>SADC</b>	Southern African Development Community
<b>SMZ</b>	Serikali ya Mapunduzi ya Zanzibar
<b>UP</b>	Umma Party
<b>URT</b>	United Republican of Tanzania
<b>ZAFELA</b>	Zanzibar Female Lawyers Association
<b>ZNP</b>	Zanzibar Nationalist Party
<b>ZPPP</b>	Zanzibar and Pemba People's Party



## PREFACE

Zanzibar has been a semi-autonomous part of the United Republic of Tanzania since 1964. However, in contrast to the mainland, its politics have been marred by intense competition that have culminated into political standoff, violence and lack of social and civic peace. At the core of these conflicts is the politicization of racial identity and lack of free and fair political space. The situation has an impact on all efforts for reconciliation. The urgent need to address this worry of semi-autonomous part of Tanzania is rife. This has prompted the European Union (EU) to initiated and fund a project on Rebuilding Confidence in Dialogue between Political Parties and Communities for Peace and Conflict Resolution. The project will contribute to a better conflict resolution and dialogue arrangement between political actors and their supporters through improved, more trustful relationship within the different political parties, their supporters and ordinary citizens. The project is implemented by the Konrad-Adenauer-Stiftung (KAS) and its partner Zanzibar Female Lawyers Association (ZAFELA).

In pursuance of these objective, KAS and ZAFELA, decided to make conflict management and resolution as one of their core and ongoing activities. Training has been identified as one way of developing and sharpening the skills of leaders of political parties, CSOs and religious leaders at different levels. Part of the project activities was the development of training material and execution of a workshop for conflict resolution, which can be used for training of different target groups involved. Based on the successful workshop on conflict resolution, the idea arised to develop this training manual for a broader target group and to make use of the manual also in future.

This manual has, therefore, been prepared to serve as both a guide and reference material for politicians, CSOs, religious and local leaders, women, men and youth. The manual will equip the groups with the necessary knowledge and skills in issues related to peace building, conflict resolution and better ways to engage religious leaders, CSOs and interparty dialogue in Zanzibar. The training materials will be used as a guide on how to teach different target stakeholders and incorporate peace-building concept. It will be used as a guide to the project team throughout the project cycle towards contributing to a better conflict resolution, interparty confidence building

and conducting meaningful dialogue in Zanzibar. The target audience of the capacity training workshop will be women and young people from selected from five political parties in Zanzibar. Other groups will include Community Representatives: Members from Civil Society, Religious leaders and, politicians involved. Representative from those groups play a central role in establishing a sustainable dialogue and reducing conflicts. The media - local and international will have a crucial role to play in informing the world about the prospects for lasting peace and security in Zanzibar.

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Last but not least, KAS and ZAFELA would like to sincerely thank the European Union(EU)as main donor of the project and the German Ministry of Economic Cooperation and Development (BMZ) for the financial assistance for the whole project "Together for Peace" for the development of this manual. KAS and ZAFELA believes that this manual will be an important resource for all stakeholders of conflict resolution and management not only for Zanzibar, but also for other areas of Africa and as they continue exploring and putting together democratic mechanisms of running their political parties without political conflicts during elections. The opinions expressed in this manual are the authors and do not necessarily reflect those of KAS and ZAFELA or EU.

## HOW TO USE THE MANUAL

This manual provides facilitators of the conflict resolution and management from KAS and ZAFELA with fundamental training skills and know-how for an effective course delivery. The manual contains basic information about conflict resolution as can be applied on the Zanzibar situation. The information is intended to assist the trainer or facilitator with valid reference when giving input for the benefit of workshop participants.

The information is presented in simple language and in brief sections, including bullet points and diagrams. This is to enable easy access to a cross section of target groups most of whom comprise CSOs, political party leaders, local media and local populations both in Unguja and Pemba.

The form of presentation further assumes a participatory process of learning, hence the use of activities and discussion questions in various sections of the manual. This approach to learning encourages participants to talk about their own experiences and perspectives thereby ensuring contextualization of knowledge. The facilitator is encouraged to come up with additional activities that would further assist in clarifying the different concepts explored in this manual. In terms of structure, the manual is divided into modules and each module is broken down into units.

Appendix 2 of this manual provides guidance to new trainers how to start the training, some of the suggestion exercise for evaluation and energise participants also available in this appendix. Furthermore, at the beginning of each module, there are objectives that are expected to be achieved upon completion of that particular module. The objectives are stated in such a way as to make evaluation of results easy for the trainer or facilitator. The manual is ideal for a training workshop with a sizeable group that will allow for maximum participation of every participant.

Therefore, this manual provides facilitators and project team with information on how best to develop, deliver and manage training activities in an effective manner. After studying this manual the facilitators will be able to manage the training as well as to design and facilitate delivery sessions in an effective manner. Finally, it should be noted that understanding notion of peace building require so many different meals, some ingredients are not available in this manual and we encourage facilitators to use their creativity and find more ingredients among those with whom you are working. Share your ideas to broaden the menu and multiply the number of people building peace.

# MODULE ONE

## Politics and Political Conflicts in Zanzibar: The Search for Durable Solutions

### Learning Objectives of this Module

In this module, you will be introduced to the historical background of Zanzibar politics and political conflicts related to Multiparty elections since 1960s to the present. Similarly, this module will explain the various efforts taken by different stakeholders to address political standoff in Zanzibar.

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

- Outline the historical background of the political situation in Zanzibar
- Share experiences on the main issues of Zanzibar politics
- Identify the different problem characterizing the political situation and conflicts in Zanzibar
- Share proposed durable solutions to the identified problems
- Explain key stakeholders and their roles in promoting conflict resolution in Zanzibar

### 1.1 An Overview of the History of Political and Conflict in Zanzibar

Zanzibar has been a semi-autonomous part of the United Republic of Tanzania (URT) since 1964. Despite having and using a common lingua franca, Kiswahili, religion, and a high rate of intermarriage among the

islands' multi-racial communities, Zanzibar and its politics have been marred by conflicts that have culminated into political stand-offs, violence and the lack of social and civic peace. This political instability has been threatening not only Zanzibar's relatively new democratic institutions, but also the Union between Tanganyika and Zanzibar and the prospects for democratic consolidation in the URT.

Note should be taken that political conflict in Zanzibar resulted following the introduction of multi-party elections. This was not a new phenomenon on the islands. Even so, the islands have been through that experience since the 1950s, when anti-colonial consciousness was at its height. This history can therefore be divided into two phases: The first phase of political conflict covers the period from the 1950s to 1960s, and the second phase from 1995 to the present.

### **1.1.1 First phase of the emergence of political conflicts from 1957 to 1963**

The first wave of political conflicts in Zanzibar resulted from multiparty elections in the 1950s, when anti-colonial consciousness was at its peak. During that period, four nationalist political parties were formed: the Zanzibar Nationalist Party (ZNP, formed 1955), the Afro-Shirazi Party (ASP, 1957), the Zanzibar and Pemba People's Party (ZPPP, 1959) and the Umma Party (UP, 1963). During this period, four elections were held in 1957, January 1961, June 1961 and July 1963. It was during the last two elections that conflicts erupted and grew into violence. This had not been the case in the first two elections. It must be noted that the emergence of conflicts during this period was due, not only to fierce multi-party competitions, but also to the colonial legacy of ethnic and racial politics. While the ASP was identified with Africans of Mainland origin, the ZNP was identified with the Arabs and the ZPPP with the Shirazi people. This identification also had an economic class dimension.

### **1.1.2 Second waves: The multi-party elections from 1995-2020**

The multi-party elections of 1995 to 2000s were another source of conflict and violence in Zanzibar, mainly because neither election

was considered free and fair, characterized by allegations of political corruption and vote rigging. Various observer groups expressed their views on the vote-rigging and other irregularities in all elections from 1995, 2000, 2005, 2010, 2015 and 2020. A number of domestic and external observers said both elections had not followed the cardinal principles of transparency and credibility.

This vice of vote-rigging by ruling elite caused main opposition parties in the island, namely the CUF to refuse to recognize the election results, the President and the government, and also decided to boycott meetings of the House of Representatives and Parliament. This was followed by frequent clashes between the police and CUF demonstrators. As for the purpose of this Manual, this period we can call as a second waves of multi-party election resulted in more political conflicts in Zanzibar. This calls for durable solutions. The search for such solutions should be at macro-level of multi-party politics and the building of a democratic developmental society.

## **1.2 Search for Durable Solutions for Political Conflicts in Zanzibar**

In the effort to understand the mechanisms for addressing violent political conflicts in Zanzibar, we should first note that the conflicts have previously and already been addressed in collaboration with the Revolutionary Government of Zanzibar (SMZ), local and national CSOs, and development partners. At the local level, local government, religious leaders, and CSOs have been involved in addressing and ending the conflicts. While on some occasions government and political parties have exacerbated the conflicts, they also play a role in addressing political differences which have resulted in violent conflicts since the first election in 1995. Maridhiano, round table negotiations, between the ruling party CCM and the then main opposition CUF, which led to the establishment of the Zanzibar new constitution of 2010 and GNU for instance, were among the efforts initiated by political elites, local and international CSOs, and other activists.

Muafaka II, which followed the 2000 conflict followed the Muafaka I which proved a failure in terms of implementation. Muafaka II shows

some signs of succeeding. However, even if the second Muafaka has been well implemented, on its own, it is unlikely to provide a durable solution to the Zanzibar conflict.

### Notes for Trainers

The word Muafaka means “reconciliation in the form of peace agreements arising out of peace negotiations”. Muafaka I was a peace agreement following peace negotiations between the CCM and the CUF. This took place from February 1998 to June 1999. **Muafaka II** followed the peace negotiations between the same parties held from March to October 2001.

Various stakeholders have observed that, even if Muafaka II had been fully implemented, it is still not enough to ensure durable solutions to the Zanzibar political conflict and building sustainable peace. This is because the Muafaka has been concerned mainly with elections issues. Therefore, more efforts need to be made to harness views from the people of different social groups, such as views expressed in reports from local and international election-monitoring groups, in research, consultancy studies and published materials, as well as views from regional organizations like the SADC, AU and EU.

## 1.3 The problem: Reasons for low level of peace

From the above brief political background of Zanzibar, a number of issues can be called to bear as responsible for the low level of peace, fruitful inter and intra party dialogue between and among political parties in islands:

- Between the elections in 2015 and 2020 there has been an almost complete standstill in the dialogue between the parties and their members, voters and supporters. After the majority of Civic United Front (CUF) members switched to the Alliance for Change and Transparency (ACT)-Wazalendo party in 2020, it is not yet possible



to estimate whether this party can now play the role that CUF previously had.

- The target groups, the government, political party leaders and all the other stakeholders of politics in Zanzibar and Pemba and targeted for this training seem to have lost the ability of overcoming the trenches between the irreconcilable opposing camps in the run-ups to the general elections and especially in the period afterwards. They seem to lack the technical and management capacities to enter into a dialogue with the other side. This lack of technical and management capacities to overcome the situation can only be overcome by the intervention of an impartial actor who must have two characteristics. Sufficient credibility is needed with the target groups and experience in working with political parties, religious dignitaries, the local population in addressing and reducing political and other conflicts.
- Over the years a miscommunication both between political parties and between the parties and citizens has developed which continues to be deepened if not addressed and resolved. Even after the dust of the election had settled, distrust and antagonism continue to dominate the relationship between the various political parties in Zanzibar.
- The religious dignitaries on the island, who actually do have a significant potential and role to play in mediating by bringing the political parties together, have not been able to play their expected roles. Consequently, the religious leaders have lost a lot of their credibility and authority not only within the representatives of the political opposition, but also within large parts of the communities. Dialogues with supporters and ordinary people often fail because most parties are not clear on what they stand for.

# MODULE TWO

## Understanding Politics and Political Conflicts

### Learning Objectives of this Module:

Politics is a process where groups compete for authority and decision making power over a geographical area including the control of resources pertaining. There is necessarily tension between interests when it comes to campaigning to be elected to hold political power. When political systems fail to manage conflicting interests, conflict may express itself violently. In this model you will be introduced to the concept and meaning politics and how politics can be turn to violence if not manage properly as has been the case in Zanzibar. This module will provide the meaning of violence, reconciliation and other concepts related to political conflicts.

At the end of this module, the trainees will be able to:

- Define the term *politics*.
- Give elaboration on what politics encompasses,
- Provide highlights on their understanding of a political conflict
- List the causes of political disputes and conflicts
- Define peace, violence and reconciliation
- Indicate the threats of political conflict on peace and security

### 2.1 What is politics?

Politics is among the most ancient and persistent sources of conflict in a society, as it determines how power will be distributed among people which in turns determine how resources will be allocated and

how rules governing society will be made. Politics may be defined as what government is all about for it is concerned with 'who gets what, when and how'.

Thus, conflicts determine the very existence of politics. Conflicts arise as people compete to outwit each other in order to gain control of state power to allocate resources and the power to be at the driving force of setting the rules of the game.

A few observations will help to elaborate the concept:

- First, it is clear that politics is a social process that exists in any social setting. This is because the question "who gets what, when, and how" is the kind of question that cuts across all societal levels at family, community, district, region and national levels.
- Second, at the center of politics is the issue of making choices. These choices are largely to do with distribution and/or redistribution of resources. Such resources exist in different forms and at different levels of society. Material resources like development projects and money are only some of the many resources we can think of. Others may include power and authority.
- Third, the question of who gets what when and how also presupposes diversity of interests and values, a phenomenon that is a norm in all human societies. Given this reality, politics is, therefore, is not concerned with elimination of differences and conflicts. Rather, it is to reconcile them by creating compromises. That is by finding the 'right' answer to the question: who gets what, when and how. Thus, politics involves negotiation, bargaining, persuasion and compromise.

## **2.2 Five key configurations of politics and their relationship with conflict**

We are going to examine some five configuration of politics and discuss how they relate to the question of conflict.

- i) **Politics as Government:** In this case, politics refers to the affairs of the state. Politics is restricted to what happens in government by politicians and civil servants. In this understanding politicians are mainly concerned with providing policy direction while civil servants are technical people who operationalize and implement broad policy decisions made by politicians. It is not unheard of that sometimes politicians tend to cross the line and behave as if they are the technical people i.e., trying to dictate what the civil servants should do and how they should do it. On the other hand, technocrats can decide to deliberately frustrate the agenda of politicians, which may lead to policy failure.
- ii) **Politics as public affairs:** This understanding is broader. It is concerned with the attainment of good life in a community or country through the institutions of the state like courts and police. The very concept of good life in a society can be controversial. In a society there are different interests and so politics has to aggregate the different interests and there may not be consensus in this process of interest aggregation, hence a potential for conflicts.
- iii) **Politics as compromise and consensus:** In this case, politics is a means of resolving conflict by compromise, conciliation and negotiation, rather than through force or naked power. This implies peaceful debate and arbitration.
- iv) **Politics as power** concerns the production, distribution and use of resources in the day-to-day life of the people. In this regard, politics is seen as a struggle for power to control the means for the distribution of scarce resources. It literally means those people who have power to determine “who gets what, when and how” or indeed the constitutive dimension of power to mean who makes which rules / laws. The struggle to get hold of this political power oftentimes leads to conflicts.
- v) **Politics is a process of handling conflict**, where groups compete for authority and the control of scarce resources, there is necessarily tension between interests. When political systems fail to manage conflicting interests, conflict may express itself

violently. While electoral systems can prevent conflict by offering potential combatants the opportunity to compete for power or express grievances peacefully, they also carry the risk that the high stakes of an election cycle will prompt political actors to turn to violence in defence of their interests.

Political conflicts, therefore, involve civil unrest, violence, death of civilians, and state coercion occurs in even the most stable of societies. Yet there is considerable cross-national variation in terms of the scale and intensity of these conflicts and their capacity to destabilize the power of the state. Among the developed countries of the industrialized north, political conflict in recent decades has less often taken the form of organized violence and rarely threatens the power of the state.

## **2.3 Elections and their cycles as a trigger for violence**

While elections have helped Zanzibar to manage transitions from colonial domination to independence in 1960s, they have also triggered smaller-scale violence. While election cycles themselves are not root causes of conflict, they create space for political activity, and increase the stakes of political competition such that in unconsolidated democracies, existing tensions may find violent expression. The risk of violence is particularly high when inappropriate electoral systems are chosen, or when elections are poorly managed.

# MODULE THREE

## Understanding Conflicts

### Learning Objectives of this Module:

Conflict arises whenever individuals have different values, opinions, needs, interests and are unable to find a middle way. In this module, you will learn different phases and types of conflict and how to manage conflict. Similarly in this module, you will learn how to handle conflicts and engage in effective negotiation, this being instrumental to successful human relations and to a successful career.

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

- Explain what a conflict is
- Demonstrate understanding of and recognize the characteristics of a conflict
- Explain different types and causes of conflicts
- Explain the sources of a political or any other conflict
- Understand and recognize the relationship between conflict and violence
- State the benefits of handling conflict in a non-violent and constructive way

### 3.1 What is a conflict?

A conflict is a reality of social life and exists at all levels of society. Actually, conflicts are as old as the word and the world. We learn from history about individuals being in conflict with each other because of various reasons. The trend has not changed even today. Individuals, villages, tribes, political parties, nations and other types of groupings engage in conflicts. Practically each of us has, in one way or the other,

been involved in a conflict either at family level, workplace, and many other areas of human engagement.

Generally, a conflict exists when there is an interaction between two or more individuals, groups or organizations, where at least one side sees their thinking, ideas, perceptions, feelings as contradicting with that of the other side and feels that they cannot get what they want because of the other side. The paradox of conflict is that it is both the force that can tear relationships apart and its resolution that binds them together. This dual nature of conflict makes it an important concept to study and understand.

The realisation of existence of a conflict shows, that something in a relationship—or the whole relationship—between involved parties cannot continue as wished. It is an opportunity for adjustment and for constructive change. A relationship without conflict stagnates, a society without conflict does not make progress. In everyday life. However, we tend to experience conflicts as something painful, which we would rather avoid, neglect or forget about. Sometimes, for these reasons, we accuse others of “disturbing the peace” when they try to protect their interests and needs. In other cases, we use conflicts to confront others with our ideas, our own interests or use our power to impose our ideas on them.

Rarely conflicts are perceived or used as an opportunity to reach a higher degree of satisfaction in relationships. The conflict referred above was an opportunity for the two parties to enhance their relationship. We certainly learn the mechanism of dealing with conflicts more or less constructively in our lifetime. Conflict transformation is a more systematic approach, one that makes use of our experience and wisdom. Knowledge about the nature of conflict is used to develop systems, instruments and skills that can help us gain a better understanding of conflicts and deal with them more satisfactorily. Usually, conflicts are centered on an issue, a problem, a question or a theme (e.g., shortage of fuel, quota system, academic freedom etc).

Conflict is an inevitable and necessary feature of human activity. The challenge facing governments today is not the elimination of conflict,

but rather, how to effectively address conflict when it arises. While most government officials in Africa are not frequently confronted by large-scale violence or humanitarian crises, they are often involved in lesser but nevertheless serious conflicts over trade, refugees, borders, water, defense, politics, etc. Their government may be party to the conflict or called on to serve as mediator. In either case, they require particular skills and techniques to tackle the issues in a constructive fashion. Conflict can be managed negatively through avoidance at one extreme and the use or threat of force at the other. Alternatively, conflict can be managed positively through negotiation, joint problem identification and solving and consensus building. These options help to build and sustain constructive bi- and multi-lateral relations.

Being social by nature, people's groupings and indeed political parties need to look at conflicts as:

- i. **Natural:** The assumption here is that conflicts are dynamic and are not inherently negative or positive. Conflicts are an inevitable part of life. They are a part of our daily experiences. There is always the potential for conflicts within and around us. Therefore, life and conflicts are inseparable.
- ii. **Something we all know about:** Many of us may belong to different political parties bearing different political interests and values. It is a given fact that we have experienced and dealt with conflicts in our parties in different ways. We may have negative, positive or neutral associations with the term 'conflict', but what is clear is that we have all in one way or the other encountered and resolved conflicts in our political parties and we will continue to do so. Therefore, it would be helpful, if each one of us would start to have a positive look at conflicts. The way we view conflicts determines how we deal with them, either from a negative point of view which often lead to destruction, or from a positive point of view which enables us to get something good and beneficial from a conflict.
- iii. **Danger and opportunity:** As the energy in a fire can build or destroy, the energy in conflicts can either be constructive or destructive. Conflicts can both be dangerous and beneficial depending on how the people involved choose to deal with them.



If we look at conflicts from a positive point of view, they can be a source of positive change which would have otherwise not come.

- iv. **Conflicts as differences:** Simply put, conflicts have to do with differences whether at individual, interpersonal, intragroup at broader levels. These differences can be in terms of values, interests, goals, wishes etc. However, it should be noted that conflicts arise when the concerned parties, either both of them or at least one of them, feel that their interests, goals, values, wishes, wants or feelings cannot be met because of the other side that has opposing views on the same issue. Having differences is something that is given. It is how we express such differences and what we do that can lead to positive or negative experiences for us and those around us.
- v. **Conflict as a challenge:** From the points above it is apparent that conflict and conflict resolution are a challenge that we all need to deal with in our daily lives be it in our families, churches, mosques, street lives and indeed political parties. Let us always remain prepared to face this challenge whenever we encounter it with the determination to end it.

## 3.2 Types of conflicts

Conflicts are classifiable as follows:

- **Intra-personal conflicts** are conflicts within a person, psychological conflict, decision making conflict in one person. Though these conflicts may play a part in social conflicts, they are not the subject matter of conflict transformation work but more of a concern of therapy or counselling.
- **Inter-personal conflicts** are conflicts between two or a small number of people without groups building up around one side.
- **Intra-group conflicts** are conflicts within smaller (team, family) or larger groups (religious community, within elites). Here group dynamics add to the normal dynamics of inter-personal conflicts.

- **Inter-group conflicts** are conflicts between groups, like organizations, ethnic groups, political parties.
- **International, interstate conflicts** are conflicts between two or more countries, or states.

## 3.3 Causes and manifestation of a conflict

### 3.3.1 Causes of conflicts

The discourse about the problem of conflicts is very often limited to one or very few causes. This is part of the dynamics of conflicts and it tends to limit the perspectives of those involved. There can be so many causes of a conflict but what we normally see is just very little. Some of the causes include.

- **Data/Information conflict:** This type of conflict results from strong emotions, stereotypes, miscommunication and repetitive negative behaviour. It is this type of conflict, which often provides fuel for disputes and can promote destructive conflict even when the conditions to resolve the other sources of conflict can be met.
- **Value conflict:** This conflict arises from ideological differences or differing standards for evaluation of ideas or behaviour. The actual or perceived differences in values do not create conflict. It is when values are imposed on groups or groups are prevented from upholding their value system that conflict arises.
- **Structural conflict:** This is caused by unequal or unfair distribution of power or resources perpetrated or justified by established institutions or structures e.g., the informal and formal structures in an organization, party, etc.
- **Interest conflict:** This involves perceived or actual competition over interests, such as resources, perceptions of trust and fairness. An analysis of the different types of conflicts the parties are dealing with helps the intervener to determine strategies for effective handling of the disputes.

## Notes for Trainers

When you are training in the community, it is not necessary for you to try to get participants to understand all the nuances of these various concepts-though it is important for you to keep them in mind. It is important as you work with people to keep asking questions that point them toward looking at the “why” of the conflicts that they are dealing with: “What are the reasons that have caused the number of people having problems with land?”

### 3.3.2 Manifestations of a conflict

It is important to know that a conflict is always a pointer to something deeper or hidden. There are two things that conflict points to: First, a conflict can point to a **fundamental disagreement** concerning the means or objectives an organization or a group intends to pursue. Conflicts of this kind are said to be **substantive**. Second, conflicts can also point to **interpersonal difficulties** that arise over feelings of anger, mistrust, dislike, fear, resentment, etc. Conflicts of this nature are said to be emotional; they are to do with “clash of personalities”.

## 3.4 Sources of conflicts

- **Political sources:** Power struggles, differences in ideologies, etc.
- **Religious sources:** Power struggle, differences in doctrine, etc.
- **Cultural conflict:** When two cultural traditions compete for dominance
- **Economic privileges:** Where some people feel marginalized
- **Natural resources,** e.g. land conflicts.

Note: These sources can be interlinked in many cases, e.g., *political power easily makes people have control over resources and economy.*

## 3.5 Difference between conflict and violence

Are conflicts and violence the same things? Conflict and Violence are not identical.

Violence is very often an expression of conflict, a way of carrying out conflicts. Violence in conflicts exist under the following conditions:

- **A Conflict** as we noted from the beginning of this manual means a serious disagreement or argument while **Violence** means behaviour involving physical force intended to hurt, damage, or kill someone or something.
- **A conflict** can be both positive and negative but a **Violent** act is intended to be negative and destructive.
- **Violence** is the use of force in order to achieve a set desire or purpose. It is an instrument of repression by a more powerful conflict party, wishing to force their interests upon others. Under the influence of **violence**, human beings experience a distance between their current and future possibilities or they are stopped from satisfying any further needs. Use of arms against human beings, killing, maiming through land mines, as well as psychological pressure and torture- all count as **violence**.
- **Violence** is allowing norms, rules, laws (or the absence of such regulations) to prevent parts of society, such as women and young people in general, from gaining access to social services such as education and health; jobs, opportunities, or more generally speaking – the means of self-development, freedom needs.

### 3.5.1 Does a conflict have to be destructive?

We all know how destructive a conflict can be. Whether from personal experience or media accounts, we can all note examples of the negative aspects of a conflict. On the other hand, a conflict can have a positive side, one that builds relationships, creates coalitions, fosters communication, strengthens institutions and the creation of new ideas, rules and laws. These are the functions of conflict. Our understanding of how a conflict can benefit us is an important part of the foundation of constructive conflict management.

### 3.5.2 What a conflict can do? (Functions of a conflict)

As already alluded to, if handled constructively, conflicts can be beneficial in many ways. The following are some of the benefits:

- In the early stages of life, conflicts can assist one to assert his/her personal identity as different from the aspirations, beliefs and behaviors of others. Thus, a conflict **can help to establish identity and independence**. Conflicts, especially at earlier stages of your life, help one to assert personal identity as separate from the aspirations, beliefs and behaviors of those around.
- Intensity of conflicts demonstrates the **closeness and importance of relationships**. Intimate relationships require us to express opposing feelings. While sometimes the intensity of emotions can threaten relationships, if they are dealt with constructively, they can help to measure the depth and importance of a relationship.
- Sometimes conflicts create **new relationships**. During the process of conflict resolutions, conflicting parties may find out that they have common interests and they may agree to start an on-going relationship. There are a lots of examples of politicians who are now friends but were rivals sometime before.
- Conflicts can create **coalitions**. Similar to building relationships, sometimes 'enemies' come together to build coalitions to pursue common interests. During the conflict, previous antagonism is suppressed to work towards these greater goals.
- Conflicts act as a safety valve, which helps to **sustain relationships**. Groups, which suppress or do not give room for opposing views, become rigid with time and eventually become weak. Resolution of conflicts especially through the use of a third party sometimes makes parties vent out their emotions and reduce tensions in a group and end up being friends with common outlooks in life.
- Conflicts help group members to **assess each other's powers and to redistribute them fairly** in cases where there are power imbalances. In most political parties there are no clear-cut ways of truly measuring the power of members. Conflicts and conflict resolutions provide one such way.

- Conflicts **establish and maintain group identities**. Groups including political parties tend to create boundaries, which force them to determine who is part of the in-group and who is not, when there is a conflict. In this way, party members become aware of who is a true member and those who are 'aganyu' (members who join a party not for love of it but simply to benefit personally). When such realization is made those who belong to the in-group mobilize themselves to defend the interests of their party.
- Conflicts establish and maintain group identities by clarifying issues, values, norms and beliefs that may have been sources of conflicts because of lack of clarity. When a group is threatened as a result of conflict with another group, normally its members come together in solidarity hence making the group even stronger than before.
- Conflicts help to modify rules, laws, norms and institutions. It is through the raising of issues that gaps regarding rules, laws or beliefs can be identified and corrected. Problems or frustrations left unexpressed result in maintaining undesired status quo. A case in point is the Constitutional Review process, which Malawi and Kenya embarked on in 2000s. Through this process the countries sought to modify, subtract or add some constitutional provisions whose ambiguity, presence or absence have caused conflicts. It is apparent that the process came, as a result of conflicts and conflict resolutions that arose regarding some constitutional provisions.

The points above underscore the fact that conflicts can be beneficial, if they are resolved amicably using non-violent means. It is possible to have a win/win situation from a conflict, if that conflict is resolved non-violently and constructively. The way we respond to conflicts, therefore, plays a very significant role in determining how that conflict will unfold.

### 3.6 What is peace?

The term **peace** has a variety of meanings that are different in accordance with the context of usage. In a simple meaning **peace** is a concept of societal friendship and harmony in the absence of hostility

and violence. In a social sense, peace is commonly used to mean a lack of conflict (such as war) and freedom from fear of violence between individuals or groups.

Literally, the word peace 'is derived from the original Latin word "pax", which means a **pact**, a control or an **agreement** to end war or any dispute and conflict between two people, two nations or two antagonistic groups of people. Thus, peace is coming together of various conflict bodies or parties to speak one voice, to come to terms in order for there to be no more violence.

However, distinction is sometimes made between 'negative peace' and 'positive peace'.

- **Negative peace** refers to the absence of violence or fear of violence. It is negative, because something undesirable stopped happening, for example when violence stopped, and the oppression ended. Achieving negative peace is often the first goal, when it comes to maintaining peaceful societies, as outright violence is an obvious indicator that a society is not peaceful.
- **Positive peace** is filled with positive content, such as the storation of relationships, the creation of social systems that serve the needs of the whole population and the constructive resolution of conflict. 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 any of their conflicts positively, with respectful attention to the legitimate needs and interests of all the concerned.

### Notes for Trainers

When working with a group, it is often working well for the facilitator to give one or two examples of a concept you are trying to get across. For example, you might say, "a conflict can be positive when it brings out problems that have been hidden before.", and then use an example from the community that everyone would know. Then ask that others give examples of ways in their own lives they have seen conflict work positively.

# MODULE FOUR

## Conflict Analysis

### Learning Objectives of this Module

Conflict analysis is the foundation of conflict sensitivity and good understanding of the context in which interventions are needed. Organizations that support or directly implement conflicts may unintentionally help to fuel violence or to exacerbate existing tensions. In this module, you will learn what conflict analysis is, about and why it is important.

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

- Critically analyze political conflicts and the forces at work behind such conflicts.
- Use skills and tools of analysis to find the root causes of a conflict.
- Take action in resolving the issues causing conflicts.
- Distinguish between structural analysis and problem tree analysis to recognize the characteristics of a conflict.

### 4.1 Conflict analysis: What is it?

Violence in a conflict is about politics, power, contestation between actors and the(re)shaping of institutions for the benefit of some (and at the expense of others). People and groups do not randomly fight each other, even if stark inequalities or other grievances prevail in a society. They need to be mobilized. An understanding of these processes of mobilization is critical to understand violent conflicts.



### 4.1.1 What is analysis of a conflict?

Conflict analysis is the systematic study of the profile, causes, actors, and dynamics of conflict. Conflict analysis is the process of looking critically at a particular conflict to understand its causes, context, participants, stakeholders and other aspects of the conflict. It is a process of getting critical awareness about the conflict issue or understanding the issue more deeply. It is a tool to examine deeply an issue in a given situation to understand its root causes, connections and consequences.

Too often, people attempt to intervene in a conflict before understanding it, with less than positive results. A thorough conflict analysis provides a basis for determining appropriate interventions that will have increased possibilities of success.

The following questions and dilemmas are often useful to consider in a conflict analysis process:

- i) Who are the parties relevant to the conflict situation?
- ii) What are the positions of each party in the conflict?
- iii) What are the needs and interests of each party?
- iv) What is the relative power, status and resources of each part in the conflict?
- v) What are the processes used by one group to pursue their interests in conflict with another group?
- vi) Within what framework, structure or system is the conflict taking place?
- vii) How are decisions made and conflicts resolved/transformed in the situation?
- viii) What external factors appear to impact the conflict?
- ix) What outcome does each party expect?
- x) What are the possible changes as the result of the resolution/transformation of the conflict at: a) Personal, b) Relational, c) Structural/systems, d) culture/traditions?

## Notes for Trainers

The whole dynamic of conflict analysis is to be able to move from an attitude of “I don’t know what the real cause of the conflict is!” to “Now I know why we have this conflict!”

After a conflict analysis, the main issues or generative themes should become clear. When it comes to conflict resolution or management, it is such issues or themes that will be targeted.

## 4.2 Key areas to determine when analyzing a conflict

### 4.2.1 Positions, Values, Issues, Interests and Needs

Entering into conflict situations is often an unpredictable task. It is therefore important for the concerned person or group analyzing a situation to gather data about the above areas and the parties involved and should endeavour to understand and determine the positions, values, issues, interests and needs of each of them.

- **Positions** are formal, official and very often public. They are what the person says and demands. They contain an understanding of the situation, the outcome of the conflict and the role that the conflicting party plays in it. Very often, they contain a value as a justification or legitimization.
- **Values are basic qualities**, which are held to be very important and may be used to justify positions. They can be cultural norms, laws, ethics or principles.
- **Issues** are what the parties claim the conflict is about. They are specific and concrete. Very often factual problems are less important than relationship problems, though conflicts are usually framed in factual terms. Conflicting parties are motivated by their own interests. They may be expressed but often they are concealed. Frequently, an actor may have several interests in a conflict. As interests are not essential human needs, they are negotiable and their relative importance may change with time.

- **Needs** are the fundamental, essential requirements for human survival. They relate to security, identity, community and vitality of human life. They are not negotiable, but they may be satisfied in different ways. They are usually unstated or disguised. When analysing the actors, we need to consider all the above factors. In this case you look at the **ISSUE** and place it at the centre with all the actors around it. Then identify each actor's **position, interests, needs and fears on the issue**.

#### 4.2.2 Interests, needs and fears

Looking at interests, needs and fears, suggestions can be developed for inclusive solutions that could be options for settlement of conflict. Inclusive solutions are those that have the potential to address the needs and interests of all parties in the conflict. This analysis helps to develop empathy among conflicting parties and a common understanding around the motivations underlying the conflict.

### 4.3 Tools for analyzing political conflict

There are different tools, which are used to analyze conflict situations. In this manual, we will only use two tools namely **1) structural, conflict map analysis and 2) problem tree**. Users of this manual are free to use other tools to complement the tools below.

**4.3.1 Structural analysis:** This is a process of examining the structures of the social political community to identify the causes, consequences, connections and different actors in the social, cultural, economic, political and religious set up. This approach helps to give a broader picture of what is happening instead of focusing on isolated events and experience. It is only after structural analysis that major problems or issues affecting political party can be identified. Structural analysis is a complex process, which requires a lot of intellectual effort.

**Structural context of the conflict:** This kind of analysis is whereby we try to examine the various dimensions, which have an impact on most political problems.

- i) The first dimension is politics or the way the party is managed and the way decisions are taken. Politics is about who has the power to decide on issues that matter. Key questions here are:
- Who decides what from whom?
  - Who are the key participants in influencing the party and political policies?
  - Who are excluded in decision-making?
  - Who owns the political party?
  - How are parties engaging in the conflict? Are parties using power-based, rights-based or interest-based approaches to resolve or manage the conflict? Are these methods reducing or escalating the conflict?
  - Does one party have power over the other? What is its source? (Economic, social, political, physical, legal, psychological etc.)
  - Are parties using their powers? If so, what is the result?
  - How do parties communicate and make decisions internally and across one another?
  - What structures are in place in the party and are the majority pleased about the political system in place at local and national level? (This may include the country political structures).
- ii) The second dimension is **the economy or the way resources are controlled**. For this dimension it is useful to consider the following questions:
- Who own the means of production and sources the money to run the party?
  - Who are marginalized or the losers? Who are the beneficiaries?
  - What ideology governs the party's economic policies?
  - What resources are at each party's disposal?
- iii) The third-dimension deals with **social systems or institutions**. Due to many identities in society, this leads to tensions among

several groups (ethnic, racial, religious, age, gender, class, etc.) in society.

- What tensions can you identify? Who are the perpetrators of the tensions if there are any?
  - Can you identify the dominant groups or the most powerful individuals?
  - Which groups are excluded or marginalized?
- iv) The final dimension is the **cultural/religious dimension** (the realm of values and beliefs) or what is termed the superstructure. The major concern here is to uncover the basic cultural and religious values and beliefs that underlie the political problem or issues being addressed. The guiding questions are the following:
- Can you identify the fundamental values and beliefs involved in the conflict?
  - What sustains the status quo?
  - Where do the major religions stand with regard to the problems or issues the status quo of the conflicts?
  - Are there dissenting voices that are critical of the status being considered? Which religions are siding with the dominant group?

**Conflict history:** The starting point in the structure is historical analysis whereby an attempt is made to understand how a given conflict situation came about and projects its consequences in the future in case no measures are taken to redress the situation. Some questions can guide the historical analysis:

- What is the background to the conflict? What are the historical factors, which give rise to the present situation? What are the major events in the lives of the parties?
- Were there previous conflicts in this environment? How did they start? How did these conflicts end? Did one party 'win'; did they reach an 'agreement' was there a stalemate? Does the end of the previous conflict have any impact on the current conflict?

- How have parties learned to manage conflicts? Do they avoid, compete, accommodate, compromise or cooperate? What social institutions have been created to resolve conflicts? Are they being used? If not, why not?

**Conflict context:** At this level you consider the current situation of the conflict, how the conflict is manifested and people involved in the conflict both primary and secondary actors. The following questions may guide the analysis.

- What are the issues to the conflict? Are there data, relationship, value, structural or interest issues? Are there hidden issues?
- Where does the conflict take place? What is the physical environment of the conflict? How does it contribute to or hinder resolutions efforts?
- What is the current status of the relationship between the parties? Are there moral, legal or institutional factors, which inform this relationship?
- What are the current events, which impact on the conflict? Are there recent changes in the relationship between parties, within their constituencies or with the conflict's stakeholders?
- From their perspective, what are the issues in the conflict? What positions do they take on these issues? What is the substantive, procedural and psychological interests? Do their interests have higher priorities than those of others?
- Do they have the authority to negotiate on behalf of the party? Can they competently and legitimately represent their people?
- Who are stakeholders, patrons or third-party intermediaries, who play a role in this conflict?

**Using conflict map analysis:** Peace-building practitioners have developed a number of tools that assist in analyzing conflicts. One of the most useful is conflict mapping, which is a tool aims to look at the relationship between parties involved in conflict. It's a method for looking not only who is involved, but what roles they play with each other in the conflict. A conflict map can be used to:

- Identify all stakeholders, Assess stakeholders' relationships...
- Assess power dynamics, Identify and assess alliances
- Identify and carefully evaluate some possible entry points for investigation or intervention,
- Assess intervener relationships with stakeholders...
- Assess your own position regarding issues and actors

In general, conflict maps help in the overall analysis of a conflict. It clearly shows the relationship between the parties and also clarifies the distribution of power among the parties. It aids in seeing where allies or potential allies are. Conflict mapping facilitates the identification of openings for intervention and entry points for action. Mapping can also help in making an informed decision about whether the intervention should continue. It also helps in evaluating what has already been done in the conflict. It can thus be used either early in the process to just understand and analyze the conflict or later to identify possible entry points for intervention or to build strategies.

### Notes for Trainers

Conflicts are complex and confusing both to the participants, as well as other outside stakeholders. There are multiple elements operating in any given conflict situation. Understanding the dynamics and being able to analyze the elements of the conflict is the first step towards resolution. The conflict mapping is one of the tools can help to provides a quick picture of the conflict and is thus indicative rather. Mapping is a dynamic process, which must point towards possibilities, opportunities and action. During conflict analysis the main elements which must be represented on the conflict map are the (i) parties (major and minor) as well as third and external parties, (ii) the relationships between them, (iii) their relative power, (iv) the issues between them, (v) and their interests and goals. There is no standard way of mapping a conflict. Depending on the context and the elements present, one can creatively use signs and conventions to map a conflict.

### 4.3.2 Problem tree analysis

Using the symbol of a tree, we can identify the root causes of conflict under the soil, the core problems as the trunk and main support of the tree, and the effects of conflict as the many branches and leaves of the tree. What are the root causes, core issues and effects of the conflict?

**What is a problem tree analysis?** This is an exercise of analyzing the causes and effects of a given conflict. It can serve as an initial step in preparation for later steps of analysis, such as systems mapping. The *conflict tree* works with one or more core problems, and then identifies the root causes, and the effects of the problem. Effects are the current (or past) manifestations of the conflict: What do we see? How are people affected? What patterns of problem behaviour is showing up? Causes are usually long-term structural issues, underlying factors that result in a range of problems and conflicts. They do shift slowly over time, but usually require sustained efforts to induce change.

#### Purpose: Why a problem tree analysis?

- To analyze the situation surrounding a given conflict condition.
- To identify the major problem and establish a hierarchy.
- Visualise the **cause - effect** relationship of conflicts in the form of a tree with roots, stem and fruits.
- To provide the basis for discussion within groups about what they can or should work on in conflict resolution.
- To enable groups in conflict to discuss the causes and effects.

#### When to use it:

- This can be a first step in conflict analysis, especially if you have only identified an initial presenting problem.
- Use this when you need a simple tool to provide the basis for discussion within a programme team or among stakeholders.
- This exercise is best done by a group in a workshop setting.



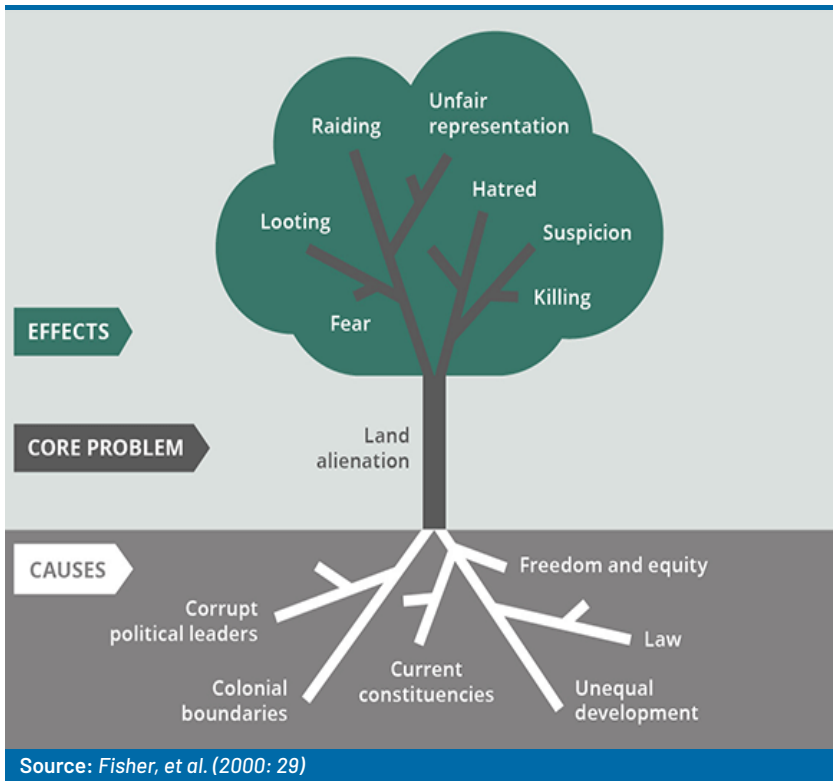
## How to do It?

- Hold a preliminary conversation with a group of workshop participants to determine what they see as the main conflict problems. These could be brainstormed on a flipchart or board, and then discussed to decide, which of the items identified are Core Problems. Try to limit it to no more than two or three.
- Draw a simple picture of a tree, including roots, trunk and branches on a large sheet of paper, chalkboard, flipchart, or anywhere else convenient. Write one of the Core Problems on the trunk.
- Give each person several cards or small sheets of paper (about 4 x 6 inches or 10 x 15 cm) or large post-it notes and ask them to write a word or two (or a symbol or picture) on the cards, indicating a key factor in the conflict, as they see it.
- Invite people to attach their cards to the tree (using masking tape, if needed): on the roots, if they think it is a root cause; On the branches if they see it as an effect; Or on the trunk, if they think it is an aspect of the core problem.
- Once the cards have been placed, facilitate a discussion regarding the placement of the cards. Are they in the right places? If someone disagrees that something is a cause or an effect, ask why, and why the person who places it there thought it should go there. Try to reach agreement about placement of the cards.
- Once you have completed a tree on one of the core problems, move on to the others, if there are any. (You could have only one core problem.) Repeat the steps above with cards, placement, and discussion.
- If you have completed several trees, facilitate a discussion regarding how the trees interact. Do effects in one tree reinforce causes in the same tree or become causes in

another tree? Do we see similar causes in several trees? Are there patterns that emerge? What positive factors should be added to complete the picture?

- Following this discussion, you can use the trees as the basis for discussing potential points of intervention in the conflict. Given who we are and our mandate, what we do best, and our capacities, where can we make a difference? Is it to alleviate the effects (symptoms) or addressing root causes? How can we best get at the Core Problem? What have we done so far, with what results? Is there another approach that might be more effective? Can we build on positive factors?

### Example of a problem tree for conflict dynamic in Kenya



## Notes for Trainers

The conflict Tree works with one issue (Core Problem) at a time and helps us to tease out the root causes, and the effects of the issue. The roots of the tree represent the root causes of a conflict, which are not clearly visible on the surface, and the effects of which, cannot be directly linked back to them immediately. They act as a foundation for the core problem. The trunk of the tree represents the core problem, which is the problem the conflict is explicitly involved in. This means that the existence of this core problem is more clearly visible on the surface of the conflict. This also often means that the main discussions and arguments of conflict will happen around this core problem. This Core Problem will often be the most prominent reason for violence, unrest, fights, and even civil wars to break out, and then these Core Problems will often be the clearest visible issue of contention. The conflict tree helps separate this out from the rubble of causes and effects in complicated scenarios. The branches of the tree represent the effects of the conflict in the real world. This helps link the conflict and its causes together into a relatively compact diagram.

### 4.3.3 Stakeholder analysis: Position, interest, issues and power

When it comes to any organizational project related to conflict resolution and management, all people and teams who the project will involve or affect are called its stakeholders. A **stakeholder analysis** is a process of identifying these people before the task of conflict resolution begins; grouping them according to their levels of participation, interest, and influence in the project; and determining how best to involve and communicate each of these stakeholder groups throughout. For example, in the case of “Together for Peace” project, all necessary stakeholders targeted for the training were identified and categorised according to their roles, interests, positions and goals relating to the political conflict in Zanzibar (see section 1.2.2 of this manual).

### Purpose:

- To understand each party and their relation to the conflict.
- To develop a deeper understanding of the motivations and logic of each group.
- To identify the power dynamics among the parties.

### When to use it:

- In a preliminary way, before working directly with the parties, then updated or elaborated as you gain information from working with them.
- In preparation for a negotiation process, as these factors will influence how the parties act at the negotiating table and away from it.
- Later in a negotiation, to provide information that might help break a deadlock. Variations in use:
- Some variations leave out “needs” as too basic.
- Some variations of the table add a column as to the importance of each issue for the different parties (sometimes an issue is of primary importance for one party, but less important for another, which gives room to negotiate).

### How to do It:

- Brainstorm a list of the parties to the conflict, starting with primary groups or individuals and then moving on to secondary and tertiary groups, keeping in mind the benefits of grouping women, men and youth as separate categories.
- Mark the list, showing which groups/individuals are primary parties and which ones are secondary and tertiary. Primary parties are the main individuals or groups involved and

without it the conflict or dispute cannot be resolved, while the secondary parties may have some influence or interest but are not directly involved; Tertiary parties are not actively involved but affected by the conflict or dispute in terms of geographic location, outcome or process.

- Place the groups on the stakeholder analysis table, with the primary parties at the top. (Note: if you are working in a group or workshop, you might draw the table on a whiteboard or blackboard or with flip chart paper. If only one or two people are doing this, it is fine to work with regular paper).
- Take the groups one by one and fill in the additional columns, using the following definitions of the categories: (See also the accompanying example).
- As you fill out the chart, you may discover that you need to seek additional information on some groups. That is fine. You do not have to do it all at once.

## 4.4 Linkage between power and conflict

Power is an inherent, often confusing part of any human interaction, including conflict. To successfully analyze and intervene in a conflict, the power dynamics in the situation must be understood. Some types of power are easy to see and comprehend; others are much more difficult. There are at least six different types of power as follows<sup>1</sup>:

- **Positional power** is based upon the role, or position, an individual occupies in society. It is passed from one individual to another as he or she moves in and out of the role. For example, presidents or prime ministers of countries have power because of their positions, not because of their personal characteristics or social class.
- **Relational power** does not reside in a particular individual but is a property of social relationships. For example, when you listen to a

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<sup>1</sup> For more details about different types of power see Caritas International (2002). Peace Building: A Caritas Training Manual. Caritas International, Vatican City. pp 64-65. <http://www.mreza-mira.net/wp-content/uploads/Peacebuilding-A-Caritas-Training-Manual.pdf>.

friend speak and respect her opinion, you give her power. When she listens to you and respects your opinion, you are given the power. In relationships, power is fluid and hard to measure. It can be expanded or limited as you interact.

- **Power of force** refers to physical strength and coercive mechanisms (like guns). Individuals may use their own strength, as well as weapons, armaments, armies, police and prisons to impose their will upon others.
- **Power of status** comes from wealth or social standing within a society. Individuals can use their money or their social and family ties to maintain a situation that is to their advantage or to get what they want. For example, kings and queens are given royal power because of their family ties.
- **Power of knowledge and expertise** refers to the additional credit and influence given to those in a society with special knowledge and expertise, such as doctors, lawyers, or teachers, engineers or mechanics. Power comes from what they know.
- **Power of a group** comes from people acting together for a cause. The phrase “people-power” is often quoted and refers to the power of individuals when they are part of a group. Labor unions and mass protest movements, for example, have power because of their numbers.

### Exercise 1 to participant: Defining power

**Purpose:** Encourage groups to think about different sources of power.

**Materials:** Flip chart paper and markers and copies of handout

**Time:** 30-40 minutes

**Procedure:**

- 1) Decide beforehand how to divide the group into smaller groups for discussion. You may decide to have the discussion in a plenary.

- 2) Give out a handout 3.4 with the parable about The Power of Human. Allow participants 5-10 minutes to read the handout, or ask several volunteers to read the parable out loud.
- 3) If using sub-groups, allow 15 minutes of discussion, and then have groups return for large group reporting and discussion.

### **Discussion:**

How did the animals define power?

How, if at all, did this differ from Human's definition of power? Likely responses might include: Animals came together to celebrate natural talents. Competition not about domination.

- The definition/sources of power included: might, authority, money and strength.
- The power the animals displayed was the power of working together.
- The power Human displayed was domination and violence.

### **Question:**

Who is the most powerful among the following: the president of the United States, the Pope, your country leader, Mother Teresa, your local shopkeeper, you? Explain each person's source of power.

### **Additional questions include:**

- How do you respond to the statement, "Everyone is powerful, but not everyone notices it"?
- Think of a conflict, which you have personally experienced. How did power influence your decisions or your interactions with the person with whom you were in conflict?

**Trainer Notes:** Follow with the handout on types of power.

Source: Ayindo *et al.*, 2001, Caritas International 2002.

## 4.5 Another way of analysing conflict

### Varieties of violence: Direct violence, structural violence and cultural violence

- **Structural violence** can be due to injustice and exploitation built into a social system that generates wealth for the few and poverty for the many, stunting everyone's ability to develop their full humanity. By privileging some classes, ethnicities, genders, and nationalities over others, violence institutionalizes unequal opportunities for education, resources, and respect. Structural violence forms the very basis of capitalism, patriarchy, and any dominator system. Structural violence is much harder to see, as it is often embedded in the system itself. It can be said, that direct violence is usually the result of structural violence. Moreover, structural violence is often the product of cultural violence.
- **Cultural violence** is the prevailing attitudes and beliefs that justify and legitimize the structural violence, making it seem natural. Feelings of superiority/inferiority based on class, race, sex, religion, and nationality are inculcated in us as children and shape our assumptions about us and the world. They convince us, this is the way things are and they have to be.
- **Direct violence-war** such as murder, rape, assault, verbal attacks, are the kind we physically perceive, but it manifests out of conditions created by the first two invisible forms and can't be eliminated without eliminating them. They are usually about doing something that directly affects someone else in a violent manner. It can be seen on TV, in movies and in the media, sometimes on our streets and sometimes in our homes. Direct violence has its roots in cultural and structural violence; Then it feeds back and strengthens them. All three forms interact as a triad. Cultural and structural violence cause direct violence. Direct violence reinforces structural and cultural violence. We are therefore trapped in a vicious cycle that is now threatening to destroy life on earth.



# MODULE FIVE

## Intervening in a Political Conflict

### Learning Objectives of this Module:

In this module, you will learn the conditions under which third parties can intervene in ongoing intrastate political conflict.

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

- State interventional steps in transforming and redressing a conflict.
- Demonstrate Understanding and recognize the criteria for (third party) interventions in conflicts.
- State and explain the ten framework principles for intervention in conflict and related guidelines.

### 5.1 Criteria for intervention

#### 5.1.1 Intervention: yes, or no?

The people involved in a conflict are the core players in dealing with a situation. The two or more than that are crucial in identifying ways of dealing with the issues in contention. Each conflict belongs to those who are directly involved. Outside intervention is not automatically welcome. But it is important that sometimes interveners from outside have to meddle in other people's affairs.

There are good reasons for getting involved in conflicts, if you are not part of the conflict. Some of the reasons include:

- The conflicting parties are unable to transform the conflict so as to avoid violence.
- The conflicting parties are unable to keep violence under control.

- The conflicting parties are unable to handle post-violence reconstruction.

**It is not always important to intervene, because:**

- The conflict and any solution are the joint property of the conflicting Parties.
- Outside parties will never understand the uniqueness of the conflict.
- Outside parties enter with their own agendas.

### 5.1.2 Criteria for choosing intervention

There are many ways we can intervene in a conflict. The following a set of criterial for conflict intervention:<sup>2</sup>

- **Accessibility:** Does one have sufficient credibility to gain entry into the conflict?
- **Tractability:** Does the conflict offer some hope of success given the intervener's time, energy, skills and funds?
- **Divisibility:** Should one intervene in only one issue or segment that might be more manageable than others?
- **Timing:** Is it too early or too late? Are the parties "suffering enough" to welcome intervention? Or has it gone too far to redress?
- **Alternatives:** Is non-intervention riskier than intervention in terms of the well-being of the conflict parties and others?

### 5.1.3 Mandate of interveners

There is the need for intervenors to be clear and transparent about their own mandate. The mandate may contain information about:

- What constructive role do they adopt?
- For how long will they be involved?
- Where did they get the idea to intervene (request from one party or all parties, appointed by law, generally accepted standards like human rights, etc.)?

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<sup>2</sup> Wehr P. Peace and Conflict Processes: A Research Overview. Armed Forces & Society. 1979;5(3):467-486. doi:10.1177/0095327X7900500308.

- Which issue or segment of the conflict will they focus on?
- Other information relating to role, methods, relationship.

## 5.2 Intervention steps in transforming conflicts

- i) An individual/group develops a concern
- ii) Analysis of the conflict
- iii) Identification of the sides of the conflict and how to contact them
- iv) Identification of other intermediaries and potential team members
- v) Development of attitude of confidentiality and establishment of own credibility
- vi) Building of relationships with actors and listening carefully to each side
- vii) Carrying perceptions between the sides
- viii) Bringing suffering of the people to attention
- ix) Carrying messages between sides
- x) Arranging direct meetings
- xi) Helping to negotiate a settlement
- xii) Working to monitor the settlement
- xiii) Ensuring that the agreement is known and respected
- xiv) Claiming no credit for the settlement

## 5.3 Guidelines and principles for intervention

The following principles have been developed for intervention in a conflict. They can be applied to regional or local conflict with a little adjustment.

- 1) **The Principle of Appropriate Means:** "The means employed should be appropriate – that is, they should be (a) necessary, (b) Sufficient, (c) Proportional and (d) Legitimate."

- 2) **The Principle of Local Enablement:** “The intervention should be conducted in terms understood and accepted within the region and in such a way as to strengthen and support those working locally to resolve conflict and build peace.”
- 3) **The Principle of Consistency:** “Intervention should be consistent across different conflict situations and relevant experience should be cumulatively transferred.”
- 4) **The Principle of Reflexivity:** “Interveners’ motives and previous behavior should be compatible with the professed purpose of their intervention.”
- 5) **The Principle of Complementarity:** “Interveners’ actions should be mutually complementary.”
- 6) **The Principle of Accountability:** “Interveners should hold themselves accountable to the international community for their intervention, since it is from the international community that they derive the authority to intervene.”
- 7) **The Principle of Contingency and Graduated Response:** “Where possible, intervention should be preventative, non-violent and with the consent of all parties. Where this is not possible, additional criteria should be met as appropriate at the relevant decision-points, without prejudice as to the outcome.”

## 5.4 Other guiding principles

- 1) Reversibility
- 2) Analytical consistency
- 3) Encouragement of intervention
- 4) Universality, but with care
- 5) Seek participation
- 6) Empathy with others
- 7) Seek acceptability
- 8) Empathy with yourself
- 9) Seek sustainability

## 5.5 Cultural aspects influencing conflict resolution

Culture plays an important role in how we view a conflict and how we approach it. Here are some of the ways that culture influences the conflict resolution process:

- **Approach to conflict:** What does culture tell you about how to deal with a conflict? Is the message to avoid conflict, accommodate the other party or attempt to 'win' the conflict? What are the messages you receive about compromising your position or collaborating with the other party?
- **Relationships:** How are relationships built in your culture? Are relationships in a social setting built differently than in a business or political setting? How do people attain status in your culture, through age, race/ethnicity, knowledge, experience, wealth, etc.?
- **Time:** What is the cultural impact on time as it relates to conflict? Do you deal with conflict straight away or do you let tensions dissipate before attempting to resolve it? When parties are describing their understanding of the conflict, do you control the amount of time they have or let them speak until they are finished? Do you use time to put constraints on the resolution process?
- **Space:** What are the cultural views on space? Do disputants like to be far apart or close together? Are there other people around them? If so, how close are they? Where do the disputants come together to discuss their problems? Do they meet on neutral ground or on one party's 'turf'? Do they prefer the setting to be formal or informal? Is the conflict resolution setting open or closed to people not directly involved in the conflict?
- **Communication:** Is communication direct or indirect? Are disputants using a common language? What effect does an interpreter have on communication? Do disputants speak directly to one another or through a third person? Which non-verbal cues, body language gestures are used and to what effect?
- **Interveners:** What are the cultural views on intervening in conflict? Are there structures in place for people to use to resolve conflict?

Who are the interveners and what qualities do they possess (e.g., age, gender, expertise, status, etc.)? What is the expected role of the intervener?

### Notes for Trainers

Understanding the culturally appropriate ways of dealing with conflict may be the most important part of your role in training community members. Spending days teaching skills that simply don't work in a given cultural context will end up in frustration for both trainers and participants, and will not provide new tools for solving conflicts facing the communities.

Communities can learn new skills to supplement what they have always done. In addition to that, in every culture, traditional ways of doing things are always changing and stretching, but new ideas and methods must be introduced carefully, and it is vital that you as trainer, understand as much as possible the usual ways of dealing with a conflict so that you can introduce new ideas in ways that will make sense to the participants, in ways that energize them.

## 5.6 Language of conflict resolution

Language plays a crucial role in causing and or resolving conflict. Culture has an influence on communication in in-group and out-group relationships. Culture forms one's values, norms and style in managing conflict. People tend to tolerate, listen, understand and co-operative with those who have similar values and belief system. Usually some intercultural conflicts are resolved when the parties realize that their perceptions of divergent interest are erroneous. Misunderstandings are usually aggravated by the fact that one person/party underestimates or is ignorant of the range of the value system or misinterprets the norms that exist in different cultures and social environments.

The manipulation of language in communication can often strengthen or weaken group solidarity. It can also be used to categorize individuals

into in-group members. For instance, it will be difficult for the native English speakers to negotiate on equal terms with the non-natives.

## 5.7 Active listening skills

One of the deepest needs of all human beings is to feel understood and accepted by others. Offering understanding to another person is a potent form of empowerment. A good mediator displays effective listening skills. He inculcates the habit of wanting to listen to people more than engaging in talking nineteen to a dozen i.e., talking too much.

When a mediator becomes an active listener, he or she will be able to identify the fear, suspicion, lies, truths, interests, understanding, doubts, desires, feelings, distrust, misinterpretations, as well as other pretensions of the parties involved in the conflict situations. In this way, he or she can ask questions to clarify issues with the speaker and ensures that the other party is not in doubt or has heard the point. Mediators normally show their understanding on the matters of the two parties' perspective through comments and nonverbal reactions.

## 5.8 Objectives of active listening

- To show the speaker that his/her message has been heard.
- To help the listener to gain clarity on both the content and emotion of the message.
- To help speakers to express themselves and to encourage them to explain, in a greater detail, their understanding of the situation and what they feel and expect.
- To encourage the understanding that the expression of emotion is acceptable and that it is useful in getting the grasp of the depth of feeling.
- To create an environment in which the speaker feels free and safe to talk about a situation.

# MODULE SIX

## Conflict Resolution and Management

### Learning Objectives of this Module:

Conflict resolution is the process, in which two or more parties reach a peaceful resolution to a dispute. In this module, you will learn different approaches and processes of conflict resolution, and how and when it does work. Similarly, in this module you will learn the mechanics of mediation process as a form of conflict resolution and management.

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

- Distinguish the direct and indirect approaches of conflict management and the models associated with each approach
- How and when you should resolve a conflict?
- Distinguish between negotiation and mediation as conflict resolution methods and the required conditions for the application of each of these methods
- State and explain the main stages in negotiation and mediation processes

### 6.1 Introduction

What are the ways community do they effectively find solution to their disagreements, differences and defeat of their interests and expectation? What are the methods used to solve for conflict resolution? These are types of questions frequently asked by stakeholders of conflict resolution and community when their dealing with conflict. This is because as we learned in previous module in this manual, conflict is complex and confusing. Therefore, no universally



adopted and applied methods of conflict resolution. Responses to and resolutions of one and the same conflict would differ from person to person, from group to group and from culture to culture. In other words, how a person responds to or deals finally with a conflict depends on several factors and interests.

Various factors are responsible for the success or lack of it or how a particular conflict is resolved. Whatever the case, there are approaches that allow greater chances of success in resolving disputes among different parties. One such method recognizes the needs of the disputing parties and is non confrontational and removes feelings of bitterness in the process of a settling disputes between individuals, groups or nations.

Methods of conflict resolution can be broadly categorized into two:

- i) proactive and
- ii) reactive

Proactive methods deal with preventing occurrence of conflict. Its methods including:

- good governance
- trust and confidence building
- communication and
- inter-party collaboration

While reactive refers to responses to conflict situations. Some of its methods including:

- Mediation,
- Negotiation,
- Conciliation,
- Arbitration,
- Crisis management or law enforcement and
- Expert determination

In this manual we deal most with reactive category of conflict resolution, because the project deals with conflict situations, which are already in place in Zanzibar. Meaning and description for some of the methods under reactive category will be discussed in the following section.

## 6.2 Conflict resolution: Basic concept

### 6.2.1 Negotiation

This refers to and involves either competitive processes (positional negotiation) or cooperative efforts (interest-based negotiation). In positional negotiation, the concerned parties make offers and counter-offers, which they feel will resolve the conflict. These exchanges of offers typically start to converge on a solution, which both parties find acceptable. Success at positional negotiation is based on a party's ability to bluff the other party about its positions of strength and weakness in order to gain an outcome, which is in their favor.

Interest-based negotiation is designed for parties, who have a need to create or maintain healthy relationships. In this type of process, parties discuss the issues, which face them and express their interests, values and needs that they bring to the table. Instead of focusing on competitive measures and winning the negotiation, parties collaborate by looking forward to create solutions, which maximize the meeting of their interests, values and needs.

### 6.2.2 Mediation

This process refers to a system through which a third party provides procedural assistance to help individuals or groups in a conflict to resolve their differences. Mediation processes vary throughout the world in the form and underlying philosophy. In many, the mediator is usually an independent, impartial person who has no decision-making authority. In other societies, it may be more important that the mediator is known and trusted by the parties, rather than being seen as a mere impartial personality. Mediation is a voluntary process and its success is linked and vested to a decision-making authority regarding the parties involved in the dispute. The mediator structures the process in a way, which creates a safe environment for parties to discuss the conflict and find solutions, which will meet their common interests. As will be discussed in next section of this manual, there is four main stages to the successful mediation process: Introduction, description, problem solving (i.e negotiation) and agreement purpose/ settlement of disputes.

### 6.2.3 Facilitation

This is an assisted process, which is similar to mediation in its objectives. However, this involves facilitated processes, which do not typically adhere to a tightly defined procedure. In this type of proceeding, the facilitator works with parties to increase the effectiveness of their communication and problem-solving abilities. The facilitator may be either a third party or a person within one of the groups who is able to provide procedural assistance and to refrain from entering into the substance of the discussion.

### 6.2.4 Conflict resolution

This is a broad term, which refers to the many ways disputes are resolved. Conflict resolution is a progression from an order based on coercion to one based on voluntarism. It creates a relationship not characterized by hierarchy but one marked by equality, participation, respect, mutual enrichment and growth. The term also refers to addressing the causes of conflict and seeking to build new and lasting relationships between hostile groups.

#### Notes for Trainers

While it is not specifically important for community members to know all these definitions, it will be helpful to review with them the various types of conflict resolution mechanisms that are used in the community by pushing them, through brainstorming and small group work, to look at how different conflicts are dealt with, and what the local terms for each of these are.

- What types of conflicts are dealt with by which methods?
- Who has the power?
- Who decides the final outcome?

## 6.3 Negotiation and mediation in a political conflicts

As mentioned previously, mediation is a voluntary process and its success is linked to the vesting of decision-making authority in the parties involved in the dispute. The mediator structures the process in a way which creates a safe environment for parties to freely discuss the conflict and find solutions which will meet their interests. Mediation typically starts with an introduction which includes, among other things, a description of the process and ground-rules, which provide behavioral guidelines for the participants. Parties are then, in turn, given an opportunity to present their understanding of the conflict on the table. After this, a list of issues is created and an agenda is devised to guide parties through the resolution process. The mediator then helps the parties negotiate solutions to the issues they have identified. As specific solutions are reached, parties are asked to confirm their acceptance.

Reconciliation becomes necessary when a negative conflict has occurred and relationships have been damaged. Reconciliation is especially important in situations of high interdependence where a complete physical or emotional barrier between parties in a conflict cannot be maintained. **Reconciliation, therefore, refers to the restoration of relationships to a level where cooperation, confidence and trust become possible again.**

Reconciliation deals with three specific paradoxes:

- **Reconciliation promotes** an encounter between the open expression of the painful past and the search for articulation of a long-term, interdependent future.
- **Reconciliation provides** a place for truth and mercy to meet; where concern for exposing what happened and letting go in favour of a renewed relationship is validated and embraced.
- **Reconciliation recognizes** the need to give time and place to justice and peace, where redressing the wrong is held together with the vision of a common, connected future.

## 6.4 Fundamental elements of mediation

The Following elements distinguish mediation from other forms of conflict resolution:

- **The process is voluntary** as parties cannot be coerced into mediation and they may opt out of the process at any time.
- **The mediator must be acceptable** to all parties involved in the process.
- **The mediator offers procedural assistance**, rather than substantive assistance. That is, the mediator controls the process of resolving the conflict, while the content is the domain of the parties.
- **The mediator must remain impartial.** That is, the mediator must be able to set aside his/her opinions on what the solution to the conflict should be. In addition, the mediator should be seen as neutral, in terms that she/he should not be in a position to benefit from continued conflict or benefit directly (in the form of some sort of compensation) from one of the parties.
- **Potential solutions and decisions on agreements are determined by the parties to the conflict**, not by the mediator. While the mediator may suggest possible solutions, the parties decide what outcomes will best meet their interests. The mediator does not serve as judge or arbiter.
- **Mediation is an interest-based method**, that is, it seeks to reconcile the substantive, psychological and procedural interests of the parties rather than to determine who is right or more powerful.

While there are various forms of mediation, some are more directive than the above method. Many peacemaking approaches are called mediation, but do not meet all or even most of the criteria listed above. If a process is not truly voluntary or parties are coerced into decisions they would not make on their own accord, it is not mediation. This type of process frequently occurs in systems of violent conflict. While coercive methods may succeed in securing a

settlement, it is unlikely that these settlements can be maintained over time without continued use of power. The long-term success of mediation is tied to the freedom given to parties to engage in the process and the authority that they grant to the agreement of their own making.

## **6.5 Main stages in mediation process with local population**

### **6.5.1 Stage 1: Introduction**

Remember that when parties arrive, they are often:

- Anxious and tense,
- Suspicious of the other party and their motives,
- Fearful of being manipulated or taken advantage of,
- Unclear about what happens in a mediation session and what to expect from the mediators, and
- Afraid that things will escalate out of control

The purpose of the introduction stage is to deal with and allay these fears, in order that people feel comfortable to participate in and trust the process. The beginning of the mediation session affects the tone of the whole discussion. People usually agree to mediate, because they hope that talking might improve things. Getting things off on the right foot in an atmosphere of negative emotions is a critical first step in mediating.

Getting people to agree to meet and talk is itself a major challenge, which we will look at later in the course. But for now, we will assume that the 'getting to the table' discussions have already taken place and the parties have agreed to meet. Remember that the introduction stage is your time, but the rest of the mediation belongs to the parties. It is up to you the mediator to set the tone, be firm, direct the process. All of this will increase the confidence of the parties that their concerns will be taken care of.

## Notes for Trainers

How will this introductory stage be done in Zanzibar? With tea or coffee? With prescribed rituals? With discussions by intermediaries? The purpose of the introduction is to ensure rapport and that participants begin the work of mediation with comfort and trust. How it is done is less important than making sure it is done and done well.

### 6.5.2 Stage 2: Description. Story telling

**Purpose:** The conflict description stage presents an opportunity for the mediator to begin to understand the perspective of each party, and to start formulating in his/her mind, the crucial issues that need to be addressed, and a way to proceed. Even more importantly, through communication skills such as active listening, the mediator allows parties to feel that **they** have been heard, and assists parties to hear **each other** - sometimes for the first time. This represents a turning point in many conflicts, for parties who have not understood the effect of their actions on others, and have not been able to express what they in turn have been feeling.

**Process:**

- i. Each party explains the situation from their perspective, while the other party listens.
- ii. The mediator summarizes as each party finishes, reflects the facts, feelings, interests and needs.
- iii. The mediator may ask, or invite other parties to ask, questions to clarify various points.
- iv. The mediator identifies and lists issues for further discussion.

### 6.5.3 Stage 3: Problem-solving

**Purpose:** The problem-solving stage is the most challenging part of mediation, for it is now that the first serious efforts at resolution are made. During this stage, parties engage in a problem solving process to

generate and then evaluate various options for resolving their conflict. At times the mediator uses a caucus, which is a separate session with each party, to explore emotions, unstated interests or goals.

**Process:** Two basic tasks occur in this stage - working with problems through rational efforts at problem-solving and negotiation, and working with people - through good listening and skill in handling bruised feelings.

**Suggested sequence:** List issues for parties to see:

- Point out commonalities
- common frustrations,
- common commitments, interdependency, or common good intentions, even if the outcome has been unsuccessful - try to find something positive to highlight, but make sure it is believable.

**Generate ideas to resolve the issues:** It is often helpful to structure option generation by focusing on one issue at a time. However, there are situations where it is more constructive to group similar issues together and discuss them as a block.

- use the conflict description format for each issue,
- continue with the standard problem-solving approach,
- identify interests/needs,
- ask for ideas to resolve,
- evaluate ideas, and choose and plan implementation.

### **People skills used throughout**

- listen attentively and highlight commonalities and good intentions,
- acknowledge feelings,
- coach direct dialogue and paraphrasing,
- draw people out in caucus, and affirm parties and celebrate progress,
- Summarise negotiation agreement.



**Clarifying the issues:** One of the most useful contributions of mediation is to clarify the issues in conflict. This is often done the first time after each party has told their side of things in conflict description, as a way of focusing the discussion that will follow in the problem-solving stage.

**Caucus:** A caucus is a private meeting between the mediator and only one party. To keep things balanced, mediators caucus with both parties separately. Caucus is a useful tool, since dealing with one party at a time is simpler than with two or more in the same room. When things get tense or difficult, caucus is one easy way to maintain a sense of control. When all else fails, caucus! Mediators do most of their work in caucus, conducting 'shuttle diplomacy' between the parties. This can, however, cause suspicion. Also in this case, caucus does little to empower the parties to solve their own conflicts themselves, for the parties depend entirely on the mediator to work out the differences. Direct dialogue between parties is always preferred, but private caucus is sometimes needed to break a deadlock or deal with emotional or confidential issues.

#### 6.5.4 Stage 4: Agreement Purpose

The purpose of the agreement stage is to concretize the outcome of the problem-solving stage, and to ensure that any agreements reached are clear, specific, realistic, implementable and proactive. This stage is one of the most critical phases of the mediation process. Strong temptations often exist to relax a few minutes too soon, but this can be very costly. One common cause of failure in mediation is that mediators and parties neglect to work out the details and procedures for implementation of agreements.

**Process:** The agreement should state clearly WHO is agreeing to WHAT, WHERE, WHEN and HOW. The disputants' wording can be used whenever possible. An effective mediation agreement should:

- i) **Be specific** - Avoid ambiguous words (e.g., 'soon', 'reasonable', 'co-operative', 'frequent') as they can mean different things to different people and at different times. Use specific words and dates that will have the same meaning to both parties. For example,

*“Party A agrees to a 60-day moratorium on development of mining operations on the border of the national park.”*

- ii) **Be clear about deadlines** - State clearly all times and deadlines. For example, *“The environmental task team has until 30 June 1997 to perform an EIA. Both parties will have until 10 July 1997 to review the study.”*
- iii) **Be realistic** - Can the disputants live up to their agreement? Ideally the agreement speaks only for the disputants themselves, i.e., actions over which they personally have control.
- iv) **Be clear and simple**, when possible, use the disputants’ language. While agreement details are very important, making agreements too complicated can lead to misinterpretations or misunderstandings which create further conflict.
- v) **Be proactive** - Include provision for later review, or set up a monitoring mechanism, or agree on a procedure for dealing with problems that may arise.
- vi) **Be signed by everyone present** - Upon completion, read to the parties and get their responses. Does it cover all the issues agreed to? Do they pledge to live up to each issue? Then sign and date the agreement and give copies to both parties.

## Notes for Trainers

Which parts of the above process are useful for the Zanzibar context? How will you modify them to make the process more useful and productive? As a trainer, it is important to remember to focus on the end results by providing participants with new knowledge and skills that will enable them to work with conflicts more successfully. It is up to you as trainers to modify what you present to maximize the benefit for the participants and community.

## Exercise 2 to participants : Models of Mediation

**Purpose:** Provide an opportunity to reflect on models of mediation that exist in the participants own cultures in Zanzibar.

**Materials:** Handout, pens and any Case Study:

**Time:** 45 - 60 minutes

### Procedure:

- 1) Distribute the case study.
- 2) Have participants read the case study and then discuss in small groups the following questions:
  - What models of mediation exist in your culture?
  - How are they different or similar to the model presented here?
  - Are there situations in which you have felt like intervening in a conflict but were restrained by traditions, culture, or religion? How did you feel?
  - What are the qualities of a good mediator?
- 3) Reconvene and debrief.

**Discussion:** Have participants report about their discussions. Some additional questions for discussion are:

- Are rituals involved in your own models of mediation?
- What kinds of disputes or conflicts do they address?
- What are some of the things peacebuilders can borrow from this or other models to enhance our peacemaking processes?

Adapted from Ayindo *et al.*, 2001, and Caritas International 2002

## 6.6 Using sport and media as a communication platform

The use of sports as tool of supporting development, peace and cohesion and conflict management has been largely accepted and indoctrinated in government and international organisations policies. For example, the 2030 Agenda for the UN's Sustainable Development recognises sports as a vital enabler of sustainable development and recognises the growing contribution of sports for development and peace.<sup>3</sup> UN recognised the potential of sport in uniting people, promoting diplomatic relations, educational initiatives, and peace-building initiatives. This is often based on the notion that sport offers a fun and inclusive social activity that can build relationships between disparate groups.

In relations to this project, this can be another way to create spaces and platforms that can bring young people together under common goal of resolve conflicts related to multiparty elections in Unguja and Pemba. It can provide a useful way of creating an environment, in which young and adult people can come together to: work towards the same goal, show respect for others and share space and equipment. This can potential contribute to conflict resolution and reconciliation. This is more suitable in Zanzibar due to the fact that most of the young men and women regardless of age, gender or ethnicity, like sports and games. This will happen through carefully designed sport programs that work in a sustained way to build bridges between antagonistic groups.

## 6.7 Media as a tools for conflict resolution

Information is power and insight can impact on public discourse. This way, perceptions can be changed by access to the media. Different types of media are utilised globally to distribute knowledge and ideas. The media operating in Tanzania can offer training by using community

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<sup>3</sup> See United Nations (no date). Sport and the Sustainable Development Goals: An Overview Outlining the Contribution of Sport to the SDGs, United Nations-UNOSDP on Sport for Development and Peace. [https://www.un.org/sport/sites/www.un.org.sport/files/ckfiles/files/Sport\\_for\\_SDGs\\_finalversion9.pdf](https://www.un.org/sport/sites/www.un.org.sport/files/ckfiles/files/Sport_for_SDGs_finalversion9.pdf). See also GIZ Sport for Development in Africa: Partners with Concepts! <https://www.giz.de/en/worldwide/53990.html> for a similar activities on sport for development and peace.

radios and TVs and Social media such as online forums etc. These can help reach people in different areas, even with different languages more easily. This way people can be addressed directly and their own personal experiences of political conflicts captured such as in Zanzibar where activities in daily lives can be incorporated much better, than with foreign media. Another advantage of local media, especially the radio is that in border areas it is possible to convey peace messages to passing fighters and refugees alike. Democratic media structures need more than this. It is vital that the use of information within a society is not passive but that the population gets actively involved in creating content and broadcasting it. One main things need to be consider when deploy social media in the political conflict is controlling sharing of fake news and manipulation of information. Fake news has an adverse impact on individuals and society as it deliberately persuades consumers to accept false beliefs that are shared to forward specific agendas.

# MODULE SEVEN

## Monitoring and Evaluation of Training and Participants

### Learning Objectives of this Module

We evaluate training programmes for many reasons. Usually, we want to assess the impact of a programme and determine whether we have successfully met our goals and objectives. We also want to improve how we implement our programmes to make them as effective as possible, and to revise our programmes if they are inadvertently causing harm or not having the intended effects.

This module aims to learn how to better organize the evaluation of trainings and make future sessions of training more attractive and responsive to the set goals and objects of the training.

### 7.1 The objective of evaluation

The objective of a course evaluation for facilitators is to obtain feedback from the course participants for improving the quality of content and delivery. For the facilitator the objective is to obtain, compile and use the information received from the course participants for improving future courses in terms of design, organisation and delivery modes.

### 7.2 Evaluation methods

There are various methods of evaluating training workshops. These depend on the aim and objectives of the training. However, for the purpose of this training workshop, facilitators can use what is called timing evaluation technique to gather information from the course

participants. This can be categorised into two timing evaluation strategies:

- **Pre-course evaluation**—to identify the expectations of participants and to promote future preparation of participants towards the course. The key questions to be asked in this step are for example: what do the participants expect from the course? What is the level of knowledge of the participants in respect of conflict resolution? See appendix 1 for detailed example of form for pre-course evaluation form and appendix 2 in exercise 3 for pre-course evaluation exercise.
- **End-of-course evaluation** to assess the participants' satisfaction with the course and the relevance of the course for the needs and expectations of the participants. The key questions to be asked in this step are: Are the participants satisfied with the training? How relevant was the training to the participants' needs and expectations, considering their work roles and responsibilities? See appendix 1 for detailed example of form for pre-course evaluation form.

Facilitators should consider the evaluation process as a constructive function. The key questions asked in this phase are:

- To what extent have the course objectives been achieved?
- To what extent has the problem identified been solved through the training?
- What should be improved in subsequent training courses?

This will help the organizers to grasp views from participants on areas of strengths and areas that need improvement in the training. This will be done after the facilitators and organizers from project team have prepared the needed tools for the evaluation such as pre- and post- evaluation forms.

## Notes for Trainers

Evaluation is important for upgrading trainers' skills and for improving the training course as a whole. After the course, the trainers/ facilitators receive feedback from the participants. Accept both positive and negative feedback. **Facilitators reconfirm their strength as depicted in positive feedback comments and understand points to be improved by negative feedback.** Do not be afraid of receiving negative feedback comments, but consider them as precious advice to improve yourself in future roles. The evaluation is a performance appraisal to determine your position or salary, but its objective is to improve the training course by upgrading your skills.

### 7.3 Contribute to evaluation meeting

A facilitator's meeting to evaluate the course is usually organized after the course. Trainers/Facilitators should participate in the evaluation. The evaluation meeting is the best opportunity to share experiences among trainers and course participants as a means of learning from each other. Trainers are expected to be honest and open and to disclose failures during the sessions so that others can learn from their experience. The meeting should create an atmosphere, in which trainers and participants alike can open up. The information provided in this meeting will be used only for the sake of improving the course and should not be used for other purposes such as the trainers and participants. The performance appraisal appear in their other roles. The most important thing here is that the result of the evaluation should be used to improve future training course content and delivery. All the people involved in the training process should participate in the evaluation process and receive feedback for further improvement of their roles.



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# APPENDICES

## APPENDIX 1: EXAMPLE OF PRE- AND POST-EVALUATION FORM FOR ASSESSMENT

### 1. PARTICIPANTS ASSESSMENT FORM BEFORE TRAINING

Name of Activity: .....

Region: ..... District: .....

Date: .....

1. Have you ever received any training on conflict resolution?

- a) Yes    b) No    c) I don't remember

2. What do you know about conflict resolution?

.....  
.....  
.....

3. What conflict resolution strategies do you know? Mention them.

- a) .....  
b) .....

4. If you are in conflict with a relative and / or another person, what measure do you take to resolve the conflict.

.....  
.....  
.....

5. Do you expect to learn anything from this training that you think is most important in your career? Mention

.....

.....  
.....

- 6.** Conflict is inevitable in human life but violence is evitable  
a) Yes   b) No

Briefly state the reason for your answer

.....  
.....  
.....

- 7.** Do you think there is any benefit from conflict?  
a) Yes   b) No

If your answer is YES, mention those benefits.

.....  
.....  
.....

## 2: PARTICIPANT ASSESSMENT FORM AFTER TRAINING

### PARTICIPANTS ASSESSMENT FORM AFTER TRAINING

Name of Activity: .....

Region: ..... District: .....

Date: .....

1. Can you estimate the overall quality of this training?

- a) Excellent    b) Good    c) Average    d) Bad

2. Were the presenters able to effectively present the issues of conflict resolution?

- a) Excellent    b) Good    c) Average    d) Bad

3. What are the most three important lessons you have learned from this training?

.....  
.....  
.....

4. Is there anything you have learned in this training that you think is very important in your career? Mention them

.....  
.....  
.....

5. If some of your expectations are not met, what do you suggest to improve in future training?

.....  
.....  
.....

6. Describe what you liked or attracted you from this training?

.....  
.....  
.....

7. Describe what you disliked or was NOT successful in this training?

.....  
.....  
.....

8. What do you suggest to be improved for the future activities?

.....  
.....  
.....

*\*Thank you very much for your advice in this training\**

## APPENDIX 2: HOW TO BEGIN THE TRAINING

### 1. How to Begin the Training?

This appendix aim is to provide assistance to trainers on how to begin training, aim is to create conducive environment before the start of training, this will help building trust between trainers and participants and participants themselves. In addition, facilitators/trainers should be familiar with the culture of the participants they are training, sensitive to cultural differences, and aware of the political context in which participants are operating when training new peacebuilders is crucial. Therefore, focuses on using suggestion exercises to help participants get to know each other and start talking as well as ideas for how to identify expectations and evaluate the workshop is important. The following is the suggestion procedure to start training:

#### i) Introduction and welcome

The introduction and welcome at the beginning of the workshop; Get things going and help participants become acquainted; Get comfortable and establish a warm training atmosphere.

#### ii) Expectations and Ground Rules

At the beginning of the training participants often do not know each other before they arrive. Trainers after introductory remarks can introduce exercises or games that introduce participants and help build a comfortable environment in which to share and contribute. Participants and trainers have many expectations. Identifying expectations at the beginning of the training helps focus the experience, attunes trainers and participants to each other, and provides an opportunity for trainers to identify which participant expectations can realistically be met.

You may ask participants ahead of time what their expectations are, as suggested in exercise 2. If you have this information in advance, participants' responses can be summarised at the beginning of the training and you can ask participants to add to the existing list. If you do not have the information in advance, you can generate expectations at the beginning of the workshop. Both have

advantages. Gathering expectations before the training means the information can be used in planning; gathering expectations during the training encourages participants to actively contribute immediately.

**iii) Ground rules:** Trainers or facilitators shall establish guides for participant interaction during the training and builds trust amongst participants. When participants trust the trainers and other participants they feel more comfortable sharing their observations and learning from each other. Ground rules refer to what kind of rules they think participants should follow to create an open and respectful atmosphere within the training. The ground rules are particularly important for longer trainings, and when participants discuss controversial subjects, such as analyzing sources of conflict (Module 4), or share personal information (e.g., Module 2 and Module 3). Exercise in this appendix can be used to identify both expectations and ground rules at the start of the training.

### **iv) Closing the workshop**

In closure session that in the final phase of the training instructor(s) need to wrap things up and give participants a chance to react to what they've just been through.

- Briefly recap the workshop outline, referring to the training objectives.
- Give time for feedback and questions.
- Evaluate: ask questions or do an activity, which enables participants to share their thoughts on what went well, what did not, and why.
- Thank everyone, answer any questions and tell the group about the next steps.

## Exercise 1: What do them expect from training of conflict resolution?

**Purpose:** Identify what participants want from the training session. This can be done through asked them questions such as:

- What is your name?
- What kind of experiences have you had in peacebuilding?
- What do you expect to get out of the training?

This helps them relax at the beginning of the training

**Materials:** Flip chart paper, markers, tape

**Time:** 15 – 40 minutes depend on number of participants

### Procedure:

- i) Prepare large pieces of paper, or flip chart paper that say “Expectations”, “Worries”, and “Ground rules”. Explain that expectations refer to what participants hope to get out of the conflict resolution training; “Worries” refer to what participants are most concerned about in doing conflict resolution programming; and
- ii) Ask participants to write one thing on each piece of paper.
- iii) When all participants have written their comments, review and discuss.

### Discussion:

Discussing expectations, worries and ground rules can provide you with a good opportunity to respond to expectations that will not be met in the training. It is also a chance to identify basic rules for discussion, things to avoid in the training, and issues that can be brought up later when discussing peacebuilding programming.

### Trainer Notes:

Writing on flip chart paper provides a visible reminder of what participants hope to gain from the training. This can help focus the training and gives participants a baseline from which to evaluate the training once it is complete.



## Exercise 2: Exercise for energizing Participants

### Exercises with a Purpose

This section present a series of exercises and activities that can serve several purposes: of

- 1) energizing the group when energy is low,
- 2) ensuring full participation from the group.

These types of exercises can be included at any time during the training to meet one of the two purposes. A note of caution is required for using these types of activities and exercises. Training needs to be a balance between action, discussion, and reflection. If you have limited time, it is more effective to do one exercise well, than to do multiple exercises in quick succession. As a trainer, you must be well organized and think about how the activities link with other parts of the training agenda. These exercises should support your agenda and not detract from it. In addition, the exercises and activities included below are only a sample of the many similar and creative exercises that exist. Trainers can use own imagination and creativity to adapt or modify these exercises, or develop your own.

**Catch:** The facilitator or trainer has a ball (or a bean bag) and throws it to one person in the room who then immediately throws it to the next person. Having two or more balls makes this more difficult. Another variation is to use a balloon or a beach ball, in which case participants are instructed to make sure the ball does not touch the ground. Stop the exercise after approximately 5 minutes, but make sure that everyone in the room had the opportunity to participate. A variation of this exercise can be used when brainstorming a list to ensure full participation. A ball can be thrown to identify the next participant to call out an idea for the list being brainstormed.

**Stretch:** Have participants stand in place. Tell them there are imaginary walls closing in on them and they are to pushing the walls away, stretching their arms sideways. Next it is an imaginary ceiling that is closing in and they are to pushing the ceiling away, stretching upwards. Alternate between the wall and the ceiling.

**NB: Trainer(s) can add own favourite activities and exercises.**

## APPENDIX 3: GROUP ASSIGNMENTS

### Objectives:

1. To conduct a mid-course evaluation after the initial presentation to determine the receptiveness of the participants.
2. To increase the scope of participation among the participants to provide an opportunity to exchange experiences.
3. To strengthen the attention of participants in the training by eliminating the fatigue caused by listening

### Duration:

Total time is 60 minutes

- 20 minutes (groups to prepare work)
- 40 minutes (Presentation and discussion)

(Each group will spend no more than 10 minutes)

### GROUP NO. 1

Think about any conflict you have ever been involved in or witnessed and then categorize it:

- a. Actors
- b. environment (context)
- c. Results (effects)
  - i) Possible positive outcomes of the crisis
  - ii) Possible negative consequences of the crisis

**GROUP NO. 2**

**Explanation:** Read this puzzle carefully and then answer the questions that follow:

The government led by ZAFRON LIBERATION CONGRESS (ZLC) in the country of Zafronia has banned all political meetings and activities in the country immediately after the elections. An election that was heavily criticized by other parties for having several fundamental defects and that they are not satisfied with its results. If the government claims that this is the time to serve the people for what they promised the people when asking for votes, that is why it has banned those activities until the time of the campaign for the next election. It did not end there, any movement to criticize the government that was being done by various groups such as civil society organizations, religious institutions, media and scholars was not tolerated by the government. Many who tried to do so, found themselves in doubt. Meanwhile, the ruling ZLC party continues its activities as usual. The opposition parties led by PEOPLE PROGRESSIVE PARTY (PPP), ZAFRON KWEUPE (ZK) and NEEMA KWA WOTE ALLIANCE after various efforts such as legal and diplomatic ones (requesting neighboring countries through their "ALL NATIONS") failed, announce to hold a demonstration called of peace and encourage the public to participate. The government, through the police force, is banning the protest while the opposition parties, supported by various social groups, insist on holding the protest as it is their constitutional right. As each day of the march approaches, the temperature rises.

**Task:** Through the puzzle, use ABC Triangles to match

1.
  - a. Attitudes
  - b. Behavior and
  - c. Environment (Context) on the part of the government and the ruling party
2.
  - a. Attitudes
  - b. Behavior and
  - c. Environment (Context) in terms of opposition parties and social groups

**GROUP NO. 3**

**Explanation:** Read this puzzle carefully and then answer the questions that follow:

Young people, most of whom are scholars who have completed their education from various colleges of higher education in Zafron in a period of about 5 years, have started to give up on life. For all that time they have been officially unemployed. The government has closed recruitment and if it does happen, very few positions are advertised, and most, if not all, end up in the hands of the children of leaders or famous people. The government claims that it has reached the limit of hiring and even those hired are overstaffed. Another employer which is the private sector is too weak. Because of that weakness, there is no employment and even if someone is lucky enough to get through the eye of the needle, he meets with very low wages. Businessmen complaining about the chain of taxes and rising production costs. In addition, since these poor young people studied thanks to the loans given by the Higher Education Loan Board (BMEJ) they are already suffering from the repayment of the loans. Their efforts to earn income from the small loans they took from lending companies by establishing small-scale umachinga businesses are hindered by the authorities of towns and cities. The ranger arrives and steals everything they have and sometimes they themselves find themselves in the hands of the ranger. Enthusiasm is rising now among young people, scholars and non-scientists, and they are starting to gather while the call is "And we have the right to benefit from the national cake".

**Work:**

Using a conflict tree:

1. Analyze this conflict by classifying;
  - a. Root causes,
  - b. The problem with
  - c. (i) positive results of this crisis and  
(ii) negative results of this crisis.

**GROUP NO. 4**

**Explanation:** Read this puzzle carefully and then answer the questions that follow:

In the village of Sokotera on the land of Zabron that traditions and cultures give more power, rights and opportunities to men and those women / girls should protect and respect those traditions and cultures. The few women who are lucky enough to get education and progressive awareness want to see their society live in equality and the basis of opportunities and rights should not be “masculinity”. These women are now inspiring other women to no longer obey traditions and cultures that suppress women’s rights. Every morning, their influence continues to penetrate into the hearts of women. They started with three, they reached ten and now there are dozens. Great fear has spread among men and especially those called traditional elders.

**Work:**

Analyze this conflict using the PIN tool - Position, Interests and Needs among the two (2) groups.





### **More information**

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