

CHAMPIONING A CULTURE OF PEACE

A Training Toolkit on
Conflict Prevention,
Transformation and
Peace Building



TRAINING CURRICULUM

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In Partnership With



Embassy of the
Kingdom of Belgium
in **Kampala**



ACRONYMS

ATM	African Traditional Mechanisms
ABIC	Angie Brooks International Center
CBR	Centre for Basic Research
CEWARN	Centre for Early Warning and Response Network
CEWERU	Conflict Early Warning and Response Unit
CSO	Civil Society Organisation
DPC	District Peace Committee
EMB	Electoral Management Bodies
EWER	Early Warning and Early Response
FHN	Fundamental Human Needs
GoU	Government of Uganda
HRD	Human Rights Defenders
IDP	Internally Displaced Persons
ICT	Information and Communication Technologies
IGAD	Intergovernmental Authority on Development
ISO	International Organisation for Standardisation
KIDDP	Karamoja Integrated Disarmament and Development Programme
LC	Local Councils
NECOC	National Emergency Coordination and Operation Centre
NRIs	National Research Institutes
NRM	National Resistance Movement
NWC	National Women's Council
OPM	Office of the Prime Minister
PDCA	Plan, Do, Check, Act
PRDP	Peace Recovery and Development Plan for Northern Uganda
RRF	Rapid Relief Fund
SAFE-Ug	Supporting Access to Justice, Fostering Equity and Peace
SDG	Sustainable Development Goals
SGBV	Sexual Gender Based Violence
UAF	Urgent Action Fund
UN	United Nations
UNSCR	United Nations Security Council Resolution
VAW	Violence Against Women
WIPNET	Women in Peacebuilding Network (WANEP)
WHRD	Women Human Rights Defenders
WSR	Women's Situation Room – Uganda

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The Peace Centre acknowledges the contribution of the Women's Situation Room (WSR) mechanisms and its key role in monitoring electoral processes.

To UN Women, Kingdom of Belgium and Democratic Governance Facility (DGF), thank you for being empowering development partners. We appreciate the financial investment that enabled us to develop a curriculum that offers guidance for facilitating Peace Building and Conflict Transformation.

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INTRODUCTION



Like many countries in the Great Lakes Region of Africa, Uganda experienced conflict in the years following its Independence in 1962. There were military regimes punctuated by military coups in 1967, 1971, 1979 and 1986 (Peace Insight, 2012). The lack of democratic handover of power led to armed opposition groups forming across Uganda, leaving parts of the country¹ in post-conflict state.

While Uganda currently enjoys relative stability under the National Resistance Movement (NRM), it is still in many respects a divided country, both politically and economically, with a legacy of multiple and cyclical conflicts and grave human rights violations, and a correspondingly weak sense of national identity that will lay the foundations for future conflicts if left unaddressed (Dolan C, 2006).

Many post-war societies structure frameworks upon the framework for democratic governance through elections as part of legitimacy to sitting governments, peace building and conflict transformation. Elections are one element of democracy. At the same time, however, because electoral processes are fundamentally about attainment of political power, they can sometimes be catalysts or accelerators of conflict (Sisk T: 2009).

Previous elections in Uganda (2001, 2006, 2011 & 2016) were marred by reports of voter intimidation, violence and violations of rights to assembly, association and expression (Isis-WICCE; 2016). Different forms of violence, be they physical or psychological, left deep scars among electoral candidates, campaign teams and communities. Numerical majority populations of women experienced gender-specific violations as campaigners, campaign agents or spouses of contending parties. The failure to address election-related violence and malpractices leaves little room for citizens' belief in peaceful and democratic electoral processes. Electoral violence is not in isolation, however. As a post-war society, there is high potential for conflict during elections where many citizens resort to violence as an alternative to dialogue and negotiation. There have been recent attempts by key actors including the Women's Situation Room to initiate a national dialogue, but there are fears of the commitment of the government to a citizen-led transparent process that will allow long term outstanding governance issues to be addressed.

The Women's International Peace Centre (The Peace Centre)² remains one of the lead agents of peace building and conflict transformation, with a number of women-led peace building initiatives. The Peace Centre has been key to: The Women's Taskforce for gender responsive-PRDP, The Women's Situation Room (WSR) on election monitoring, and the Coalition for Women in the Juba peace process, among other regional efforts.

In its renewed effort to consolidate its ongoing peace building work, The Peace Centre has commissioned research³, will undertake skills transfers and advocacy work. The Curriculum builds on lessons learned by the Eminent Women in the WSR-Uganda Uganda (2016), whose work confirmed that a culture of peaceful elections needs to be inculcated in the country. Uganda needs structural conflict prevention, and not just respond to violence outbreaks that arise prior, during and after elections.

This Curriculum serves as one of the institutional mechanism to provide content, process and tools for Early Warning, Early Response and Conflict Transformation work. The Curriculum has been customised to develop knowledge products for different stakeholders to enhance their skills and attitude to effectively promote governance, peace and development that is gender responsive.

1. Major rebel groups in political conflict have been the Uganda People's Army (UPA) in Teso, Allied Democratic Forces (ADF) in Kasese, and the West Bank Nile Front (WBNF) and Uganda National Rescue Front II (UNRF II) in West Nile. Other forms of insurgency are: inter-clan and inter-tribal armed cattle raids in Karamoja Acholi, Lango and Teso sub-regions

2. Formerly Isis-Women's International Cross-Cultural Exchange

3. Makara S et al (2019): Study of Election Related Conflict and Violence in Uganda, Women's International Peace Centre, Uganda

STRUCTURE OF THE CURRICULUM

OVERALL OBJECTIVE OF THE CURRICULUM	Different stakeholders to peace and security have knowledge, skills and tools for their participation in promoting a culture of peace.
CUSTOMISED CURRICULUM OVERVIEW	The overview gives the scope of the curriculum. It identifies the specific training modules, thematic areas to be covered, international/regional mechanisms and national policy frameworks that inform the curriculum. This structure has contextualised and standardised the training, giving the basis for the content and lay out of the training modules
TRAINING DELIVERY	This section provides for training process, outlining the learning methodology, quality controls, how to foster attitude change and personal development among trainees, field support, mechanisms for monitoring, evaluation, adaptation and learning.

TRAINING MODULES

MODULE 1	Elections Framework and Procedures. What is Democracy?; Multiparty Democracy; Women and Governance; The Electoral Cycle; Agents and Actors in Electoral Conflict
MODULE 2	Early Warning. Understanding of Early Warning; Dynamics in Conflict Monitoring; The Conflict Monitor; Basics for Monitoring and Information Gathering
MODULE 3	Understanding of Conflict and Tools for Analysis. What is Conflict?; Perceptions; Interpersonal Conflict; Conflict Dynamics; Needs, Interests and Positions; Governance and Conflict Triggers; Symptoms versus Root Causes
MODULE 4	Communication and Dissemination of Human Rights Violations, Threats and Instability. What to Report about; Tools for Conflict Reporting.
MODULE 5	Early Response/Conflict Prevention Mechanisms. Institutionalised Responses (CEWARN/CEWERU; Disaster Preparedness & Management Mechanisms for Uganda); CSO-Led Initiatives (Women's Situation Room on elections; HRDs Rapid Response)
MODULE 6	Peace Building and Human Security. Pillars of Peace; Lobbying and Advocacy; Negotiation Skills for Peace Builders; African Traditional Methods for Peacebuilding; Feminist Leadership and Movement Building

ATTACHMENTS

Mechanisms and Policies for Peace Building central to the Curriculum:

- SDGs 2030 Agenda for Sustainable Development
- UNSCR 1325 on Women, Peace and Security
- Protocol on the Establishment of a Conflict Early Warning and Response Mechanism for IGAD Member States
- Extracts of the 1995 Constitution of Uganda

CUSTOMISED CURRICULUM OVERVIEW

Training Module	UNSCR 1325:2000 <i>On Women, Peace and Security</i>	SDGS 2030 <i>Agenda for Sustainable Development</i>	Government of Uganda peacebuilding architecture; The 1995 Constitution	Training sessions to be covered
Module 1 Elections Framework and Procedures	<ul style="list-style-type: none"> • Clause 8C: Protection & respect in relation to electoral system 	<ul style="list-style-type: none"> • Goal 16.6 Accountable & transparent institutions • 16.7 Responsible, inclusive decision making 	<ul style="list-style-type: none"> • Art 1.1, 1.4; • Art 29e, 69:1, 2b Multi-party politics • Art 59 Right to vote 	<ol style="list-style-type: none"> 1.1 What is Democracy? 1.2 Multiparty Democracy 1.3 Women & Governance 1.4 The Electoral Cycle 1.5 Agents & Actors in Electoral conflict
Module 2 Early Warning	<ul style="list-style-type: none"> • Clause 1: Mechanisms for prevention, management & resolution of conflict 	<ul style="list-style-type: none"> • Goal 1.4 End Poverty • Goal 16a: Prevent violence 		<ol style="list-style-type: none"> 2.1 Understanding Early Warning 2.2 Dynamics in Conflict Monitoring 2.3 The Conflict Monitor 2.4 Basics for Monitoring & Information Gathering
Module 3 Understanding Conflict & Tools for Analysis	<ul style="list-style-type: none"> • Clause 1: Mechanisms for prevention, management & resolution of conflict 	<ul style="list-style-type: none"> • Goal 1.4 End Poverty • Goal 16a: Prevent violence 		<ol style="list-style-type: none"> 3.1 What is Conflict? 3.2 Perceptions 3.3 Interpersonal Conflict 3.4 Conflict Dynamics 3.5 Needs, Interests & Positions 3.6 Governance & Conflict Triggers 3.7 Symptoms versus Root Cause 3.8 Conflict and Natural Resources 3.9 Natural Resource Conflict in War and Post War Societies

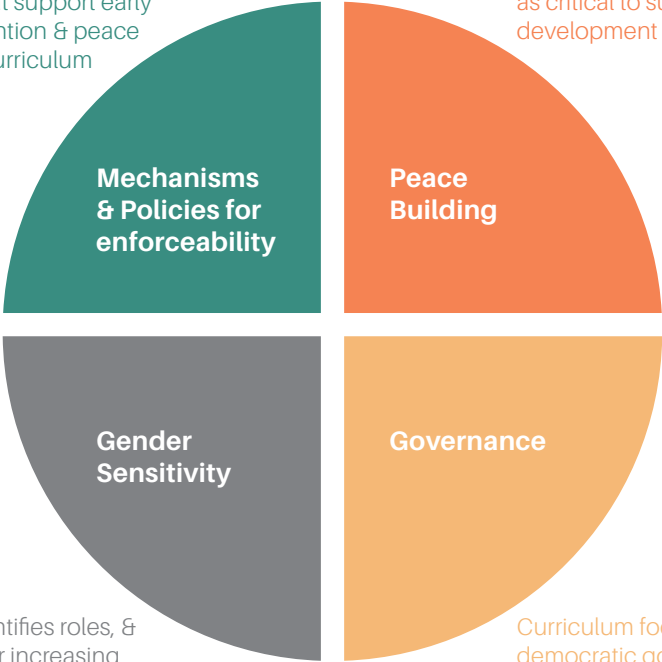
Training Module	UNSCR 1325:2000 <i>On Women, Peace and Security</i>	SDGS 2030 <i>Agenda for Sustainable Development</i>	Government of Uganda peacebuilding architecture; The 1995 Constitution	Training sessions to be covered
Module 4 Communication & Dissemination (of Human Right Violations, Threats & Instability)	<ul style="list-style-type: none"> • Clause 16: Study the impact of armed conflict, gender dimensions of CR & submit reports 	<ul style="list-style-type: none"> • 5.b Use of ICTs for women's empowerment • 16.10 Public access to information & protect fundamental freedoms 	<ul style="list-style-type: none"> • Art 41.1 Right of access to information 	4.1 What to Report About 4.2 Tools for Conflict Reporting
Module 5 Early Response- (Conflict Prevention Mechanisms)	<ul style="list-style-type: none"> • Clause 15: Gender consideration & rights of women • Clause 10: Protect women & girls from GBV & other forms • Clause 1: Increased representation of women in decision making 	<ul style="list-style-type: none"> • Goal 16.1 Reduce all forms of violence; • Goal 16.3: Promote rule of law & ensure equal access to justice • Goal 5.5 Equal opportunities for leadership 	<ul style="list-style-type: none"> • Art 249 Disaster preparedness • Art 32.3/4 Equal Opportunities Commission • Art 47 Detention of people • Art 48 The Human Rights Commission 	5.1 Institutionalised Responses 5.1.1 CEWARN & CEWERU 5.1.2 Disaster Preparedness & Management Mechanisms in Uganda CSO-Led Initiatives 5.2 Women's Situation Room – electoral violence 5.3 Human Rights Defenders Rapid Response
Module 6 Peace Building & Security	<ul style="list-style-type: none"> • Clause 8b: Support local women peace initiatives for conflict resolution • Clause 11: The state to put end to impunity 	<ul style="list-style-type: none"> • Goal 16.6 Effective accountable institutions • Goal 4.7 Inclusive & equitable quality education • Goal 16 Peaceful, inclusive societies 	<ul style="list-style-type: none"> • Art 28 Right to fair hearing 	6.1 Pillars of Peace 6.2 Lobbying & Advocacy 6.3 Negotiation Skills for Peace Builders 6.4 African Traditional Methods for Peace Building 6.5 Feminist Leadership and Movement Building

CONTENT AND PROCESS OF THE CURRICULUM

The curriculum has content and process for delivering customised knowledge, skills and tools for conflict prevention and peace building. The Curriculum also focuses on democratic governance and election cycles, identifying the kind of engagements that must happen to avert conflict and violence. This curriculum can be replicated in other countries, given the global nature of The Peace Centre itself and international and regional human rights frameworks and mechanisms that have been a key source of reference. Building human capital through knowledge transfer to selected stakeholders will strengthen their peace building and capacity development for increased women’s participation in building peaceful electoral processes.

The Content of the curriculum is informed by:

Trainees will access information on key mechanisms, policies & structures that support early warning, prevention & peace building (see curriculum overview)



Training enforces the architecture for peace building as critical to sustainable peace & development

Curriculum identifies roles, & mechanisms for increasing citizen participation, where women and youth become more active in conflict prevention and peace building

Curriculum focuses on democratic governance mechanisms (such as elections) that emphasise value of long-term activities for inclusive political participation

a) **The Peace Building Framework** aims at promoting stability, security and peace to promote good governance and foster human development. More so, using gender integration, the curriculum will mainstream gender to ensure participation of women and youth in promoting peaceful governance and electioneering process through their early warning and conflict prevention work. Short-term conflict prevention (EWER) and long-term (peacebuilding) mechanisms have been relied on in customising this curriculum.

b) **International and regional mechanisms and policies applicable to this specialised training:** This curriculum is customised with the key mechanisms and policies as a foundation to enforce a culture of peace, security and development in elections. Therefore, all training modules are started off with understanding of frameworks, mechanisms and laws that enforce them. They are:

- UNSCR 1325: 2000 on Women, peace and Security
- The 2030 Agenda for Sustainable Development Goals
- Conflict Early Warning and Response Mechanism (CEWARN)
- National Constitution and related policies/ laws

These instruments and mechanisms will be integral in the learning process to promote legitimacy, guidance, implementation frameworks and reporting structures. With guidance of the Curriculum Overview, trainees will be assisted to learn application of selected international, regional and national mechanisms, at the start of each Module.

c) **Gender perspective to peace building:** The linkage of early warning and response is claimed to be most effectively done with a people-centred perspective, since it involves people on the ground closest to the event (Meier, 2007). More so, women and youth, by their numerical superiority are more prominently visible in communities, and able to report on early warning signs if effectively prepared to do so. They can use their gender division of labour, experience, society roles/events as well as sex dynamics to secure and report events that support conflict mitigation. The dynamics, interest and roles of youth, women and leaders will take centre stage in programming conflict mitigation.

d) **Governance reflected in the Electoral Cycle,** which has pre-electoral, electoral and post electoral phases. Each of these processes has a range of activities, actors and impact on contributing to peace or being a catalyst for conflict. The curriculum prompts trainees to strategise on engaging these phases as a way of mitigating conflict and promoting peace.

The process of Training Delivery is informed by:

a) **Adult Learning Methodologies:** The curriculum is developed on the foundation of popular education and training that fosters social transformation. Training delivery is based on problem-posing methodology, that encourages critical thinking and an appreciation of what is happening with a view to change mindsets towards building a culture of peace. The Paulo Freire philosophy (pedagogy) of education and development is practical method of getting individuals and groups actively involved, break through apathy and awareness of problems and to take actions to liberate themselves (TfT, 2002). Therefore, codes, skits, clips, games, storytelling, brainstorming, role plays, field visits, imageries, simulations will be designed to inform discussions on modules, where trainees reflect on issues that affect them and actions to respond.

b) **Customised Curriculum:** Specific modules have been designed to ensure that stakeholders to peace building have adequate skills and tools. Some of the stakeholders who are central for The Peace Centre are: Community facilitators (women and youth); Refugees and Internally Displaced Persons (IDPs); Women Council Leaders; (National Women Councils); Women-led organisations; youth groups.

The curriculum is developed with characteristics of trainees in mind, observing that trainees are adults, who:

- i. Are self-directed and want to feel respected
- ii. Want training that is task-oriented, with hands-on practice. A number of practical sessions are included to ensure learning by doing
- iii. Have practical experience, which has to be integrated into learning sessions
- iv. Are interested in finding answers to their deep felt needs. Adults seek what is in it for them in the learning sessions. They want to relate training to the issues they are facing

c) **Quality Controls in Training Delivery:** The curriculum has identified tools for quality controls to ensure efficiency and effectiveness in training delivery, and to institutionalise mechanisms for growth. They feed within the Plan, Do, Check and Adjust (PDCA) cycle that enforces quality control and continuous improvement of processes and products (ISO 9001:2015). In the context of this curriculum, quality controls will include: Co-Facilitators Meetings, Daily Assessment Rounds, Daily Recaps, Training Assessment and Learning Evaluation. These will be avenues for providing feedback for continuous improvement of the training.

- Co-Facilitators Meeting (Plan): This is a quality control mechanism to ensure that the training remains focused on planned objectives. On a daily basis during the lifecycle of training, facilitators meet at close of day to discuss gaps in delivery, progress of trainees and unique support areas to individual trainees. The team also identifies key training areas for emphasis during the recap. The forum also lay strategies for ensuring that subsequent training days meet course trainees' needs. Lead Trainer or Training Coordinator convenes meeting.
- Daily Assessment Rounds (Do) is a quality control mechanism to assess internalisation of the knowledge and skills. The assessment rounds also clarify key issues that are not clear, and enable facilitators to adjust training programme for the subsequent days wherever necessary. Key question to trainees: What is the one thing that stood out for you today?

- End of training evaluation (Check, Adjust): This is to secure feedback on trainee satisfaction and trainee complaints for institutional continuous learning and future programme adjustments. The goal of an evaluation process is to improve quality of training, and trainee complaints/suggestions must be addressed.

d) The curriculum is structured within the peace-building framework. Therefore, the training should focus on:

- Risk Management in training discussions and implementation.
- Do-no-harm where field interventions do not erode back the gains made by other development actors and communities themselves.
- Positive change through conflict prevention as the value for investment
- Avoid biases, marginalisation and stereotypes.
- Promote co-existence and development by enhancing a culture of peace.

e) Mentorship and support to field personnel: The Peace Centre and Eminent Women (WSR) will provide hands on support to field implementers on a needs basis, to ensure that they can meet the goal of the initiative for early warning to mitigate and prevent conflict. Field implementers face diverse challenges, and therefore, support will also be tailored to meet sector or regional specific needs.

f) Attitude Change and Personal Development: A complete training cycle should address knowledge, skills and attitude of its trainees if significant change is to happen. Trainees need to be supported to change mind-sets on their capacity to create change, engage governance institutions and believe that change is possible. Attitude change is personal development. The range of personal development initiatives that are responsive to feminist principles to be run during training delivery of this curriculum are:

- Speaker series on individual wellness,
- Exchange visits/exposés,
- Self-care: meditation, zumba, yoga and physical exercise for trainees to release negative energies, stress and burnout.

This strategy enhances change at level of personal growth and the ability of target trainees to cascade knowledge and field action for development. The personal is political, change starts from the individual.



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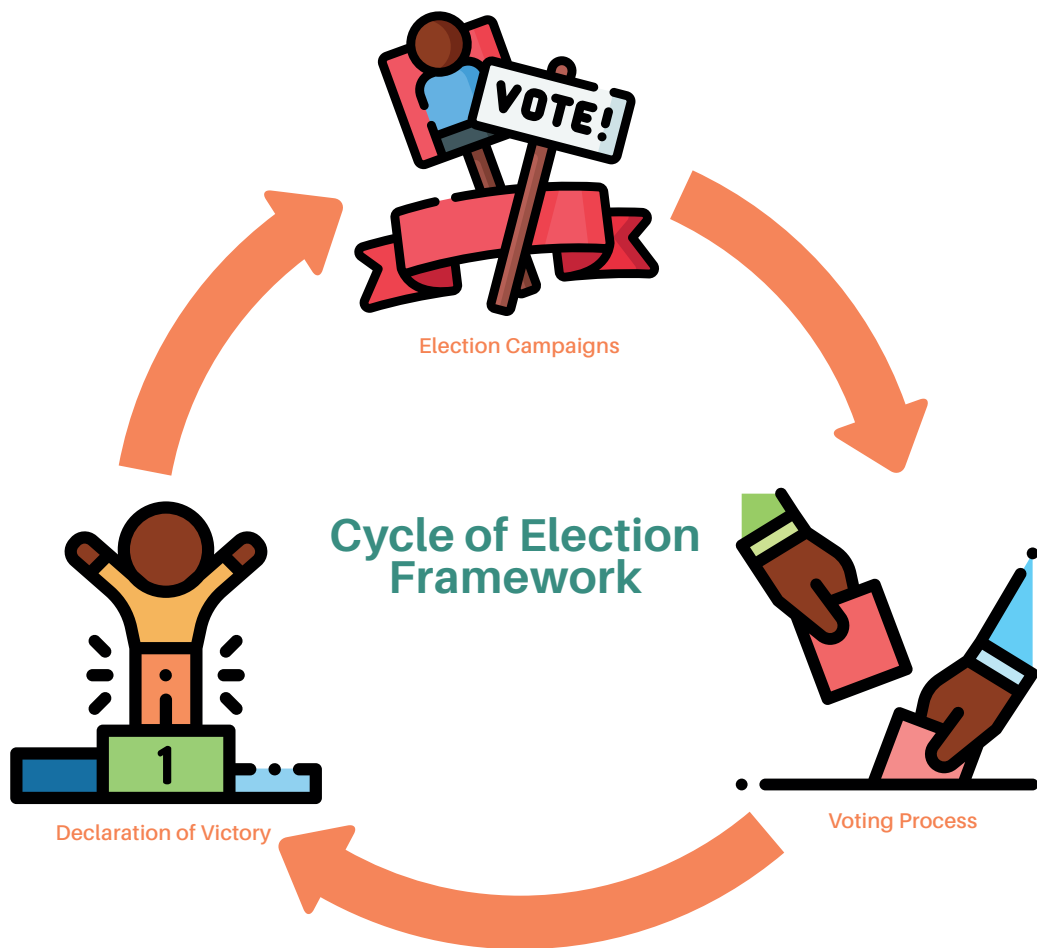
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TRAINING MODULES



Module One

ELECTIONS FRAMEWORK AND PROCEDURES



Elections are a foundation for democratic governance

INTRODUCTION

Electoral processes are a means of channelling social conflict into respectful and constructive debates with common rules for choosing democratic representatives of people who serve in executive, legislative and other institutions. Today, it is widely understood that the ultimate guarantor of social peace is robust democratic institutions such as elections (Malloch Brown 2003). Elections that give voice to the people are a critical means of conflict transformation management through peaceful deliberations and decision making processes in which 'winners' carry out promised policy initiatives and programmes and 'losers' are given opportunity to serve as loyal opposition and to try again in future competition (Sisk T: 2009)

Nevertheless, election processes are contests through which social differences are highlighted, and often generate vulnerabilities for escalation of conflict into violence.

This module will provide knowledge and skills for trainees to increase sustained engagement to contribute to democratic governance, peace and development.

BY THE END OF THIS MODULE, TRAINEES WILL BE ABLE TO:

- a. Upscale their understanding of the operations and functionality of the electoral systems (in Uganda)
- b. Identify entry points for activist engagement

THE MODULE WILL COVER

- 1.1 What is democracy?
- 1.2 Multi-party Democracy
- 1.3 Women and Governance
- 1.4 The Electoral Cycle
- 1.5 Actors and Agents in Electoral Conflict

ENABLING INTERNATIONAL, REGIONAL AND NATIONAL FRAMEWORKS AND MECHANISMS:

At the start of the module, the facilitator supports trainees to read, highlight and interpret the following enabling frameworks as they relate to the module.

- a) **UNSCR 1325 (2000)** 8C-protection and respect in relation to electoral system
- b) **SDGs** Goal 16:6 accountable and transparent institutions; 16.7 responsible, inclusive decision making;
- c) **National level: The Constitution:** 1995 Constitution of Uganda see Article 1:1 and 1:4. On multiparty politics: 29 (e), 69(1), 2 (b), right to set up political parties. Other mechanisms, policies and laws in Uganda are:
 - The Presidential and Parliamentary Elections Act;
 - Electoral Commissions Act, 2006
 - The Political Parties Organization Act 2006

SESSION 1.1

WHAT IS DEMOCRACY?

Session 1.1		What is Democracy?	
Objectives	To get an understanding of democracy	Time	
		90 Minutes	
Process code	<ul style="list-style-type: none"> • Photo language • Democracy tree 		
Activity	<p>Facilitator projects the photo (see handout 1). Uses photo to generate dialogue on:</p> <ol style="list-style-type: none"> What do you see in the photo? What are people exercising? What is democracy? <p><i>Three working groups to discuss and present to plenary</i></p> <ol style="list-style-type: none"> Why is democracy important? How do elections promote democratic governance? What are the essential conditions for advancing democratic governance? <p><i>Provide copies of democracy tree (handout 2) and ask groups to discuss it before facilitator's input)</i></p>		
Facilitation needs	<ul style="list-style-type: none"> • Projector, Laptop • Cards, markers, pens • Copies of democracy tree 		
Video and /graphics:	<p>Inputs for roots of democracy Inputs for pillars/ stem of democracy Inputs for fruits of democracy</p>		
Key message	Elections are a major contributor to democratic governance		



FACILITATOR'S NOTES

What is Democracy?

- The word Democracy has Greek origins; demos means people, kratic means power. Simply put, democracy is a government of the people, by the people, for the people.
- Democracy is a form of government/ rule in which power and civil responsibility is exercised by adult citizens directly or indirectly through their representatives.
- Democracy is a form of government based on popular sovereignty and is a conflict resolution device. The mechanism of election contests replaces the struggle for power by violent means. Coalition building to acquire and maintain a governing majority is seen as a conflict reducing element.
- Some democracies adhere to a 'winner-takes-it-all' approach in which losing parties do not get representation in proportion to their share of votes. In absence of power sharing, existence of automatic majorities based on dominant religious or ethnic based parties can leave large sectors of society discriminated against and relatively powerless. (Rummel, 1997)
- Conflict prevention and successful post conflict reconstruction requires the establishment of good governance. Good governance is achieved by promoting: democratization, free and fair elections, active political parties, independence with civil society and media, building accountable institutions, country having free and fair elections.

Prof. Schmid A (2000), Thesaurus and Glossary of Early Warning and Conflict Prevention terms

Facilitator Key Messages

- Secret voting is a right of all citizens be they women or men above 18 years.
- Government and public officials are duty bound to make registration processes convenient for eligible citizens, including youth, women, differently-abled persons, community of citizens in the diaspora and Internally Displaced Persons (IDPs).
- Elections are fundamental for democracies.
- An election establishes representatives of people's choice. The election confers responsibility and accountability to the elected.

Facilitator's Notes on the Democracy Tree

(start with functions of different parts of tree)

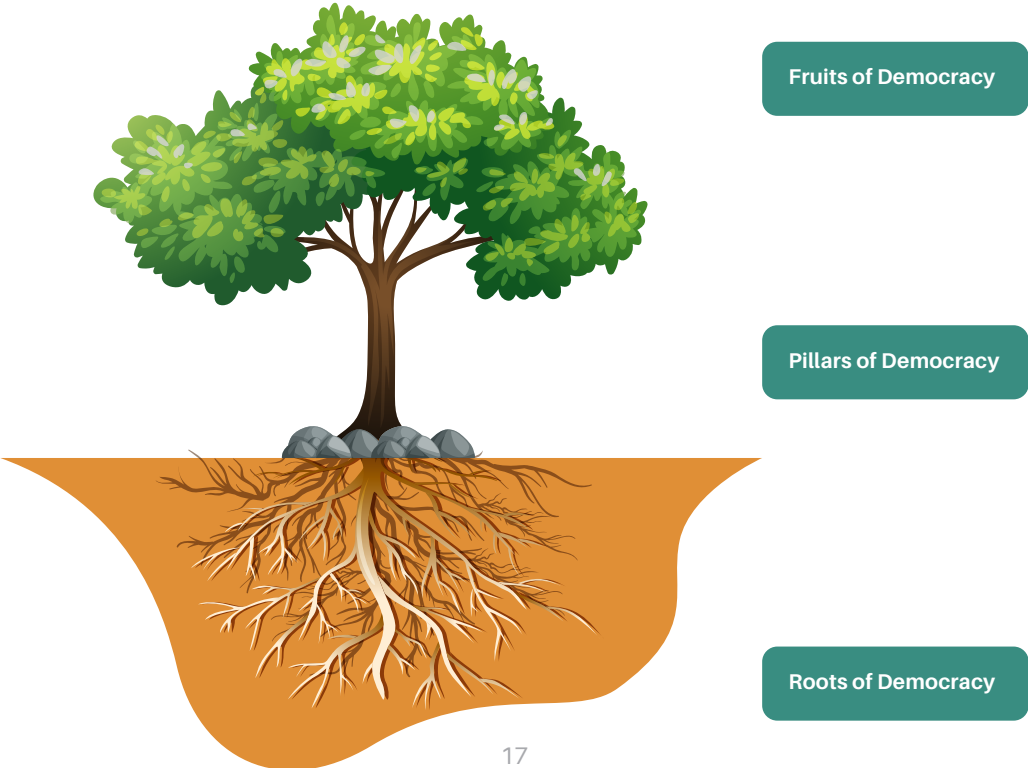
- Roots of Democracy are the foundation and conditions for a functional democracy. They are: freedom, justice/rule of law, human rights, equality, accountability and peace.
- Pillars of Democracy are the principles or building blocks that uphold democracy. Principles are reflected through governance systems and structures. Pillars of democracy are: Representation (voting for representatives in parliament, LCs; role of legislature); Equity (government ensuring fair distribution of resources, equal access to opportunities); Justice (Judiciary and Supreme Court ensure fairness and redress); Freedom (power to speak/media, power to express oneself).
- Fruits of Democracy are the outcomes of democratic governance. Fruits include inclusive society; good healthcare for all; accountable institutions; equal rights for all, good governance.

SESSION ACTIVITIES

HANDOUT 1: PHOTO LANGUAGE



HANDOUT 2: THE DEMOCRACY TREE



TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Code to create understanding of democracy	<p>Project the activity photo to start off discussion and knowledge exchange on understanding concept of democracy</p> <ul style="list-style-type: none"> • What do you see in the photo? • What is she exercising? 		90:00minutes (30minutes per activity)
Importance of democracy	<p>Divide trainees into 3 groups to discuss and write on news print:</p> <ul style="list-style-type: none"> • Why is democracy important? • How do elections promote democratic governance? <p>Facilitator provide definition of democracy, <i>see Facilitators Notes.</i></p>	<p>Projector</p> <p>Laptop</p> <p>Cards</p> <p>Markers,</p> <p>Pens,</p>	
Essential conditions for advancing democratic governance	<p>In the three groups, ask trainees to identify the essential conditions for advancing democratic governance, symbolised by a tree.</p> <p>Facilitator assigns each group to identify the</p> <ul style="list-style-type: none"> • roots • pillars • fruits of democracy <p>Working groups will stick their group response on the tree drawn out by facilitator for the whole class discussion. <i>See handout 2</i></p>	<p>Copies of activity photo (process code)</p> <p>Copies of democracy tree</p>	

SESSION 1.2

UNDERSTANDING MULTIPARTY DEMOCRACY

Session 1.2		Understanding Multiparty Democracy	
Objectives	Understand the practice of multiparty democracy as a pillar of conflict prevention	Time	75 Minutes
Process code	<p>Hula hoop (outdoor game, balls are people, resources and power, single color hula hoops are different political parties)</p> <p><i>Three hula hoops single coloured, and plastic balls and whistle are used for this game. Balls are placed in the centre of the outdoor space, while the groups are each assigned a hula-hoop that has been disjointed and spread out in the space some distance from the centre. Hula-hoops represent political parties while balls are the citizens, resources, power. At the blow of the whistle, groups assemble the disjointed hula hoop, and run to the centre to pick balls to fill their hoop. The winning team should have collected highest number of balls in their hoop.</i></p>		
Activity	<p>a. How does the game relate with multiparty democracy? b. What is multiparty democracy? c. What is the role of multiparty system in promoting democracy and governance?</p> <p><i>Groups assignment to respond to questions (d) & (e)</i></p> <p>d. Identify key actors/institutions and the roles that each plays in democracy (see session activity handout) e. What are the key challenges of multiparty politics in your country?</p>		
Facilitation needs	<ul style="list-style-type: none"> • Hula hoops • Copies of session activity • Cards, markers, pens 		
Key message	<p>Multiparty democracy gives citizens choice, and is a means of conflict prevention.</p>		



FACILITATOR'S NOTES

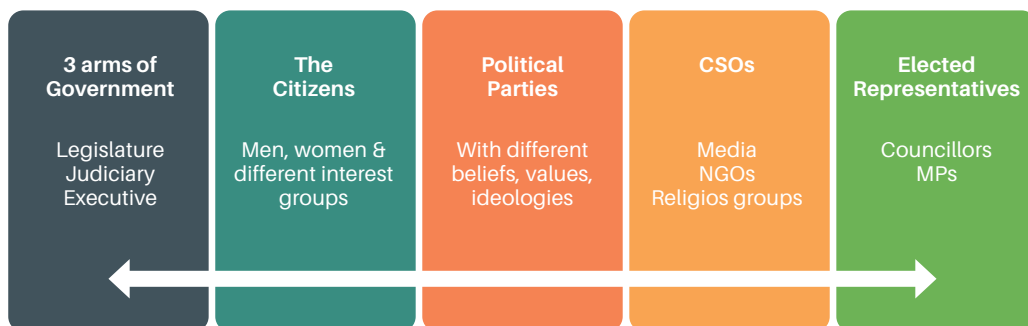
Multiparty democracy is a political system in which several parties run elections to gain control of government office and political power.

Characteristics of multiparty democracy	Challenges of democratic governance in multiparty politics
<ul style="list-style-type: none">• Political pluralism reflected in a functional multiparty system• Participatory politics where citizens are involved in decision making• Political contests are resolved with discussions• Separation of powers and accountability by institutions. The Judiciary, Legislature and Executive branches of government should be independent to avoid concentrating power in one single party.• Commitment to tolerance, compromise and cooperation• Transfer of power in accordance with set rules of regular and fair elections• Must have free and fair elections which are: universal (all citizens have right to vote without discrimination); secret (balloting is private and without fear); competitive (voters should choose from different candidates); equal (every one's vote is valued)	<ul style="list-style-type: none">• Lack of civic education• Poverty undermines participation and proper judgment by citizens• Lack of favourable environment for an independent civil society and media. Where the said structures are not free to monitor and encourage accountability; not allowed to disseminate information. Their channels of communication such as the Internet are regulated and controlled during election period• Commercialised and violent politics makes it difficult for women & youth to participate• Lack of tolerance to divergent views• The electoral process is said to be fraudulent• Political parties operating under restricted environment• Electoral violence by police and army

Some extracts Courtesy: Asikeit D & Kanyomoozi G

SESSION ACTIVITY:

HANDOUT: DEMOCRATIC INSTITUTIONS AND ACTORS



TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Outdoor game to understand multiparty democracy	<p>Identify an open door space at the training venue, in the grass. Allocate hula-hoops to 3-4 groups in single colors (representing political parties). Keep the balls (citizens) in the centre. Give game instructions. Game can be repeated. Ask trainees:</p> <ol style="list-style-type: none"> How does the game relate with multiparty democracy? So, what is multiparty democracy? What is the role of multiparty democracy in promoting democratic governance 	<p>Hula hoops</p> <p>Plastic balls</p> <p>Whistle</p> <p>Cards</p> <p>Markers</p> <p>Pens</p>	95 minutes
Role of multi-party democracy in conflict prevention	<p>In the activity groups, allow trainees to discuss these 2 questions, and present. Monitor the working groups</p> <ol style="list-style-type: none"> Identify key actors/institutions and the roles that each plays in democracy Key challenges of multiparty politics in their country 		

SESSION 1.3

WOMEN AND GOVERNANCE

Session 1.3		Women and Governance	
Objectives	To identify strategies for enhancing women’s participation in democratic governance.	Time	90 Minutes
Process code	<p>Drama skit (identify 2 volunteers – M/F – to campaign)</p> <p><i>A single/ non-married female candidate offers herself for public leadership to a community gathering. She is questioned as to why she is not yet married, she is known to have affair with X, she is asked who will prepare food for her boyfriend when she is in political office.</i></p> <p><i>A single male candidate also stands, gives his campaign message. But favourably given the heads-up for the vote with no questions.</i></p>		
Activity	<p><i>Facilitator-led discussion after the skit</i></p> <ol style="list-style-type: none"> What are the gender-specific issues and stereotypes faced by women in governance? Why do electoral processes exclude women? (see handout notes) <p><i>Groups assignment to respond to questions (d) & (e)</i></p> <ol style="list-style-type: none"> What value do women bring to governance? What support mechanisms can be accorded to enhance women’s participation in political governance? (handout) 		
Facilitation needs	<ul style="list-style-type: none"> • Projector, Laptop • Cards, markers, pens • Volunteers for the skit 		
Key message	<p>Women are half of the population. Their resilience mechanisms and leadership potential must be tapped into.</p>		



FACILITATOR'S NOTES

Limitations to women's participation in electoral processes (as candidates, campaign agents or voters)

- Lack of voter education: Many countries lack civic and voter education, so citizens do not know the value of participating in electoral processes and do not appreciate the role of elected officials.
- Lack of campaign funding for women candidates. Politics is largely commercialized, with huge financial investments from ruling parties. The playing field is not levelled. Female candidates often lack the financial muscle to register for primaries, establish campaign office and traverse through their constituencies.
- Gender roles and triple burden on women. Women who engage in politics as campaign agents and candidates face the triple burden that raises from huge expectations.
- Stereotypes, traditional attitudes and practices are used to judge women who offer themselves for public leadership. For instance, a female candidate who is not married and not standing for a youth seat may find it a challenge. This is contradictory for a male candidate who is not yet married. Electoral Management Bodies should address discriminatory practices that have cultural rooting.

Advancing women's participation in governance

- a. Constitutional and other legislative drafting: women's involvement in policy and legislative drafting offers window of opportunity to produce legislation that addresses their concerns. Engendered legislative documents may provide quotas and protective measures for the participation of women.
- b. Civic and voter education programmes must inform citizens of their rights to participate in governance and of the value that women's participation brings to the country through these programmes. Women should be encouraged to vote and run for office.
- c. Electoral Management Bodies (EMBs) should increase public confidence in electoral processes. EMBs should promote transparency, encourage political parties to include women, encourage greater public participation in elections. Ballots must include photographs and party symbols to aid illiterate voters (a disproportionate number of whom are women).
- d. Provide knowledge, skills and campaign tools to prospective female candidates to enhance their attitude to political governance.
- e. Electoral college system/ affirmative action gives room for more women in political participation
- f. Address violence in politics
- g. We need to bring on board collective organising in a timely manner, across borders, on issues of common interests. The particular country context may not give us a chance to speak out and be critical and secure but if it comes from all countries (for example speaking out on SGBV), it becomes a global effort and forces governments to act.
- h. Provide space and sustain programme support for aspiring, incumbent and retired women leaders.
- i. Political parties should be lobbied and enabled to develop gender policies to address women's leadership within political parties.

TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Practical understanding of challenges for women's participation in governance	<p>Get 2 volunteers (male and female) to perform a Campaign Skit</p> <ul style="list-style-type: none"> • Female volunteer • Male volunteer <p>Following the skit, ask the following problem-posing questions indicated as a)-b)</p>	<p>Volunteers for the skit</p> <p>Projector</p> <p>Laptop</p> <p>Cards</p>	90 minutes
Identifying strategies for increasing women's leadership in democratic governance	<p>In working groups, ask the groups to identify a moderator and chair, to discuss the 2 questions c)-d) and present to plenary</p>	<p>Markers</p> <p>Pens</p>	

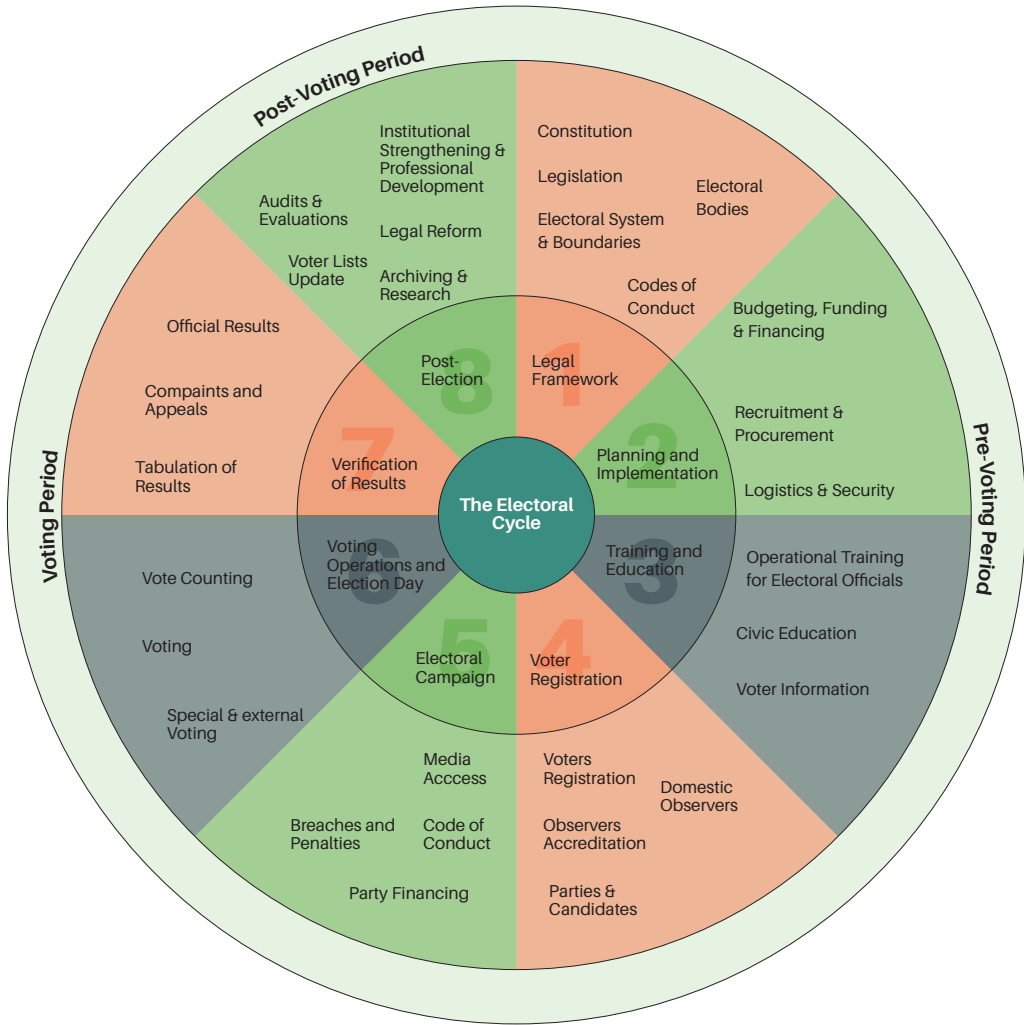
SESSION 1.4

THE ELECTORAL CYCLE

Session 1.4		Understanding Multiparty Democracy	
Objectives	Appreciate the role of elections in democratic governance.	Time	
		90 Minutes	
Process Graphic	The Electoral Cycle		
Process code	<p>Toss a labelled dice and assign 2 electoral stages to each of the 4 working groups. Provide the cycle without write-ups in the 3rd circle</p> <ol style="list-style-type: none"> What activities/procedures should be involved in the assigned electoral stage(s)? What are the gender-differentiated issues and needs for campaigners and community? What are the successes and challenges of the Electoral Commission? What lessons have we learned that should be acted on in upcoming elections? (conflict-prone issues, concerns, gaps, needs) 		
Facilitation needs	<ul style="list-style-type: none"> • Graphic of Electoral Cycle • Dice • Cards, markers, pens 		
Key message	Elections are a Constitutional mandate and are key to conflict prevention.		

SESSION ACTIVITY:

GRAPHIC OF THE ELECTORAL CYCLE



Courtesy: UNDP Electoral Assistance Implementation guide www.undp.org/governance/docs/elections-pub

TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Understanding stages of the electoral cycle	<p>Toss a labelled dice and assign 2 electoral stages of the electoral cycle graphic to each of the 4 working groups. Provide the cycle without write-ups in the 3rd circle, for the groups to answer questions a-b</p> <p>a. Activities/procedures involved in the assigned electoral stage(s)</p> <p>b. The gender-differentiated issues and needs for campaigners and community</p>	<p>Graphic of Electoral Cycle</p> <p>Cards</p> <p>Markers</p> <p>Pens</p>	90 minutes
Role of elections in democratic governance	<p>In working groups, discuss and prepare to present in plenary:</p> <p>c. The successes and challenges of the Electoral Management Body in your country</p> <p>d. Lessons learned that should be acted on in upcoming elections</p>		

SESSION 1.5

ACTORS AND AGENTS OF ELECTORAL CONFLICT

Session 1.5		Actors and Agents of Electoral Conflict	
Objectives	To identify key actors in order to guide violence/ election monitoring and early response activities	Time	
		50 Minutes	
Activity	<i>Facilitate group discussions and plenary presentations</i> a. Who are the actors and agents in electoral conflict? <i>Identify and assign working groups to discuss and present</i> b. What kind of conflict do they fuel? c. What are their interests/ agendas/ motives? d. How can we closely monitor their actions and words towards early warning?		
Facilitation needs	<ul style="list-style-type: none">• Projector, Laptop• Cards, Markers, Pens		
Key message	Key players in violence/ electoral conflict have huge destructive potential. They need to be monitored to facilitate early response to conflict and violence		



FACILITATOR'S NOTES

Actors and agents in electoral conflict

The list below provides some typology of actors and agents in electoral conflict. The list is not exhaustive but reflects common patterns seen in societies experiencing high levels of election-related conflict.

- Political parties and candidates: parties with armed wings or ties to paramilitary groups; bodyguards of candidates and close supporters
- Citizens who engage in direct acts of violence against supporters and families of other factions
- State machinery including police, army, special intelligence units, internal security services, all who target opposition groups and candidates or enable violence by failing to prevent violence or by clamping down on media coverage of elections
- Non-state security services such as rebel factions, militia
- Civil society organisations, politically mobilised groups and individuals with specific interests and agendas
- Media and social media platforms through biased reporting, sensationalising messages or delayed reporting on issues
- Gaps in the Electoral Management Bodies (EMBs)

Courtesy UNDP – Elections and Conflict Prevention Guide, pg 13

TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Identifying actors and agents in electoral conflict	<p>Facilitator starts off by asking problem-posing question to trainees. Co-facilitator records on news print the actors and agents identified by trainees.</p> <p>a. Who are the actors and agents in electoral conflict?</p>	Projector	50 minutes
Identifying actions to monitor and address conflict	<p>Facilitator identifies from the list provided by trainees, and assigns 4 working groups to discuss the following issues. With a Chair and rapporteur chosen from the groups, trainees discuss the issues and report back to plenary.</p> <p>b. What kind of conflict do they fuel?</p> <p>c. What are their interests/ agendas/ motives?</p> <p>d. How can we closely monitor their actions and words towards early warning?</p>	Laptop Cards Markers Pens	



REFERENCES

1. Asikeit D & Kanyomoozi G (2013): Training Manual on Improving Youth Participation in Governance and Development in Uganda, British Council Uganda
2. Beeckmans R & Matzinger Manuela (2017): Youth Participation in Electoral Processes: Handbook for Electoral Management Bodies, GPECSII
3. Extracts of the 1995 Constitution of Uganda
4. Hubbard C & Desoi C (2016): Votes without Violence: Citizen Observers Guide to addressing VAW in Elections, USA
5. Isis-WICCE (2015): Think Tank 4-Strengthening Women Leader's Basecamp, Uganda
6. Institute for Inclusive Security: Democracy and Government: A Curriculum for Women Waging Peace, UK
7. Protocol on the Establishment of a Conflict Early Warning and Response Mechanism for IGAD Member States
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9. SDGs 2030 Agenda for Sustainable Development
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11. UNSCR 1325 on Women, Peace and Security

Module Two

EARLY WARNING



Early warning involves conflict risk knowledge,
conflict monitoring and data collection

INTRODUCTION

The international peace and security agenda is dominated by debates on conflict prevention. Early warning and early response is an effort to overcome many decades of war damage and under development. Conflict early warning and early response are connected as a mechanism of proactive conflict prevention, and these interventions are critical for peace and security. Early warning relies on solid data and information generated from respected/credible sources. Such information motivates actions to prevent and avert potential crisis.

Early warning focuses mainly on early detection of emerging political tension situations with a view to respond and prevent violence from happening. Conflict prevention contains and resolves imminent conflict by responding to visible signs and indicators. The Module aims to influence the stakeholders into early warning and response mechanisms towards building a culture of peace in governance and elections.

The curriculum is designed to provide knowledge, skills and tools to trainees as entry points to detect, warn and engage strategic power centres to respond to tensions. The training will embrace gender-sensitive early warning, an integrated process where gender perspective (process which benefits both women and men) is mainstreamed into the stages of early warning and response processes.

BY THE END OF THIS MODULE, TRAINEES WILL BE ABLE TO:

- a. Understand the concept and applicability of early warning
- b. Use tools for gathering early warning information and data

THE MODULE WILL COVER

- 2.1 What is Early Warning?
- 2.2 Dynamics in Conflict Monitoring
- 2.3 The Conflict Monitor
- 2.4 Basics for Monitoring and Information Gathering

ENABLING INTERNATIONAL, REGIONAL AND NATIONAL FRAMEWORKS AND MECHANISMS:

At the start of the session, the facilitator supports trainees to read, highlight and interpret the following enabling frameworks as they relate to the module.

- **UNSCR 1325 (2000)** Clause 1: Mechanisms for prevention, management & resolution of conflict
- **SDGs** Goal 1 (1.4) End Poverty, Goal 16a Prevent Violence

SESSION 2.1

UNDERSTANDING EARLY WARNING

Session 2.1		Understanding Early Warning	
Objectives	To get a clearer understanding of early warning	Time	
			100 Minutes
Process code	Case Study of Kenya Elections 2007		
Activity	<p><i>Facilitator led session (see Facilitator's Notes)</i></p> <ol style="list-style-type: none"> What is early warning? Mention situations in which early warning may be needed in the community. What are the pillars of early warning? <p><i>Facilitator to discuss each pillar and its utility in EW & conflict prevention Provide the case study to working groups. To discuss and present questions d) to g)</i></p> <ol style="list-style-type: none"> Identify 3 early warning signs of potential conflict in this case study. What are the gender-specific threats/ risks for women and men in the case study? What is the role of different actors in proactively preventing this conflict from escalating into violence? (identify actors & actions) What makes it difficult to respond to conflicts of this nature? See facilitator's notes If this was your country, which institutions would you approach for early warning and why? 		
Facilitation needs	<ul style="list-style-type: none"> • Case study – Kenya election violence • Image of the Pillars of Early Warning • Assign working groups in advance • VIPP cards, Newsprint, markers • Projector, laptop 		
Key message	Early Warning prevents conflict from escalating		



FACILITATOR'S NOTES

Definition of Early Warning

- A process of communicating judgements about threats early enough for decision makers to take action to deter whatever outcome is threatened; or failing that, to manage events in such a way that the worst consequences are mitigated (McCarthy, 1997:15).
- It is the systematic collection and analysis of information coming from areas of crises for the purpose of: a) anticipating escalation of violent conflict; b) the development of strategic responses to crises; c) the presentation of options to critical actors for decision making purposes (FEWER, 1997:1)
- Early warning is a process that (a) alerts decision makers to the potential outbreak, escalation and resurgence of violent conflict, and (b) promotes an understanding among decision makers of the nature and impacts of violent conflict. It involves the regular collection and analysis of data on conflicts, by systematically monitoring and reporting conflict indicators.

Situations where Early Warning is needed in our communities

- Landslides
- Droughts
- Food insecurity
- Disease outbreaks
- Conflict and tension
- Floods
- Migration
- Disaster
- Violence
- Armed groups

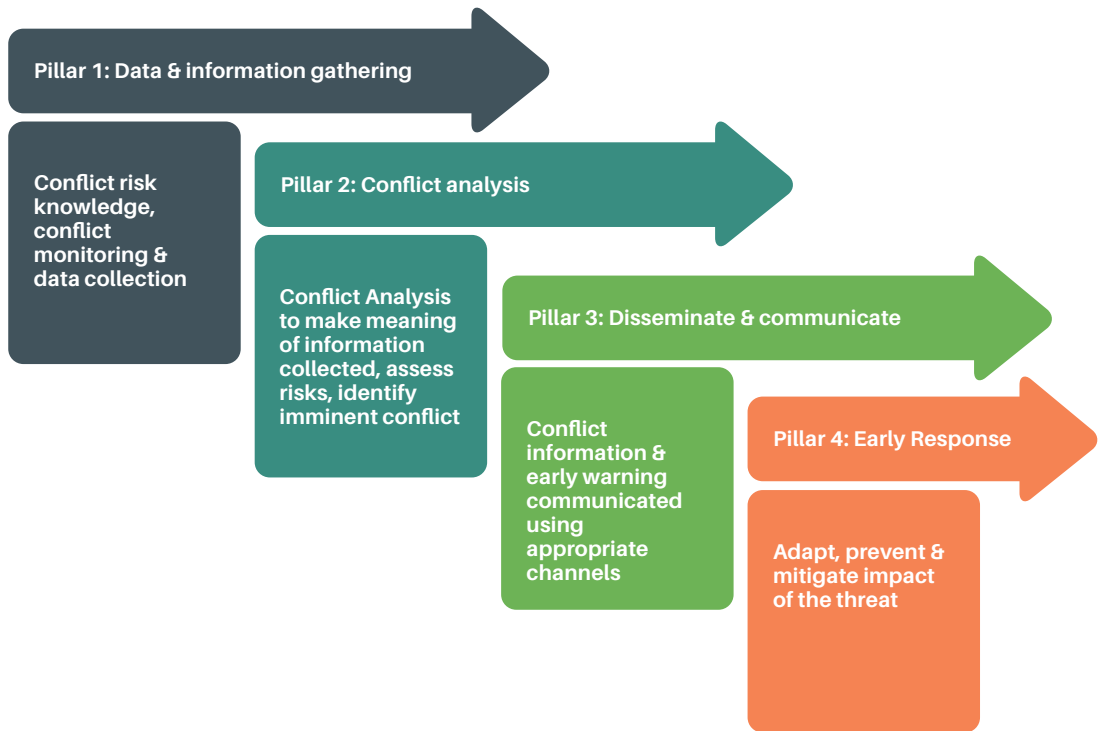
Role of Early Warning

- Early warning triggers prevention planning
- Early warning communication helps formulate scenarios and response options that are communicated to decision-makers
- The cost of not preventing conflict and violence is very high. In monetary terms, you cannot quantify death, destruction, trauma, forced migration and displacement

Challenges of Early Warning

- Translating Early Warning into rapid response
- Lack of adequate data collection
- Gender considerations in Early Warning and Early Response. Many officials are insensitive to gendered needs and crises
- Lack of resources to address crises in face of human insecurity

PILLARS OF EARLY WARNING



Pillar 1: Conflict Risk Knowledge involves conflict monitoring and data collection to undertake risk assessment. Risk assessment should include core questions in relation to women, men, girls and boys and how they are affected by the conflict. Data and information gathering is about monitoring threats using local knowledge of both women and men in the community.

Pillar 2: Conflict Analysis is the phase for analysis of the information generated from data collection phase. The analysis provides for prioritising early warning systems and preparing for conflict prevention mechanisms. *Conflict Analysis tools are in Module 3 of this Curriculum.*

Pillar 3: Dissemination and Communication. The information and early warning should be communicated to relevant stakeholders and decision makers. For the warning to be relevant, it has to reach the intended audience. *Dissemination and Communication techniques in Module 4 of this curriculum*

Pillar 4: Early Response. Officials, individuals and communities should be helped to understand the gravity of the risk, respect the warning and be prepared to act. *Conflict response mechanisms are in Module 4 of this curriculum.*

Excerpts from: Promoting Women's Engagement in Peace & Security in N. Nigeria, UN Women, 2018

SESSION CASE STUDY

A Study on Post-Election Violence: Case Study of Kenya, An International Law Perspective by Patrick Mutua Kioko, 2010

Kenya gained independence on 12 December, 1963 and the British were alert to prevent any Mau Mau movement of 1952–1960 that would affect the politics of the new independent state and cause further violence. The fact that Jomo Kenyatta was elected prevented this from happening because he was the leader of the same Mau Mau.

President Jomo Kenyatta was a Kikuyu and so Kikuyu being one of the politically active tribes in Kenya, were compensated in some way. They spread beyond their traditional home land, took over land that they claimed was stolen from them by departing colonialists, and this was indeed the start of ethnic hatred. It can be argued that Kenyan independence from Britain was inherited by non-democratic institutions and cultures, which later fell into the hands of corrupted politicians and governments (1). This saw the transfer of 1.6 million hectares of land to the ruling elite and others, mainly Kikuyu (2). This was done by Kenyatta by allocating huge parcels of land left by white settlers to himself and cronies, including large tracts in the present Rift Valley province. Upon Kenyatta's death in 1978, Daniel Arap Moi, a member of the Kalenjin tribe, assumed power in 1978. He ruled Kenya for 24 years, where 'he exploited the Kenyan diversity and politicised ethnicity to levels where he could instigate clashes in districts and multiparty democracy in Kenya' (3).

Politically during his reign, President Moi motivated ethnic clashes that were used to disturb and displace populations and groups that supported the opposition (mainly the Kikuyu in Rift Valley and Luo in the slums of Nairobi and Mombasa). This scenario depicts a very sensitive subject that has always caused tensions and ethnic divide in Kenya. The political class and elite have always capitalised on the acts of tribal manipulation and this has polarized Kenya in a great way because of ethnic favouritism (4). The consequences of this have been most Kenyan citizens pitching their loyalties towards their tribes rather than the country (5). The post-election violence of 2007 in protest to the alleged rigged elections soared into ethnic violence.

1. Ong'ayo. AO (2008): The Post-Election Violence in Kenya - An Overview of Underlying Factors: 2008-02-04 Issue 45. www.nationsencyclopedia.com/world-leaders2003

2. Eyes on Kenya (<http://eyesonkenya.org>)

3. Ong'ayo

4. Ibid

5. Nmaju M.C (2009): Violence in Kenya: Any role of the ICC in the quest for Accountability? African Journal of Legal Studies Pg 80

TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Understanding of early warning	Facilitator starts by asking trainees to identify one word that comes to mind when they hear the words early warning. Responses are written on news print by the co-facilitator. Facilitator then introduces the session by explaining what early warning is. See facilitator's notes on concept definition.		100 minutes
Real life application of early warning	<p>Facilitator asks trainees:</p> <ul style="list-style-type: none"> to mention situations in which early warning may be needed in the community. See facilitators notes what are the pillars of early warning? Facilitator discusses each pillar and its utility in EW & conflict prevention. <p><i>See handout on pillars of early warning</i></p>	<p>Case study – Kenya election violence</p> <p>Working groups</p> <p>Cards</p> <p>News print</p> <p>Markers</p>	
Case study real life skills application	Provide the Kenya Elections 2007 case study to 3 working groups. Groups to discuss and present questions d) to g)		
Action	In plenary, discuss question h) to enable trainees to identify reporting mechanisms for early warning. It is also a point for activism on their part		

SESSION 2.2

DYNAMICS IN CONFLICT MONITORING

Session 2.2		Dynamics in Conflict Monitoring	
Objectives	To understand dynamics and indicators of conflict monitoring	Time	120 Minutes
Process code	Dispute and Tension Profile		
Activity	<p>a. What is conflict monitoring?</p> <p>b. What are the key areas of concern in conflict monitoring?</p> <p><i>Facilitator uses the Dispute and Tension Profile to elaborate the 4 key areas, which are: indicators; purpose of monitoring; potential agents of conflicts; and source of information.</i></p> <p>c. Using the Kenya Election Violence case study in session 2.1 above, fill the Dispute and Tension Profile</p> <p><i>This is hands-on. Facilitator provides Template for 'Dispute and Tension Profile' for conflict monitoring for Activity Groups to fill. Thereafter, groups present to assess if they have articulated the exercise.</i></p>		
Training needs	<ul style="list-style-type: none"> • Kenya Elections case study in session 2.1 • Template of Dispute and Tension Profile • Newsprint, Markers 		
Key message	Indicators guide effective conflict monitoring		



FACILITATOR'S NOTES

Definition: Conflict monitoring is the standardised collection and organisation of information based on continuous observation of controversial events in a given region/ zone. It is done in the framework of prevention and damage limitation to improve the decision making process and as a basis for early warning (Jongman & Schmid, 1994:3, 258)

DISPUTE AND TENSION PROFILE

1. What to monitor? (indicators)	2. Why do we monitor?
<ul style="list-style-type: none">1.1 Behaviour and actions of groups1.2 Incidences1.3 Power relations1.4 Economic hardships1.5 Population movements1.6 Conflicts and clashes1.7 Outbursts1.8 Attacks and prejudicial statements1.9 Rebel attacks1.10 Community attacks	<ul style="list-style-type: none">2.1 Identify and prevent conflict2.2 Gather information, data and evidence to inform decision making2.3 Assess likely trends and scenarios2.4 Identify opportunities for peace
3. Who do we monitor? (likely agents of conflict)	4. Where do monitors gather information?
<ul style="list-style-type: none">3.1 Government agencies3.2 Religious leaders3.3 Cultural institutions3.4 Political parties3.5 Youth Groups3.6 Rebel groups3.7 Campaign agents and candidates	<ul style="list-style-type: none">4.1 Drinking groups4.2 Places of worship4.3 Community gatherings/ groups4.4 Political party rallies4.5 News (radio, TV)4.6 Security bodies4.7 Women's groups

WORKING TEMPLATE

DISPUTE AND TENSION PROFILE: KENYA ELECTIONS CASE STUDY

1. What would you monitor?	2. Why would we monitor the case?
1.1 1.2 1.3 1.4 1.5	2.1 2.2 2.3 2.4 2.5
3. Who would we monitor?	4. As monitors, where would we gather information from to build evidence?
3.1 3.2 3.3 3.4 3.5	4.1 4.2 4.3 4.4 4.5

TRAINING OUTLINE FOR FACILITATORS

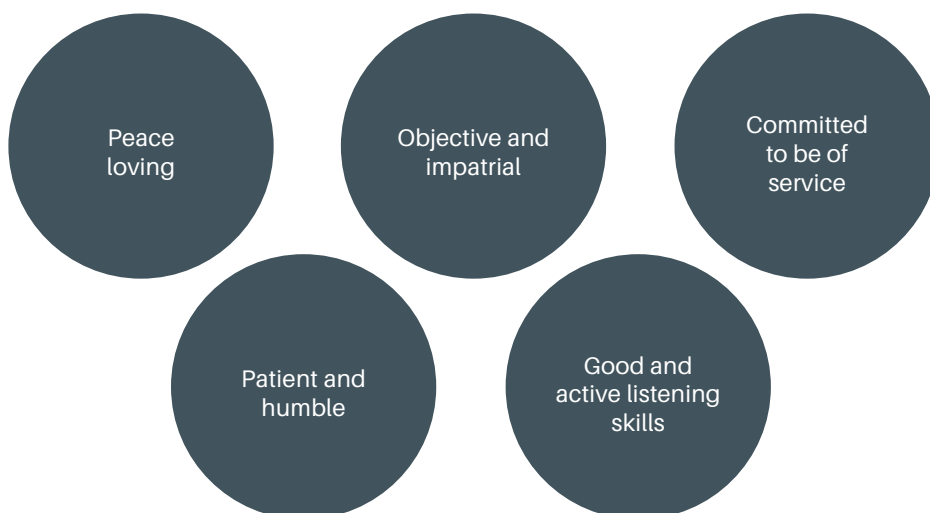
Session Activity	Methodology	Resources Needed	Time Allocation
Understanding dynamics of conflict monitoring	In buzz groups, the facilitator asks participants to discuss the meaning of conflict monitoring. After 3 minutes, ask the buzz groups to share their own understanding. The co-facilitator writes all the ideas down. The facilitator sums this up with her own definition of conflict monitoring. See facilitator's notes	Kenya election violence case study in session 2.1	120 minutes
Detailed explanation of the process	Facilitator uses the Dispute and Tension Profile to elaborate the 4 key areas of conflict monitoring. See dispute and tension profile	Template of Dispute and Tension Profile Newsprint Markers Working groups	
Case study application of indicators in conflict monitoring	Provide the Kenya Elections 2007 case in session 2.1 above. Ask working groups to fill the Dispute and Tension Profile. Thereafter, groups present their filled Dispute and Tension Profiles to assess if they have articulated the exercise.		

SESSION 2.3

THE CONFLICT MONITOR

Session 2.3		The Conflict Monitor	
Objectives	To provide trainees with skills for monitoring conflict	Time	
		60 Minutes	
Process code	Dispute and Tension Profile		
Activity	<ul style="list-style-type: none">• Who should monitor conflict? (election-related)• Qualities of a good monitor <i>Discuss in detail why each quality is relevant to conflict prevention & mitigation</i> <ul style="list-style-type: none">• How do we increase women's participation in conflict monitoring?		
Training needs	<ul style="list-style-type: none">• Image of a good monitor• Newsprint• Markers		
Key message	Your personality and temperament are important to your success in monitoring conflict.		

QUALITIES OF A GOOD MONITOR



TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Identifying skills for conflict monitoring	In plenary, facilitator asks who should monitor conflict The facilitator should remind trainees that this discussion relates to all types of conflict, not just election-related.	News print	60 minutes
Increase our activism in conflict monitoring	Trainees are grouped to respond to b) and c). They will provide their group responses at plenary session	Markers	

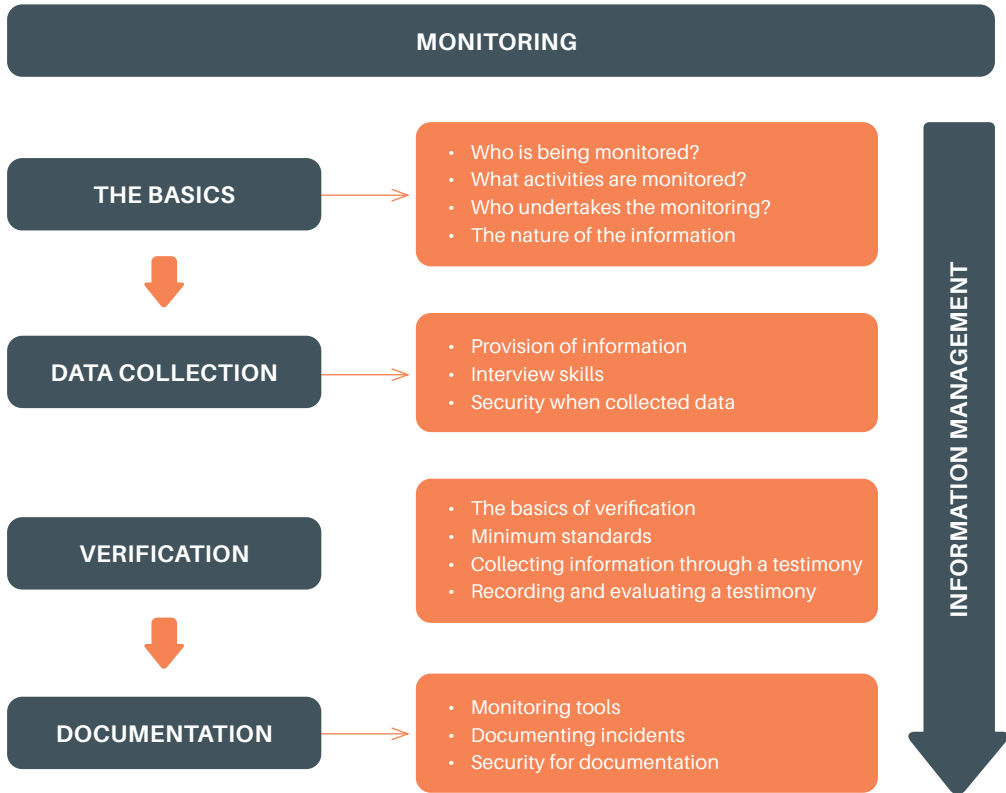
SESSION 2.4

BASICS OF MONITORING AND INFORMATION GATHERING

Session 2.4	Basics of Monitoring and Information Gathering	
Objectives	To provide processes for evidence gathering to support effective early warning	Time 100 Minutes
Process code	Monitoring Guide (UNICEF, 2010)	
Activity	<p><i>Facilitator-led session</i></p> <p>Using the Information Management Guide, facilitator supports trainees to understand the processes involved in gathering evidence to support early warning, at the Data collection, Verification and Documentation stages</p> <p><i>Three working groups to discuss steps 2 to 4 of the Information Management Guide, and present</i></p> <ol style="list-style-type: none"> a. As a working group, identify a conflict issue that you want to monitor. b. What are the key competences for information management at data collection stage? c. What are the key competences for information management at verification stage? d. What are the key competences for information management at documentation stage? 	
Training needs	<ul style="list-style-type: none"> • Copies of Information Management Guide • Projector & Laptop • Newsprint, Markers, VIPP cards 	

SESSION ACTIVITY:

INFORMATION MANAGEMENT GUIDE



MRM Guidelines on Monitoring and Reporting Mechanism, UNICEF/NYHQ2010-1153/Olivier Asselin

TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Facilitator introduction of the Information Management Guide	Using the Information Management Guide, facilitator supports trainees to understand the processes involved in gathering evidence to support early warning, at the Data collection, Verification and Documentation stages	Copies of Information Management Guide	100 minutes
Group identification of conflict issue of interest and generating evidence for EW	<p>Divide trainees in three working groups to:</p> <ul style="list-style-type: none"> jointly agree on a conflict issue that they may wish to monitor discuss steps b) to d) of Information Management Guide, using the conflict agreed upon and present to plenary. Within the group, trainees should volunteer to chair and report back to plenary. 	<p>Laptop</p> <p>Projector</p> <p>Newsprint</p> <p>Markers</p> <p>Cards</p>	



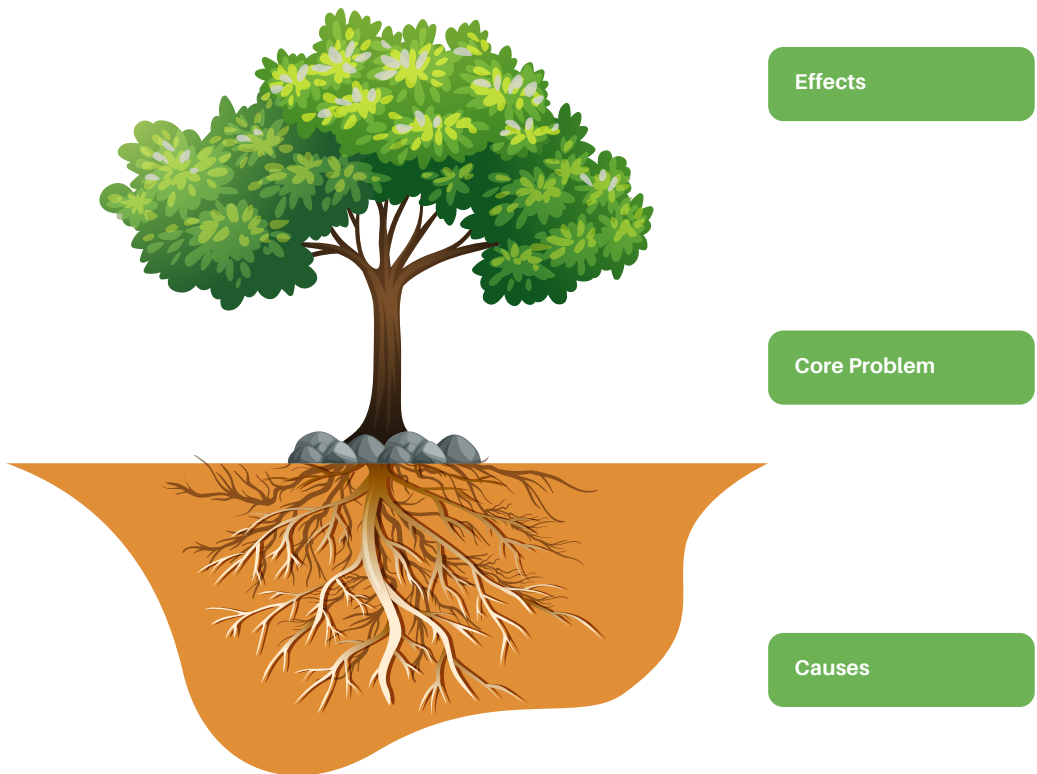
REFERENCES

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5. Protocol on the Establishment of a Conflict Early Warning and Response Mechanism for IGAD Member States
6. Schmid A.P (2000): Thesaurus and Glossary of Early Warning and Conflict Prevention Terms; Erasmus University, The Netherlands
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8. UN Women (2018): Gender Sensitive Early Warning and Response Strategies in N. Nigeria.
9. UNSCR 1325 on Women, Peace and Security

Module Three

UNDERSTANDING OF CONFLICT AND TOOLS FOR ANALYSIS

CONFLICT TREE



Conflict Analysis makes meaning of information collected, assesses risks, identifies imminent conflict

INTRODUCTION

People have differing perspectives to life and its problems, informed by unique history, gender and way of life, as well as values which guide thinking, behaviour and motivations. They perceive conflict and peace based on geographical, sex, historical, educational and age differences. These differences in viewpoint are inevitable and are often enriching.

In order to support trainees, this Module introduces practical processes for examining and understanding the reality of the conflict from different perspectives using a standard framework in order to inform conflict transformation.

Trainees will acquire tools to analyse actors, causes, dynamics and triggers for conflict. This foundational backdrop will inform strategies for early response and peace building in order to break the cycles of conflict.

BY THE END OF THIS MODULE, TRAINEES WILL BE ABLE TO:

- a. Analyse conflict using different analysis tools
- b. Understand causes, patterns, trends as well as underlying and proximate causes of conflict
- c. Effectively respond to interpersonal conflict

THE MODULE WILL COVER

Issue	Tool
3.1 What is Conflict	Photo Language
3.2 The Way We See Things	Perceptions
3.3 Interpersonal Conflict	Animal Code
3.4 Conflict Dynamics	Wheel of Fundamental Human Needs
3.5 Needs, Interests and Positions	The Onion
3.6 Governance and Conflict Triggers	The Systems Code
3.7 Symptom Versus Root Cause	The Why Technique
3.8 Conflict and Natural Resources	
3.9 Natural Resource Conflict in War and Post War Societies	

ENABLING INTERNATIONAL, REGIONAL AND NATIONAL FRAMEWORKS AND MECHANISMS:

At the start of the session, the facilitator supports trainees to read, highlight and interpret the following enabling frameworks as they relate to the module.

- **UNSCR 1325 (2000)** Clause 1: Mechanisms for prevention, management and resolution of conflict UNSCR 1325 clause
- **SDGs** Goal 1 (1.4) End Poverty, Goal 16a Prevent Violence

SESSION 3.1

WHAT IS CONFLICT?

Session 3.1		What is Conflict (Photo language)	
Objectives	To get an understanding of and develop a group definition of conflict	Time	
		40 Minutes	
Process code	Photo language		
Activity	<p><i>Facilitator displays six printed and laminated photographs on different forms of conflict (See photo language for the session)</i></p> <p>Facilitator groups trainees into six teams to</p> <ol style="list-style-type: none"> Pick a picture that represents (election related) conflict to you <i>In working groups ask trainees to pick a photo and discuss and present b) to d):</i> What made you pick the specific picture? What kind of conflict was the picture showing? What does conflict mean to you <i>(agree on 1 joint statement)</i> 		
Training needs	<ul style="list-style-type: none"> Photos with political, economic, social and environment forms of election-related conflict in relation to gender, class, worship, culture - see attached Newsprint Markers 		
Key message	Conflict is part of our daily lives. We have a choice on how to handle it.		



FACILITATOR'S NOTES

- Conflict is present when two or more parties perceive that their interests are incompatible, express hostile attitudes, or pursue their interests through actions that damage other parties. These parties may be individuals, small/ large groups or countries. Conflict is a relationship between two people who have, or think that they have, incompatible goals (Fischer & Abdi).
- Conflict can be negative/ positive and is part of human existence.
- There are different manifestations of conflict prior, during and after elections. They are physical and psychological.
- Conflict can be political, economic, socio-cultural, technological or environmental.

SESSION ACTIVITY:

PHOTO LANGUAGE



TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Activity Code to generate understanding of conflict	<p>Facilitator displays six printed and laminated photographs on different forms of conflict (see photo language for the session)</p> <p>Facilitator assigns working groups to jointly visit the photo display and pick a photo that best represents conflict to the group.</p> <p>They sit in a circle and jointly respond to questions b) to d)</p>	<p>Laminated copies of session photo gallery</p> <p>Projector</p> <p>Laptop</p>	40 minutes
Collective definition of conflict	<p>Co-Facilitator encourages the groups to display what conflict means to them. Key words from each of the group definitions are highlighted.</p> <p>Facilitator acknowledges trainees own definitions, which she summarises with the theoretical understanding of conflict reflected under facilitator's notes</p>	<p>News print</p> <p>Markers</p>	

SESSION 3.2

PERCEPTIONS

Session 3.2		Perceptions (The way we see things)	
Objectives	To understand why people, groups have differing perceptions to life and its challenges	Time	
		60 Minutes	
Process code	Perceptions Code		
Activity	<p><i>Facilitator projects the perception code, and engages trainees into discussion.</i></p> <p>a. How old is she?</p> <p><i>In working groups</i></p> <p>b. Give a life experience of a conflict that arose between you and someone else because of differing perception on an issue.</p> <p>c. How did you handle the conflict?</p> <p>d. What makes us see things differently?</p> <p>e. What are the benefits of seeing things differently?</p> <p>f. How can we use this learning to effectively work with conflicting groups (in the run-up and during elections)?</p>		
Training needs	<ul style="list-style-type: none"> • Activity graphic • Projector, Laptop 		
Key message	Our perceptions are a cause of conflict. We need to acknowledge and respect our differences.		



FACILITATOR'S NOTES

- Our perceptions of issues, events and circumstances are a cause of conflict.
- Issues that inform differing perceptions are: history, level of education, gender, social class, power, experience.
- We need to respect each other's points of view and opinion; nobody is always right and nobody ever has all the answers.
- We need tolerance, proper communication, empathy, open mindedness.

SESSION ACTIVITY:

HOW OLD IS SHE?



TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Activity code to discuss perceptions as a source of conflict	With the aid of a laptop and projector, facilitator displays the activity photograph and asks: How old is she?		
Differing perceptions	Allow trainees to give their different views, let them argue over the different views and opinions with individuals giving reasons why they think she is young, old, or see nothing	Activity graphic Projector Laptop	60 minutes
Real life experience sharing	Facilitator asks buzz groups to discuss questions b) to e) and present to plenary	Markers Newsprint	
Reflection and strategies for action	Using question e) engage trainees to generate practical strategies for being tolerant and using their new learning to work with conflicting groups		

SESSION 3.3

INTERPERSONAL CONFLICT

Session 3.3		Interpersonal Conflict (The animal code)	
Objectives	To improve personal conflict handling mechanisms.	Time	
		60 Minutes	
Process code	The Animal Code <i>Animal Code courtesy: Hope A & Timmel S: Training for Transformation</i>		
Activity	<p><i>Facilitator distributes the Animal Code and asks trainees to:</i></p> <p>a. Identify your animal behaviour when a conflict happens</p> <p><i>In groups of similar animal behaviour, allow trainees to share their characteristics on b) to d)</i></p> <p>b. Why do you take on this 'animal behaviour' when a conflict happens? c. Why is this role not helpful in resolving conflict? d. What happens if conflict is not resolved at family, community and national levels? e. What can we do to address personal characteristics that flame conflict?</p>		
Training needs	<ul style="list-style-type: none"> • Copies of the animal code, • News print and paper 		
Key message	Change starts at individual level. We should change our inappropriate conflict responses.		



FACILITATOR'S NOTES

- We all have a unique history that shapes our perceptions of life.
- People see what they want to see, and attach different meanings to the same situation.
- Change starts from the individual before we expect institutional/ structural changes.
- More effective ways of dealing with conflict include
 - Assertive communication (The I statements)
 - Facts, Issues, Options and Decision (FIOD) tool

SESSION ACTIVITY:

THE ANIMAL CODE



LION
'Fight'

The Lion gets in fights when anyone disagrees with him



RABBIT
'Run away'

The Rabbit runs away as soon as she feels conflict or tension



OSTRICH
'I don't think there is any conflict'

The Ostrich buries his head in the sand and refuses to admit there is a problem



RHINO

The Rhino charges in and upsets everyone for no reason



MOUSE
'I hope no one sees me'

The Mouse is too shy to speak up on any subject



TORTOISE
Withdraw

The Tortoise withdraws and removes herself from the conflict or problem

Animal Code courtesy: Hope A & Timmel S: Training for Transformation Bk 1: Zimbabwe

TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Activity code to discuss interpersonal conflict	Facilitator distributes copies of the Animal Code, and asks participants to identify their individual animal behaviour when a conflict happens		
Discussing the pros and cons of our animal behavior	Group trainees according to the animal behaviour that they have identified, and ask them to discuss questions b) - d) and present their responses to plenary	Copies of the Animal Code Markers Newsprint	60 minutes
Reflection and strategies for action	Using question e) engage trainees to generate practical strategies for addressing personal characteristics that flame conflict.		

SESSION 3.4

CONFLICT DYNAMICS

Session 3.4		Conflict Dynamics (Wheel of Fundamental Human Needs)	
Objectives	To get the social context of conflict that arises from the lack of fundamental human needs	Time	
		120 Minutes	
Process code	<ul style="list-style-type: none"> The Wheel of Fundamental Human Needs by Manfred Max-Neef Theatre for development 		
Activity	<p><i>Facilitator asks participants to</i></p> <p>a. Identify any fundamental human need they know of</p> <p><i>Facilitator projects the WFHN to engage trainees</i></p> <p>b. Why do people need X (each of the FHN)?</p> <p>c. Why does the lack of Need X cause conflict?</p> <p><i>Group assignment</i></p> <p>d. How does the lack of Need X affect women and men?</p> <p>e. Identify a real life story on how the lack of Need X has caused conflict in your community (<i>do a skit in groups</i>)</p> <p>f. How is the lack of the stated need likely to cause tensions (during the upcoming national elections)?</p> <p>g. What can we do to ensure need x is addressed in the community?</p>		
Training needs	<ul style="list-style-type: none"> WFHN graphic by Manfred Max-Neef Identify working groups 		
Key message	The WFHN enables us to analyse conflict caused by gaps in systems and structures that escalate conflict into violence		

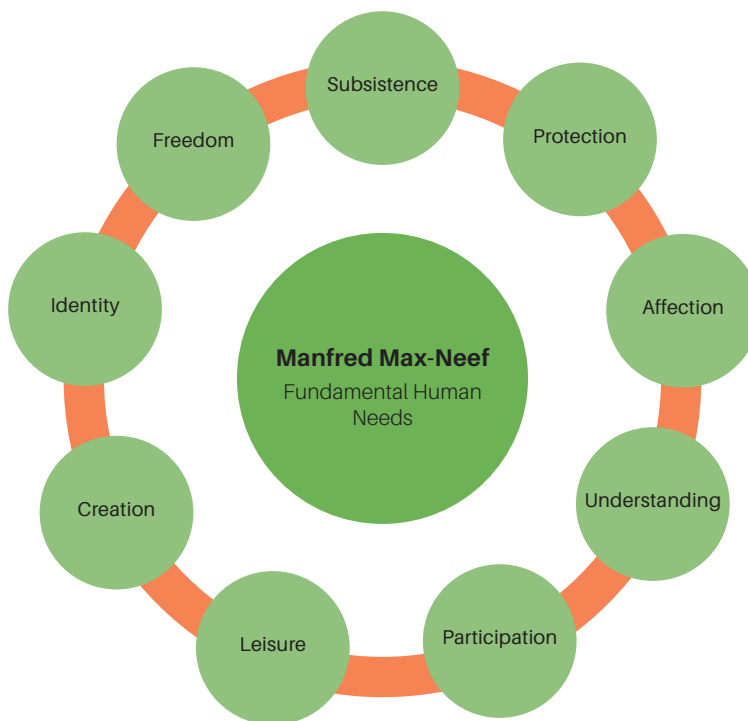


FACILITATOR'S NOTES

- Discuss the lack of FHN and potential for election violence
- Facilitator shows the linkages between the different needs, no need is superior over the other. The lack of one need affects other needs in the wheel.
- FHN are universal, across all races, class and cultures.
- Resource discrimination creates regional imbalances in development. This gives rise to anger and bitterness and is often reflected in elections.
- Africa characteristically reflects exclusions to communities with politically divergent opinions.
- Most of the election outcomes are a reflection of how people feel the government has responded to or ignored their needs and priorities.
- The WFHN gives a broad awareness of conflict dynamics, giving an early warning to system and structural gaps that may exacerbate conflict into violence. The WFHN gives signals to ongoing tensions and upcoming conflict.
- False satisfiers are ways in which people find satisfaction of needs in a destructive ways, including alcohol abuse, violence, crime and use of guns.
- Community feelings/ discussions on FHN is a source of information for early warning.
- The lack of FHN affects women, men, children and youth differently. Solutions to these gaps should be sensitive to the needs of different people.
- FHN reflects the systemic and structural issues.
- Instability and political discontent affects the political, social, economic and cultural spheres of civilian population, with deeper repercussions for special interest groups of women, children, youth and disabled populations. Any conflict-sensitive approaches must attach value to addressing the issues in the wheel of FHN.
- High levels of armed violence and insecurity have a destructive impact on a country's development, affecting economic growth and often resulting in long standing grievances among communities that can last for generations. Sexual violence, crime, exploitation and torture are also prevalent where there is conflict or no rule of law.

SESSION ACTIVITY:

WHEEL OF FUNDAMENTAL HUMAN NEEDS:



TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Introducing the session	Facilitator asks participants to identify any fundamental human need they know of. Co-facilitator jots down the needs raised by trainees	The WFHN	120 minutes
Activity process tool to discuss fundamental human needs	<p>Facilitator projects the WFHN by Manfred Max-Neef</p> <p>For each of the human needs in the wheel, she motivates discussion on:</p> <ul style="list-style-type: none"> • Why people are in need of x? • Why does the lack of that specific need give rise to conflict? <p>Facilitator uses information from Facilitator's notes</p>	<p>Projector</p> <p>Laptop</p> <p>Markers</p> <p>Newsprint</p> <p>Working groups</p>	

Session Activity	Methodology	Resources Needed	Time Allocation
<p>Real life session application</p> <p>WFHN and conflict</p>	<p>Trainees are assigned working groups to: discuss questions d) to f)</p> <p>Each group presents and performs their respective skit to depict real-life experiences where the lack of the assigned fundamental human need arose into conflict/ violence. Generate discussions after each performance.</p>		
<p>Reflection and strategies for action</p>	<p>Using question g) engage trainees to generate practical strategies for ensuring that community fundamental needs are met to reduce conflict and violence (in post conflict settings, election phases etc). Co-facilitator records the responses on news print. Facilitator to ensure activist commitment to action.</p>		

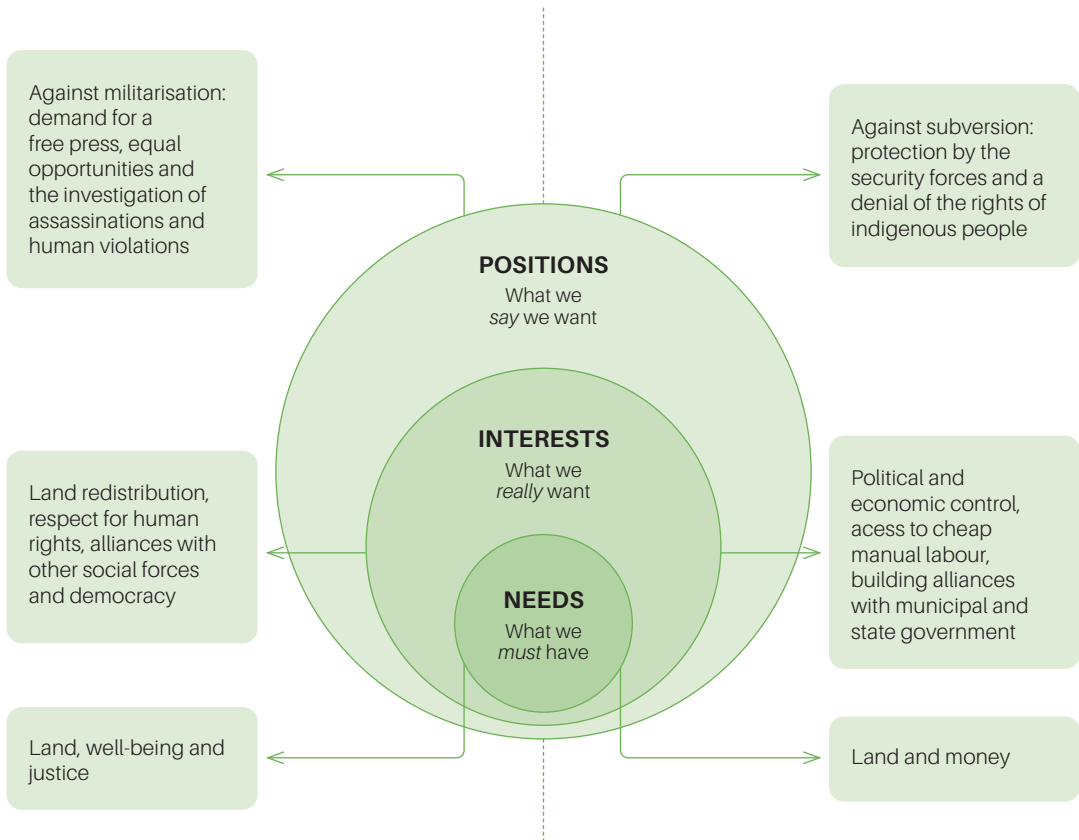
SESSION 3.5

NEEDS, INTERESTS AND POSITIONS

Session 3.5		Needs, Interests and Positions (The Onion)	
Objectives	To understand the dynamics of conflict	Time	
		50 Minutes	
Process graphic	Analogy of the onion and its layers		
Activity	<p><i>In groups to discuss and make presentation at plenary</i></p> <p>a. Identify a specific (election-related) conflict in the (last elections) that you know of. b. Who were the parties to the conflict?</p> <p><i>Facilitator uses the Analogy Of The Onion - see session handout - to explain difference between position, interests and needs</i></p> <p><i>Working groups conclude their assignment with discussing:</i></p> <p>c. What were the positions, interests and needs of the conflicting groups? d. What would be the right approach to resolving the conflict towards harmony and peace?</p>		
Training needs	<ul style="list-style-type: none"> • Laptop, projector • Working groups • The Onion graphic adopted from Fischer et al 		
Key message	Needs and interests of disputants must be fulfilled for a conflict to be transformed.		

SESSION SCENARIO

ANALOGY OF AN ONION AND ITS LAYERS



SESSION GRAPHIC

AN ONION AND CONFLICT ANALYSIS



- The onion is a useful conflict analysis tool when preparing to dialogue/ mediate between 2 conflicting groups.
- Should be able to identify differences among the position, interests and needs. Interests are core to peace building work. Unless they are resolved, conflict will go on for a long time.

TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Understanding the dynamics of conflict	Assign working groups and ask trainees to: <ul style="list-style-type: none"> • identify a specific conflict that you know of • who were the parties to the conflict? 		50 minutes
Activity process tool to discuss the actual conflict dynamics	Facilitator projects and introduces the onion as an analogy to distinguish between <ul style="list-style-type: none"> • positions • interests • needs. Facilitator uses the session graphic adapted from Fischer et al	Session graphic of onion analogy on needs, interests and positions Projector Laptop Markers	
Real life session application Hands on skills	Participants return to their working group to identify positions, interests and needs in their jointly agreed conflict. They present to plenary.	Newsprint Working groups	
Reflection and strategies for action	Using question d) engage trainees to generate practical strategies for resolving conflict towards harmony and peace		

SESSION 3.6

GOVERNANCE SYSTEMS AND CONFLICT TRIGGERS

Session 3.6		Governance Systems and Conflict Triggers (The Systems Code)	
Objectives	Enable trainees to understand how governance systems are a source of conflict	Time	
			40 Minutes
Process code	The Systems video: Honda		
Activity	<p>After viewing the Honda video two times, facilitator asks:</p> <ol style="list-style-type: none"> What do we learn about systems in the Honda video clip? What is a system? <p><i>Group work:</i></p> <ol style="list-style-type: none"> Discuss the electoral system in your country: What is its nature, who appoints, who participates, powers, fairness/ independence of the system Identify 1 governance system that supports elections in your country (<i>Electoral Management Bodies, Local Council, Human Rights Commission, Women's Council, political parties</i>) What makes the system work? What are the conflicting issues within the system that are a potential for conflict and violence? How has the selected system addressed needs of gender and disability in elections? 		
Video and graphics	Systems video		
Training needs	<ul style="list-style-type: none"> • Laptop • Projector • Systems video clip 		
Key message	Needs and interests of disputants must be fulfilled for a conflict to be transformed.		



FACILITATOR'S NOTES

What is a system?

- A system is a collection of elements or components that are organised for a common purpose. Governance encompasses a system by which an organisation is controlled and operates, and the mechanisms by which it and its people are held to account. In a system, a set of processes work together as parts of a mechanism or an interconnecting network. The group interacts and has interrelated entities that form a unified whole.
- Each system has a sub-system, and the subsystems all depend on each other to work. If one sub-system fails then the whole system does not function.
- The government is a system and its sub-systems must function for the government to work
- Systems and structures can be breeding grounds for conflict through exclusion, oppression, discrimination, poverty, lack of accountability and poor communication.
- The electoral system determines the rules of the game under which elections are held. Inevitably, the systems bring politics of inclusion and exclusion, thus being a breeding ground for conflict which can escalate into violence
- Systems have high potential for election conflict, especially Electoral Management Bodies

TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Using the process code to understand a system	<p>Prepare to view the Honda video (1.5 minutes). It should be played at least 2 times. Ask trainees:</p> <ul style="list-style-type: none"> • What do you learn about systems in the video? • What is a system? <p>Co-facilitator to record trainee responses</p>	<p>Honda video clip</p> <p>Projector</p> <p>Laptop</p>	40 minutes
<p>Real life session application</p> <p>Hands on skills on governance systems as sources of conflict</p>	<p>Participants return to their working groups to discuss questions c)-g). They present to plenary.</p> <p>Facilitator uses Facilitator's notes to enrich group presentation</p>	<p>Markers</p> <p>Newsprint</p> <p>Working groups</p>	

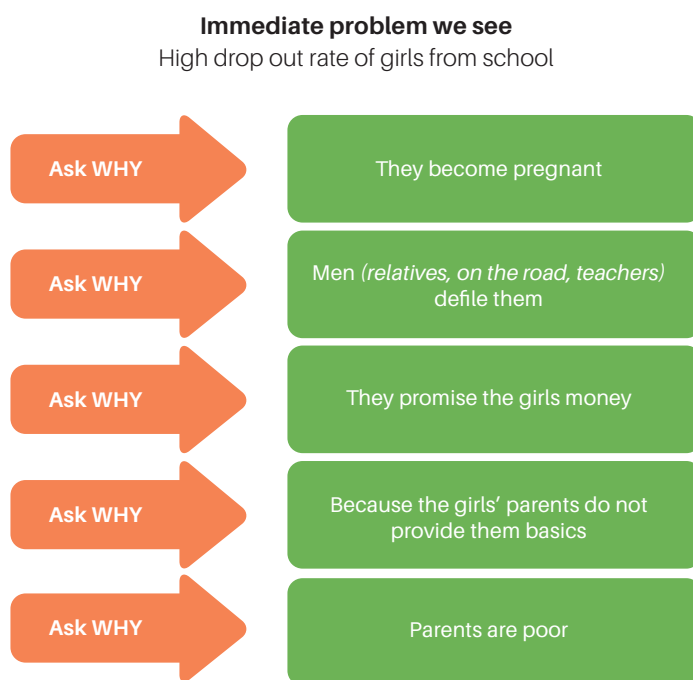
SYMPTOM VS ROOT CAUSE

TOOL: THE WHY TECHNIQUE

TIME: 50 MINUTES

The 'WHY' technique enables you to dig deeper into the actual problem, as opposed to looking at symptoms.

Facilitator uses the illustration below to demonstrate how the tool is used in analysis



GROUP ASSIGNMENT: IDENTIFY 4 GROUPS AND ASSIGN THEM ONE STATEMENT BELOW.

Use these statements to do a root cause analysis using the WHY methodology.

- There are high levels of HIV infections in community X
- District X is marginalised
- The last general elections had a lot of malpractices
- People from community X are poor



FACILITATOR'S NOTES

- The last WHY should point you to a systemic/ structural gap that should be the point of advocacy or action for social change
- Sustainable peace should have strategies for addressing root causes of identified conflicts.
- Five WHYS is a technique to explore the cause-and-effect relationships underlying a particular problem. The primary goal of the technique is to determine the root cause of the problem.

TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Using the process code to understand a system	Facilitator uses session illustration to demonstrate how the WHY Technique is used in understanding the root cause of the problem. See graphic	The WHY Technique illustration	50 minutes
Hands on skills using the WHY Technique	Group participants into 4 working teams, and assign them one of the statements in the Facilitator's Notes Ask the groups to use the assigned statement to do a root cause analysis using the WHY Technique They present to plenary for the facilitator to gauge the appreciation of the technique	Copies of the statements for group assignment Markers Newsprint Working groups	

SESSION 3.8

CONFLICT AND NATURAL RESOURCES

Session 3.8		Conflict and Natural Resources	
Objectives	To identify protection mechanisms for the environment	Time	
			90 Minutes
Activity	<i>Trainees are grouped to discuss, prepare to present at plenary</i>		
	<ol style="list-style-type: none"> Identify types of conflict related to natural resources in your community? Why are natural resources a cause of conflict? Who are the actors in natural resource conflict? How do these conflicts affect the environment? What can we do to improve protection of environment as communities? 		
Facilitation needs	<ul style="list-style-type: none"> Projector, Laptop Cards, markers, pens 		
Video and /graphics	An Inconvenient Truth (2006) Al Gore 1hr, 58mins		
Key message	Environmental conservation is no longer a matter of scenic beauty but a question of economic survival for both households and nations		



FACILITATOR'S NOTES

Introduction

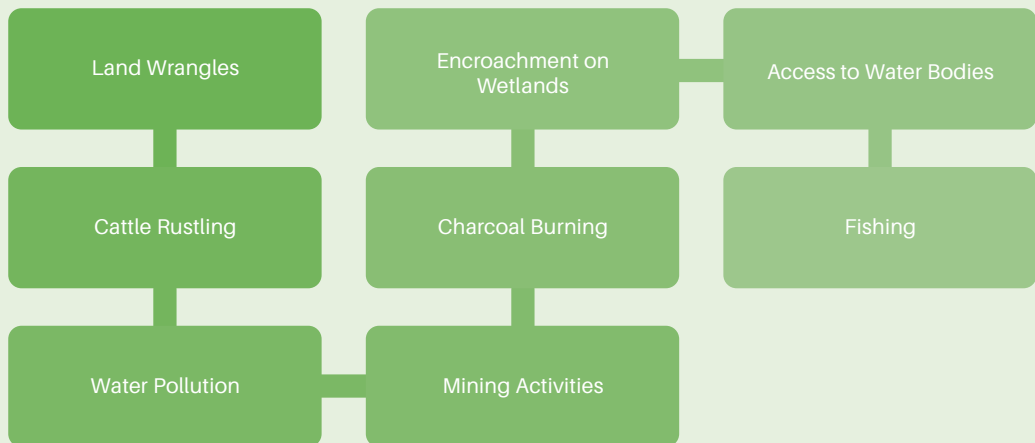
In the next 50 years, the planet's human population will pass nine billion giving rise to high economic outputs. Scarcities of renewable resources (air, water, food) will increase largely as a result of population increase. High-quality agricultural land will drop, forests will decline, and a number of species will become extinct (Homer Dixon 1994). This will lead to inevitable environmental scarcity and result in violent conflict.

Types of conflicts related to natural resources

Natural resource conflicts are disagreements and disputes over access to, control and use of natural resources. Such conflicts arise because people have different uses for resources such as forests, water, pasture and land. As such, people want to manage these resources in different ways and for different reasons.

Disagreements arise when needs and interests are incompatible, or when priorities of user groups are not considered in policies and programmes. If such conflicts are not addressed, they escalate into violence, cause environmental degradation and undermine livelihoods.

Examples of natural resource conflict



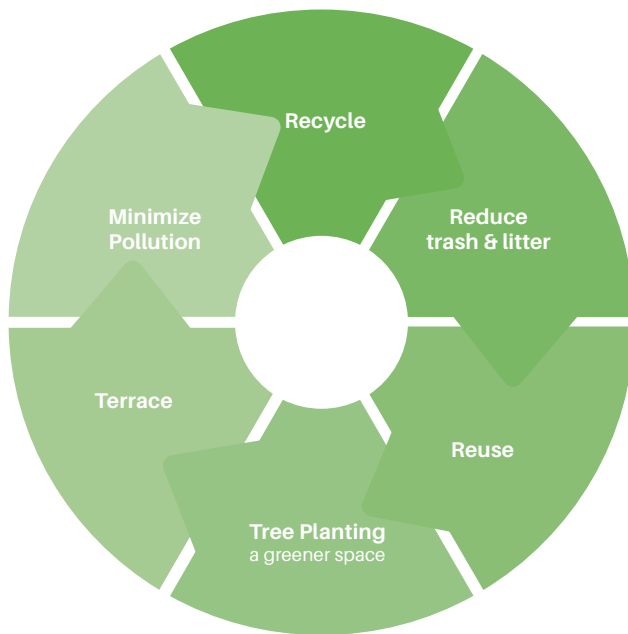
- Livelihoods of rural communities are intimately depending on the environment, both as a source of subsistence and as a basis for production.
- Land degradation is worse in more populated areas and in the more fragile mountainous areas and the flood plains. In such areas soil erosion, landslides, soil infertility, agrochemical pollution, desertification and floods are increasing.

Causes of environmental scarcity

Environmental scarcity is scarcity of renewable resources, such as water, land, fish and forests (Homer Dixon-1996). This contributes to violence

- a. Population growth: available resources cannot meet the demands of its population. This gives rise to a few powerful people having control and access to these resources.
- b. Supply-induced scarcity: inconsistent replacement and abuse of natural resources results in degradation.
- c. Structural scarcity: occurs as a result of unequal social distribution of resources, often seen with a few rich individuals owning huge fertile farm lands. Majority poor become the workers on these farms, causing conflict.

SOME COMMUNITY ACTIONS TO IMPROVE PROTECTION OF THE ENVIRONMENT



TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Group reflection on natural resource conflicts	<p>Group participants into 4 working teams, and assign them to discuss, prepare and present questions a) to d). They present to plenary. Facilitator uses Facilitators Notes to discuss:</p> <ul style="list-style-type: none"> • types of conflicts related to natural resources • causes of environmental scarcity 	<p>Projector</p> <p>Laptop</p> <p>Cards</p> <p>Markers</p> <p>Pens</p> <p>Documentary- <i>An Inconvenient Truth (2006)</i> Al Gore</p>	90 minutes
Reflection and action strategies on protection mechanisms for the environment	<p>Facilitator to moderate discussion on practical strategies for improving protection of environment as communities (see facilitator's notes on Graphic: Some community actions to improve protection of environment)</p> <p>NB: Facilitator should consider viewing of <i>An Inconvenient Truth (2006)</i> in evening hours for in-depth knowledge on the subject</p>		

SESSION 3.9

NATURAL RESOURCE CONFLICT IN WAR AND POST WAR SOCIETIES

Session 3.9		Natural resource conflict in war and post war societies	
Objectives	To identify strategies for supporting post war communities	Time	
		90 Minutes	
Process code	Theatre for development		
Activity	<p><i>Trainees are grouped to discuss, prepare to present at plenary</i></p> <ol style="list-style-type: none"> Identify one current natural resource challenge in your community that arose as a result of armed conflict How does the lack of access to the identified natural resource affect communities? How does this affect women differently from men? Discuss the specific effects of war on environmental degradation? <p><i>Plenary discussion</i></p> <ol style="list-style-type: none"> Discuss the issue of IDPs, migrations and resource conflicts in your community What are the existing policies and programmes to address resource conflicts? 		
Facilitation needs	<ul style="list-style-type: none"> • Projector, Laptop • Cards, markers, pens 		
Key message	Conflict places a huge burden and tension on natural resources. Efforts must be made to ensure absorptive capacity of refugees/IDPs by the local community.		



FACILITATOR'S NOTES

Natural resource conflict in war and post war societies

- IDPs and refugees are usually torn from their established environment and their economic resources. In the process, they lose their livelihoods and means of generating an independent income.
- The said communities are usually obliged to settle in isolated or economically marginalised areas where land is poor. Displaced communities may be forced into trading centres where precarious living in informal sector may be the only option.
- Post-war societies (such as Uganda) face natural resource challenges arising from decimation of forest cover as a military strategy. There are also resource conflict with return of communities that were confined to IDP camps for long periods who wish to reoccupy their land.
- Women (particularly widows) and orphans have found a challenge reclaiming properties of their husbands or parents respectively. Repossessing rights to houses or land can involve lengthy legal procedures.
- Host communities often see refugees and IDPs as a drain on their meagre resources. The assistance provided to IDPs becomes a source of resentment from hosts who themselves may be among most marginalised segments in their own community.
- Where displaced populations have been away for long periods, size of the community may have increased in exile, generating heightening pressure on resources upon return.

Excerpts: Women Waging Peace - Inclusive Security Sustainable Peace

Types of conflicts related to natural resources

- Wetland conversion deters the ecosystems from performing important regulatory functions such as flood control and groundwater recharge. This is largely due to industrialisation and high levels of rural-urban migration.
- Population growth and increasing per capita usage create water scarcity. Water scarcity is a source of conflicts because of dwindling water resources. Communities experience conflicts directly related to water and wetlands.
- Environmental degradation results from poor land use patterns and other practices that lead to waste and destruction of ecological patterns. Environmental degradation is exemplified by overgrazing, destructive tilling practices on sloping landscapes, monoculture, unguided and uncontrolled use of fertilizers and pesticides, bush burning, overfishing and deforestation.

Policy Actions (case of Uganda)

In Uganda, several policies and statutes have been developed, such as the National Environment Statute (MLWE 1995), the National Wetlands Policies (MoNR 1995), the Environmental Impact Assessment Resolutions (1998), the National Land Use Policy, Land Act and the National Land Policy. Major policy actions are to:

- i. Educate communities on the nature and causes of environmental degradation
- ii. Involve communities in environment protection
- iii. Formulate strict laws against environmental degradation
- iv. Develop programmes for proper management of the environment
- v. Conduct environmental impact assessment

Conflict-sensitive approaches and solutions

- Customary and statutory institutions
- Land tribunals
- Local councils on community-level conflicts
- Religious institutions
- Mediation
- Government District Natural Resources Office

TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Using the process code (theatre for development) to understand natural resource conflict in post war societies	<p>Group up participants into 4 working teams and ask them to discuss questions a) to d) and prepare a skit:</p> <ul style="list-style-type: none"> • Groups present their discussions and skit. • Facilitator enriches group presentations with Facilitator's Notes 	<p>Projector</p> <p>Laptop</p> <p>Markers</p>	90 minutes
A special interest discussion on natural resources in armed and post conflict settings	<p>Plenary discussion</p> <ul style="list-style-type: none"> • Discuss the complexities of IDPs, migrations and resource conflicts in your community <p>Facilitator enriches trainee's feedback with Facilitator's Notes.</p>	<p>Newsprint</p> <p>Working groups</p>	
Reflection and action - strategies to support post war communities	<p>What are the existing policies and programmes to address resource conflicts?</p>		

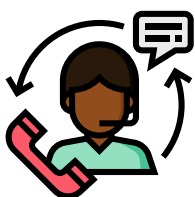


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Module Four

COMMUNICATION AND DISSEMINATION OF HUMAN RIGHTS VIOLATIONS, THREATS, INSTABILITY



Phone Calls



Print Media



Megaphone



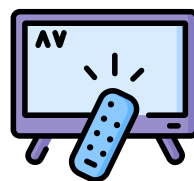
Radio



Email



Text Messages



Television

Conflict information and early warning communicated using appropriate channels

INTRODUCTION

Timely communication of authentic data and information is critical to early warning and response to mitigate conflict that could potentially result into violence. Effective channels of communication should be used to reach out to stakeholders who have the power to respond to human rights violations and potential sources of instability. In this case, ICT tools are an effective mechanism of organising for change.

Findings from monitoring and early warning on conflict and violence should be communicated to stakeholders with the view to deter escalation of violence and levelling the playing field. Early warning only makes sense if the information is collected, analysed and disseminated effectively for early action to prevent breakout or escalation of conflict.

BY THE END OF THIS MODULE, TRAINEES WILL BE ABLE TO:

- a. Use skills acquired to draft incident reports
- b. Know how and when to use the available reporting and communication channels for conflict prevention

THE MODULE WILL COVER

- 4.1 What to report about?
- 4.2 Tools for Conflict Reporting

ENABLING INTERNATIONAL, REGIONAL AND NATIONAL FRAMEWORKS AND MECHANISMS:

At the start of the sessions, the facilitator supports trainees to read, highlight and interpret the following enabling frameworks as they relate to the module.

- **UNSCR 1325 (2000)** Study impact of armed conflict, gender dimension of conflict resolution.
- **SDGs** Goal 5b: use ICT for women’s empowerment; Goal 16.10 public access to information and protect fundamental freedoms
- **National policy - The Constitution:** Art 41:1 Right of Access to Information

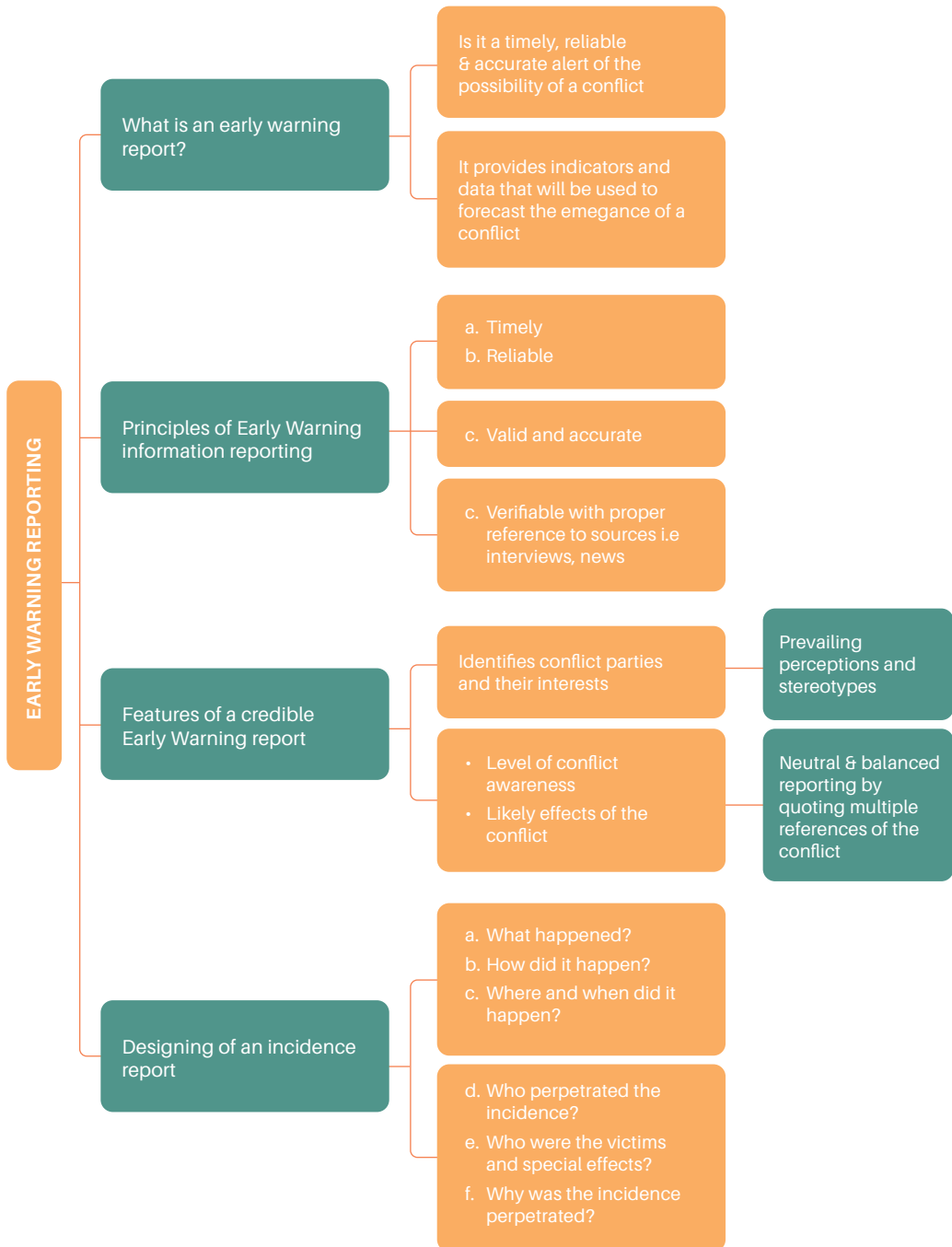
SESSION 4.1

WHAT TO REPORT ABOUT

Session 4.1		What to report about	
Objectives	To provide strategies for EW reporting	Time	
			90 Minutes
Activity	<p><i>Facilitator introduces the session with discussion on the following key areas using the Session Activity Graphic on EW reporting/ Communication</i></p> <ul style="list-style-type: none"> • What is early warning reporting? • What are the principles of early warning reporting? • Features of credible early warning report • Key steps in report writing <p><i>Identify working groups, provide them with the Session Graphic, and assign them to discuss and prepare for plenary presentation</i></p> <ol style="list-style-type: none"> a. Jointly agree on an incident that the group is familiar with b. Design an Incident Report using the key guides from the graphic c. Keep the report to one page 		
Training needs	<ul style="list-style-type: none"> • Session graphic • Projector, laptop • News print, markers, cards 		
Key message	A properly constructed incident report informs response activities		

SESSION ACTIVITY

GRAPHIC ON EARLY WARNING REPORTING/ COMMUNICATION



TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Simulation	Facilitator introduces session with discussion on Early Warning Reporting/ Communication by explaining the several steps in the session graphic	Session activity graphic Projector	90 minutes
Hands on skills & tools on EW reporting/ communication	In working groups, ask trainees to discuss questions a) to c). They should present back to plenary. Facilitator to ensure that groups have reported properly, and are able to provide evidential, convincing, credible EW Report	Laptop News print Markers Cards Pens	

TOOLS FOR CONFLICT REPORTING

Session 4.2		Tools for Conflict Reporting	
Objectives	To identify utility of different communication tools in evidence gathering.	Time	
			50 Minutes
Process code	The café gallery		
Activity	<p><i>In plenary, facilitator asks trainees to</i></p> <ul style="list-style-type: none"> • Identify new technologies for conflict monitoring and reporting: <ul style="list-style-type: none"> - social media tools (Frontline SMS, crowd maps which use SMS, emails, websites, tweets, Facebook) - Recorder / radio - Cellular phones - Video camera - Photography <p><i>Ask groups to discuss any one of the tools above & write their responses on 3 separate news prints. This is done for 10 minutes. Groups move to the different discussion groups to challenge or enrich responses, with timing of 5 minutes from facilitator</i></p> <ol style="list-style-type: none"> a. Describe the specific tool assigned to the group b. What are the ethical considerations when using the specific tool for incident reporting or tracking? c. Benefits and challenges of using the specific tool in conflict tracking and monitoring <p><i>Hands on skills and tools:</i></p> <ol style="list-style-type: none"> d. Assign working groups to do the scenario reporting exercise, using the Session Activity template below 		
Training needs	<ul style="list-style-type: none"> • 3 news print & 3 assorted markers per group • Copy of Scenario Reporting template 		
Key message	Communication tools must be used in context. The choice of a tool is critical.		

SESSION ACTIVITY

SCENARIO REPORTING

Conflict Scenario	Which ICT tool would you use and why?	What evidence would you capture/ what would be your areas of tracking in the conflict? <i>(indicators)</i>	What would be your gender concerns in gathering this evidence?	Which authorities would you approach for early warning? Why?
<p>Group 1: Election violence between ruling and opposition party</p>				
<p>Group 2: Community conflict: Women fighting at a well</p>				
<p>Group 3: Sexual violence by a guardian of underage girl</p>				
<p>Group 4: Men cutting down trees for charcoal</p>				



HANDOUT NOTES

Challenges of new technologies in tracking Early Warning information

- Lack of skills to operate technology systems among field monitors. There is also lack of capacity to digest, analyse and interpret volumes of data at the 'Center'
- Cultural and political appropriateness: culture presents structural challenges in using technologies for conflict prevention
- Credibility of information sources where Monitors show personal biases. Some Monitors do not report when a community they view as 'enemy' to them is being attacked
- Linkages between response-actor's technologies are limited. Police, which is a major actor in conflict response and prevention has challenges opening up its technology system to CSOs
- There is need to build capacity to analyse data for conflict trends
- Appropriateness of ICT tool to use at community-level conflicts is hindered by literacy levels of the trackers
- Financial dynamics of technology use are affected by control, sustainability and maintenance of equipment/ tools

With extracts from Musila M.G (2013), Early warning and the role of New Technologies, IPI

TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Identifying relevant ICTs for evidence gathering	In plenary, facilitator asks trainees to identify new technologies for conflict monitoring and reporting		
Using the Café Gallery process code to learn from each other, and to build onto each other's knowledge	Ask groups to discuss any one of the ICT tools above and write their responses on 3 separate news prints for each question a) to c). Give 10 minutes of group discussion. After that ask groups to move to the different discussion group presentations which are pinned on the wall to challenge or enrich responses, with timing of 5 minutes from facilitator.	Session Activity- Scenario Reporting 3 news prints	50 minutes
Hands on skills on conflict reporting	Using the Session Activity template, the facilitator should: <ul style="list-style-type: none"> Form working groups Assign each group one Conflict Scenario in the scenario reporting Groups to use the assigned conflict scenario to fill in the reporting template, and prepare for plenary reporting and feedback 	3 working groups	



REFERENCES

1. Extracts of the 1995 Constitution of Uganda
2. Musila M.G (2013); Early warning and the role of New Technologies in Kenya, International Peace Institute, 2013
3. Protocol on the Establishment of a Conflict Early Warning and Response Mechanism for IGAD Member States
4. Schmid P.A Prof(2000): Thesaurus and Glossary of Early Warning and Conflict Prevention Terms, The Netherlands
5. SDGs 2030 Agenda for Sustainable Development
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7. UNSCR 1325 on Women, Peace and Security

Module Five

CONFLICT PREVENTION EARLY RESPONSE



Adapt, prevent and mitigate
impact of the threat

INTRODUCTION

Early warning must be closely linked to early response to effectively prevent conflict.

A functional early warning system gathers and analyses conflict-related information to identify challenges to stability and cohesion. Early warning information could be over political, economic, social-cultural, and environmental and technology related conflict. Early warning feedback is used to respond to early signs of tension through conflict prevention mechanisms. Even with the signals of violence, conflict analysis must be integrated into conflict prevention planning if it is to be addressed.

Early Warning and Conflict Prevention specific to elections:

Inequalities and economic marginalisation are often some of the causes of conflict, tension and violence. And these along with perceived election malpractices and unpopular political statements give rise to public anger which can result into instability. In all, a conflict-sensitive and gender-responsive programming is needed to contain varied interest groups.

This module will provide knowledge, skills, tools and mechanisms for early response and preventive actions to varied forms of conflict.

BY THE END OF THIS MODULE, TRAINEES WILL BE ABLE TO:

- Widen their knowledge on available response mechanisms (whether institutionalised, state-led or CSO-led), that can be engaged to prevent and mitigate conflict, hazards and violence.

THE MODULE WILL COVER

- 5.1 Institutionalised response mechanisms
 - 5.1.1 CEWARN and CEWERU Early Response & Conflict Prevention
 - 5.1.2 Disaster Preparedness and Management Mechanisms in Uganda
- 5.2 CSO-Led initiatives
 - 5.2.1 Human Rights Defenders Rapid Response
 - 5.2.2 Women's Situation Room on EWER to Election violence

ENABLING INTERNATIONAL, REGIONAL AND NATIONAL FRAMEWORKS AND MECHANISMS:

At the start of the module, the facilitator supports trainees to read, highlight and interpret the following enabling frameworks as they relate to the module.

- a UNSCR 1325 (2000)** Clause 15: gender consideration & rights of women; Clause 10: protect women & girls from GBV & other forms of violence; Clause 1: increased representation of women in decision-making; 8C: protection and respect in relation to electoral system
- b SDGs** Goal 16.1 reduce all forms of violence & related death rates; Goal 16.3: promote rule of law & ensure equal access to justice; Goal 5.5 equal opportunities for leadership
- c National level**-The Constitution: Art 249 Disaster preparedness; Art 47 detention of people, Art 48 Human Rights Commission

5.1

INSTITUTIONALISED EARLY WARNING MECHANISMS FOR CONFLICT PREVENTION

SESSION 5.1.1 CEWARN & CEWERU IN EARLY RESPONSE CONFLICT PREVENTION

Session 5.1.1		CEWARN & CEWERU in Early Response Conflict Prevention
Objectives	To identify entry points for activism in state-led mechanisms for early warning and conflict prevention	Time
		120 Minutes
Process code	<ul style="list-style-type: none"> • CEWARN Mechanism • Exchange Visit to National Research Institute (NRI) in-country. 	
Activity	<p><i>Facilitator led-session. Using session handout 1 & 2 facilitator explains question a below:</i></p> <p>a. What are some of the existing EWR mechanisms for peace and security in the region/ your country?</p> <ul style="list-style-type: none"> - CEWARN - Domesticating CEWARN into my country (CEWERU-Uganda) <p><i>Trainees assigned working groups to discuss and present:</i></p> <p>b. How useful is CEWARN and CEWERU-Uganda to peace and security promotion?</p> <p>c. What is the unique role of NRI (country specific)?</p> <p>d. How can we actively engage CEWERU to prevent violence?</p> <p><i>Facilitate an exchange visit to NRI (CBR for Uganda) to get hands on with operational mechanisms and entry points for trainees</i></p>	
Facilitation needs	<ul style="list-style-type: none"> • Projector and laptop • Graphic of CEWERS Mechanism 	
Key message	Early Warning Reports must result into early preventive actions.	

SESSION HANDOUT

INSTITUTIONALISED MECHANISMS FOR CONFLICT PREVENTION

About CEWARN: Conflict Early Warning and Response (CEWARN) is a framework of the Intergovernmental Authority on Development (IGAD) under its Peace and Security division. CEWARN links to the Continental Early Warning Systems of the African Union. Initiated in 2002, with headquarters in Ethiopia, CEWARN is composed of Djibouti, Eritrea, Kenya, Somalia, South Sudan, Sudan and Uganda. CEWARN captures incidents and field analysis and shares information on conflict and its escalation to member states with informed options for response in the region. CEWARN’s initial mandate was pastoral conflicts/ outbreaks in trans-border pastoral regions. The mechanism evolved to address conflict hot spots relevant to its membership.

CEWARN operationalisation among member states is the national structure of Conflict Early Warning and Response Unit (CEWERUs) in different countries.

Scope of work	Boundaries	Actors	Conflict prevention/ response mechanism
<ul style="list-style-type: none"> • pastoral conflicts • conflict hot spots 	<ul style="list-style-type: none"> • Djibouti • Eritrea • Kenya • Somalia • South Sudan • Sudan • Uganda 	<ul style="list-style-type: none"> • Field monitors • Country coordinators • National Research Institutes (NRIs), • CEWERUs 	<ul style="list-style-type: none"> • Its Rapid Response Fund supports peace building, conflict tracking, capacity enhancement • CEWERU conflict prevention activities

Source: Babaud S & Ndung’u J (2012)

CEWARN Uganda was established by the Government of Uganda through the Ministry of Internal Affairs in 2003. The mechanism collects early warning information, analyses it and communicates it to relevant institutions for appropriate response. It addresses emerging and existing conflicts with mandate derived from CEWARN Protocol.

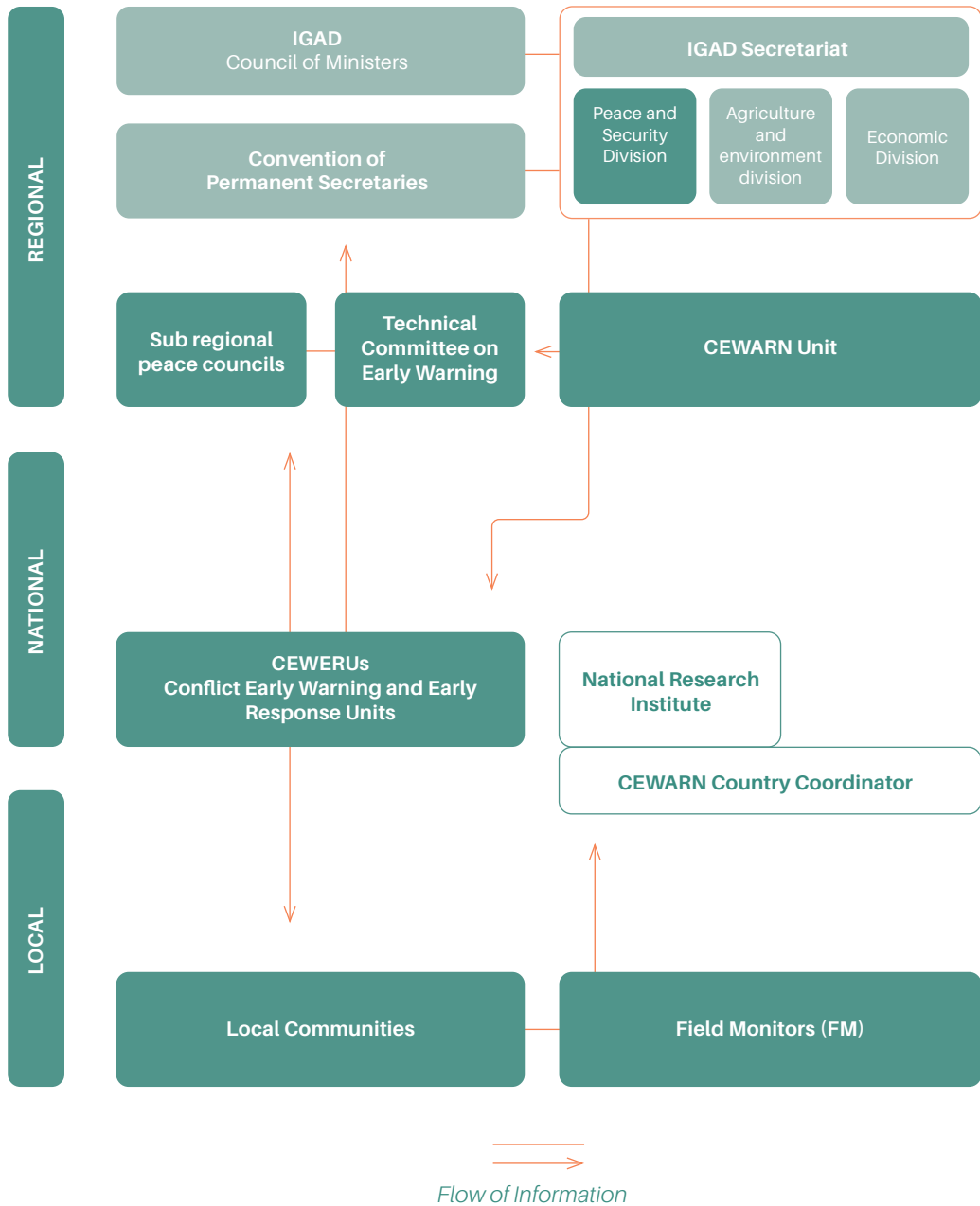
The mechanism has researchers, peace and field monitors in different parts of the country, who

- Collect information on different conflicts and violence
- Feed into CEWARN on-line Reporter tool which captures incidents and field analysis and communicates information gathered through alerts, incidents. The tool is based on indicator questions
- Process early warning reports from the field to identify longer-term conflict dynamics
- Produce expert reports based on data collected by field monitors, which are passed to relevant actors for response

Scope of work	Boundaries	Actors	Conflict prevention/ response mechanism
<ul style="list-style-type: none"> • Monitor & track cross-border pastoral conflict in Karamoja cluster • Intra-state tensions • Inter-state conflict • Violent conflict, outbreak and escalation 	Uganda	<ul style="list-style-type: none"> • Uganda National Focal Point on Small Arms & Light Weapons • Uganda's NRI – Centre for Basic Research** • District Peace Committees (DPC) • Sub-county Peace Committees • Village Peace Committees • Local whistle blowers • Civil Society institutions (CSI) 	<ul style="list-style-type: none"> • KIDDP Programme • 'Civilian' response in form of mediation • National Policy on Conflict Resolution & Peace Building (<i>at infancy stage</i>)
<p>** Technical responsibilities of Centre for Basic Research (NRI for Uganda)</p> <ul style="list-style-type: none"> -Manage EW activities -Collect, analyse & disseminate EW information -Verify quality of field data and corroborate it with reliable sources -Carry out research commissioned by CEWARN & CEWERU 			

Source: Operational Guidelines for Uganda CEWERU; GoU

THE CEWARN STRUCTURE



Source: *Towards a more effective EW system in the Horn of Africa*, Saferworld, July 2015



FACILITATOR'S NOTES

Definition of Terms

- CEWERU is national conflict early warning and response mechanism
- Early warning is the process of collecting, verifying and analysing information and communicating the results to decision-makers
- Information means raw data that has not been analysed
- Analysis means the interpretation of data in a specific context
- Response means actions to prevent, mitigate and manage conflict
- Early response refers to any initiative that occurs as soon as a threat of potential violent conflict is identified and that aims to manage, resolve, or prevent that violent conflict, by using preventive instruments and mechanisms

Notes

CEWARN/ and CEWERUs are early response mechanisms to manage, resolve, or prevent violent conflict by using preventive instruments and mechanisms. A number of early warning and conflict prevention measures are undertaken by different actors in the response chain to anticipate, prevent and respond to conflict.

Different types of response exist, ranging from fact-finding, mediation, peace-making dialogue and negotiations, to preventive diplomacy. The structure thus addresses systemic and structural causes of conflict.

The mechanism de-escalates conflict and tension, and reduces the likelihood of possible revenge attacks.

Challenges of this early warning and response mechanism

- The link between warning and response remains weak. Response is often lacking, despite clear warning signals.
- Early warning often seems alarmist and sometimes offensive to governments. Cognitive biases on the side of analysts and decision makers may hinder an appropriate reaction.
- Regional organisations often fail to respond in time to prevent violent conflict due to barriers such as the political differences and lack of common values within organisations, the hesitation to overrule the principle of non-interference in internal matters of the state, the lack of capacity to intervene, and the unclear and competitive mission and geographic reach of regional organisations.
- CEWERU monitors are voluntary. This affects the vigour for continued conflict tracking and reporting.
- Conflicts evolve. Sustained engagement to reduce violence can become difficult.
- Need to promote sharing information in context and not just focus on state security.
- CEWARN has less influence at the forefront of EWER activities in the region. However, the mechanism remains instrumental in highlighting regional issues, monitoring the work of CEWERUs and bringing different member states together for joint strategising.

TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Appreciation of the EWR Mechanism for peace and security at regional and national level	Facilitator led-session. Facilitator uses handouts 1 & 2 to discuss scope of work, actors and CP mechanisms for CEWARN and how the CEWARN structure is translated into CEWERU at national level. See also the structure of CEWARN	Graphic of CEWERS Mechanism	120 minutes
Interpretation of the 2 mechanisms for EW & CP	Assign working groups to discuss questions b) to d) and present to plenary	Projector	
Identifying entry points for EW reporting	Facilitate an exchange visit to Centre for Basic Research in Uganda (or equivalent in other countries) for practical understanding, knowledge exchange	Laptop	

SESSION 5.1.2

DISASTER PREPAREDNESS: WARNING & RESPONSE MECHANISM IN UGANDA

Session 5.1.2		Disaster Preparedness: Warning and Response Mechanism in Uganda	
Objectives	To identify entry points for activism into state-led mechanisms for early warning and conflict prevention	Time	
			120 Minutes
Process resource	National Policy for Disaster Preparedness & Management, OPM, 2010		
Activity	<ul style="list-style-type: none"> a. Describe Uganda's Disaster Preparedness as a mechanism of conflict early warning and early response b. What kind of conflicts and hazards does it address? c. What is its response mechanism? d. How do we feed into the mechanism for activism? See the structure 		
Training needs	<ul style="list-style-type: none"> • Projector • Laptop • Markers, cards, pens 		
Key message	Disaster preparedness and management is a shared responsibility between the state and all citizens.		



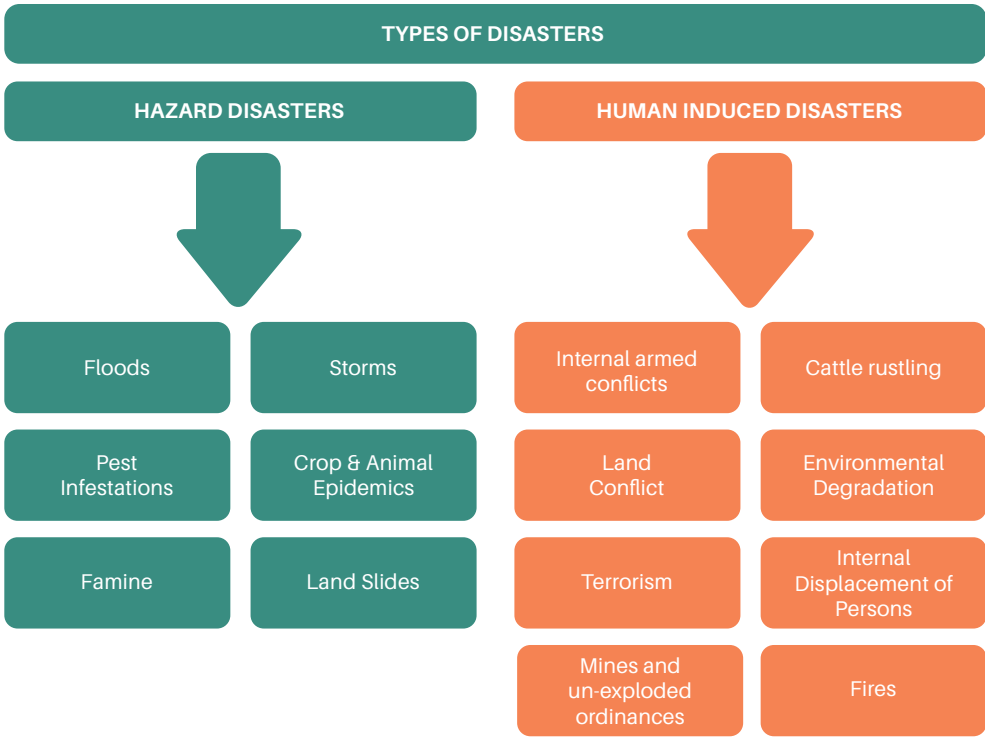
FACILITATOR'S NOTES

ON NATIONAL DISASTER PREPAREDNESS (CASE OF UGANDA)

- a. Mainstreaming conflict prevention into disasters is reflected through creating institutions and processes for anticipating and preventing conflict. Government of Uganda (GoU) has institutional mechanism for EWER and conflict prevention, with measures by different ministries in the response chain to anticipate, prevent and respond to conflict.
- b. The implementation of the National Disaster Preparedness and Management Policy is a multi-sectoral and multidisciplinary process. Actors are all government ministries in collaboration with humanitarian and development partners, the private sector, local governments and the community.
- c. The Ministry responsible for Disaster Preparedness and Refugees in the Office of the Prime Minister is the lead agency in co-coordinating all stakeholders on disaster preparedness and management in the country. The overall goal of the institutional framework is to create and establish efficient institutional mechanisms for integrating disaster preparedness and management into the socio-economic development planning processes at national and local government levels.

- d. Disaster preparedness and management is a shared responsibility between the state and all citizens.
- e. Disasters include natural and human-induced, and affect waves of populations in different ways. Natural disasters lead to internal displacement with conflicts of resources and their destruction.
- f. Early response mechanisms close the gap between early warning and early action and have had greater success responding to humanitarian emergencies.
- g. Inclusive post conflict processes create an environment for reconciliation and lay the foundation for stronger democratic institutions. For the strengthened democracy, populations such as IDPs and refugees must be enabled to participate to ensure legitimacy and accountability.
- h. In October 2014 the Ugandan Government’s Office of the Prime Minister (OPM) launched a National Emergency Coordination and Operations Centre (NECOC) to provide “timely and early warning information on disasters, climate modelling and forecasting, and also to help coordinate emergency responses” (UNDP, 2014).

KINDS OF CONFLICTS/ DISASTERS ADDRESSED BY THE MECHANISM

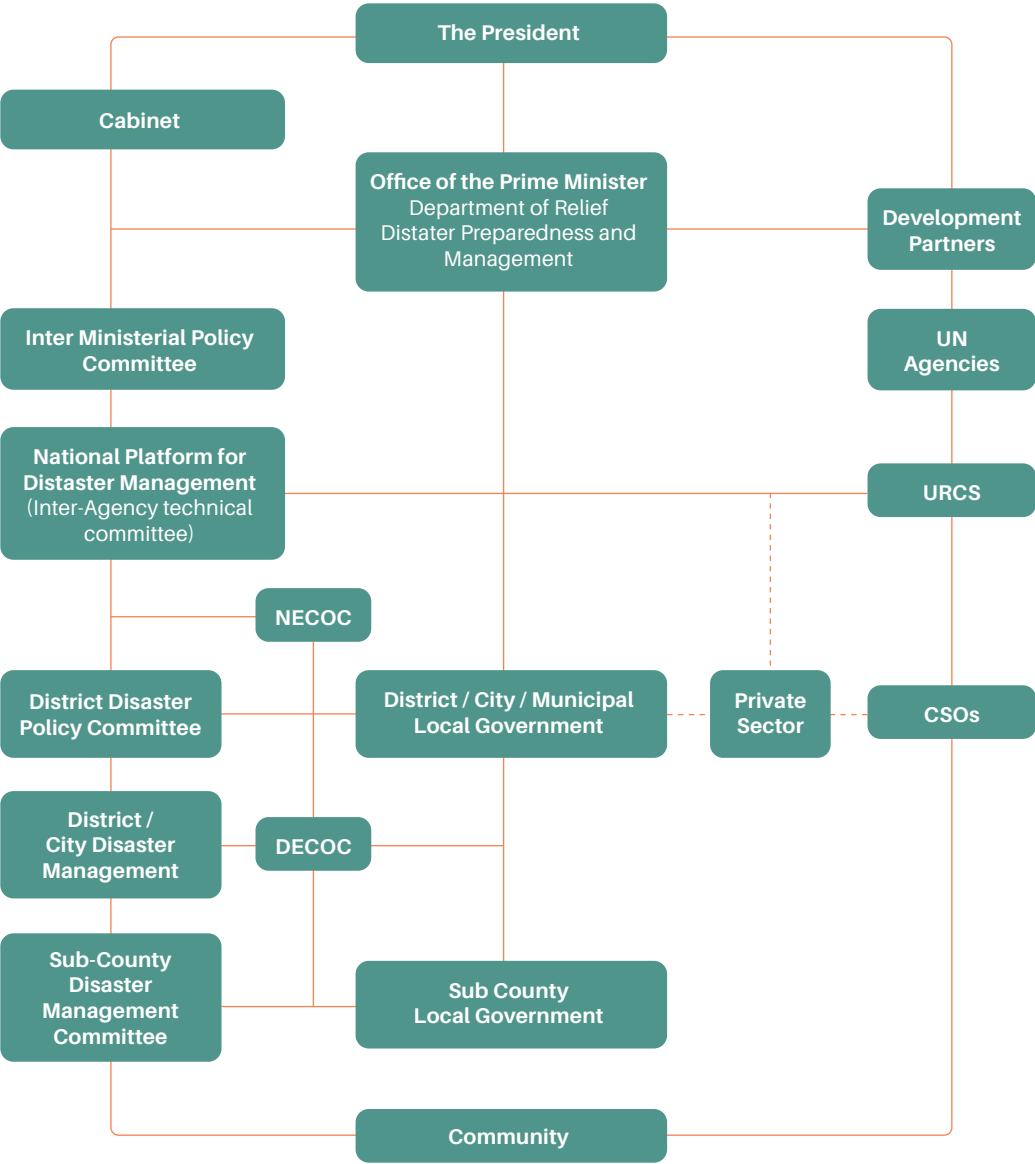


STRATEGIES AND MECHANISMS FOR RESPONSE

Public awareness and sensitisation	Legal framework: Disaster Preparedness & Management Act	Resource mobilisation
Risk management	Research and development	Define & enforcement of standards
Early warning using media and communication	Human resource training and development	Gender integration
Integrate disaster preparedness & management in schools	Physical planning	Monitoring and evaluation
Risk education	Gazette disaster prone areas	International partnership and cooperation

Source: GoU: National Policy for Disaster Preparedness & Management, OPM, 2010

STRUCTURE OF THE NATIONAL DISASTER PREPAREDNESS AND MANAGEMENT IN UGANDA



Source: National Policy for Disaster Preparedness and Management; Directorate of Relief, Disaster Preparedness and refugees, Office of the Prime Minister, GOU 2010

TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Identifying state-led mechanisms for EWR Mechanism	Facilitator led-session. Facilitator uses Facilitator's Notes to describe Uganda's Disaster Preparedness Structure as a mechanism of conflict early warning and response		120 minutes
Interpretation of the mechanisms	Assign trainees into working groups to discuss questions b) to c). They should present back to plenary. Facilitator uses handout notes on kinds of conflicts/ disasters addressed by mechanism	Projector Laptop Markers Cards	
Identifying entry points for civil society engagement of national mechanism for EW reporting	See <ul style="list-style-type: none"> Structure of the National Mechanism Strategies and Mechanisms for response in supporting trainees to identify practical strategies that they will implement back in their communities 	Pens	

5.2

CIVIL SOCIETY-LED INITIATIVES

SESSION 5.2.1 HUMAN RIGHTS DEFENDERS RAPID RESPONSE

Session 5.2.1 Human Rights Defenders Rapid Response	
Objectives	To identify CSO-led initiatives for human rights defence and identify entry points for activism
	Time 90 Minutes
Process resource	Case Study of Urgent Action Fund Rapid Response
Activity	<p><i>The facilitator simulates an HRD's human rights case that has been addressed by UAF in the past. Facilitator then assigns trainees working groups to discuss and present to plenary the following issues</i></p> <ol style="list-style-type: none"> Discuss the Urgent Action Fund Rapid Response as a strategy of Human Rights defense How does the mechanism address the gender specific needs of women? What challenges do CSO-led initiatives of this nature face in conflict prevention and addressing human rights violations? Operational mechanism of UAF What other response mechanisms of this nature exist in Uganda? (see notes below) How can we feed our EW information into existing HRD initiatives?

Session 5.2.1

Human Rights Defenders Rapid Response

Facilitation needs

- Projector, laptop
- News print, markers, cards

Key message

Activist and Human Rights Defenders are at risk because of the work they do. To avoid threats and burnout, they too need protection.

SESSION HANDOUT

Urgent Action Fund Rapid Response fund, an initiative to protect HRDs at risk of prosecution, danger. Urgent Action Fund (UAF) receives early warning information and undertakes rapid response to ensure human security based on context of the situation. Women defenders are more at risk of suffering certain forms of violence than their male counterparts. This is because women defenders are perceived as challenging accepted socio-cultural norms, traditions, perceptions, gender roles and stereotypes. They face violations such as threats, death threats, arrests, detentions, sexual violence and rape. Women who notably face risk include women human rights defenders (WHRDS), women trade unionists, women environmentalists; land rights activists, those working in LGBTI and women standing for public leadership. (Womankind Worldwide, 2011).

Scope of work	Human rights defenders at risk
Boundaries	Global
Actors	<ul style="list-style-type: none">• Persons at risk or their representatives• Receiving community of the beneficiary• Urgent Action Fund (UAF)
Conflict prevention/ response mechanism	<ol style="list-style-type: none">a. Provision of rapid response grants to support persons (human security)b. Work with allies in-country to support security of HRD at risk



FACILITATOR'S NOTES

Challenges Faced

- Financial constraints in the Rapid Responses Fund with regard to the number of people/ victims who may want support
- The initiative does not necessarily feed into any state-led mechanism. The rapid and preventive initiative falls short of realizing legal redress if its needed by a victim
- Since the initiative is not state-led, it lacks sustainable mechanisms and wider applicability. It does not change systems and structures that prevent protection to victims

Other EWER initiatives towards human security in Uganda that actors should be knowledgeable of:

- Supporting Access to Justice, Fostering Equity and Peace (SAFE-Uganda) conducts monthly conflict assessments to understand conflict patterns and trends. SAFE has conflict monitors in specific hotspots in Uganda, who report conflict incidents (Saferworld Report 2015, pg 10)
- Coalition for Action on 1325
- Coalition of Human Rights Defenders

TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Identifying CSO-led mechanisms for EWR Mechanism	Facilitator identifies a case of HRD who was threatened by virtue of their work that was addressed by UAF. Case study is presented. Also use session handout on UAF scope of work, background, actors and CP mechanism used.	Projector	90 minutes
Understanding rapid response implementation mechanism for UAF	Assign trainees into working groups to discuss questions a) to d). They should present back to plenary.	Laptop Markers Cards	
Other human rights defenders response mechanisms	Run a plenary discussion on other CSO-led initiatives to track human rights abuses and respond. Some of them identified under facilitators notes	Pens	
Increasing our activism in human rights response	Work with trainees to identify entry points.		

SESSION 5.2.2 WOMEN'S SITUATION ROOM ON EWER TO ELECTION VIOLENCE

Session 5.2.2		Women's Situation Room on EWER to Election Violence	
Objectives	To identify women-led mechanisms for EW and conflict prevention in elections and identify entry points for activism	Time	
			90 Minutes
Process code	Story telling/ simulation		
Activity	<p><i>The facilitator reads the history of the WSR to trainees (session handout), and assigns them to discuss the following issues</i></p> <ol style="list-style-type: none"> Discuss the WSR as a mechanism of election conflict prevention and democratic governance What are the outstanding strategies used by the WSR in promoting conflict prevention and early response? Identify ways in which the WSR promotes women's leadership Use the information provided to create a structure of the WSR How can we feed our early warning information into the WSR for EWER? <p><i>Facilitator to run trainees through the proper filling of and submission of the WSR-Incident Reporting Form. See handout notes</i></p>		
Facilitation needs	<ul style="list-style-type: none"> • Projector, laptop • News print, markers, cards 		
Key message	Women's leadership is vital in promoting democratic governance and security		

SESSION HANDOUT

The Women's Situation Room - Uganda is a women-led initiative for EWER. Its focus is on pre-election, election and post-election violence, with a view to promoting peaceful electioneering and democratic governance.

This EWER mechanism is committed to democratic and peaceful elections. It therefore strengthens rapid response of local, national, or regional stakeholders to prevent electoral conflict, mitigate violence and human rights violations.

Scope of work	Pre-election, election and post-election period
Boundaries	The WSR was started in 2011 by Angie Brooks International Center (ABIC), mobilising women, youth and media to reduce tension and ensure peaceful elections in Liberia. The model has had success in different parts of Africa. The WSR was set up in Uganda elections of 2016 as a model approach to mitigation of election related violence.

Actors

- Eminent Women
- Group of the Wise
- Consortium of Women's Organisations
- Pool of experts on law, media, political science
- Institutions like police, EMB, army
- District Contact Groups
- Media
- Call Centre staff
- Election observers

**Conflict prevention/
response mechanism**

- a. Real time solutions to violence, complaints, electoral offenses in liaison with government institutions (police, army)
- b. Cases shared with EMB, police, political leaders and press for action
- c. Behind the scenes diplomacy and mediation
- d. Engage internal election observers and diplomats
- e. Youth peer-to-peer engagement to avert violence

WOMEN'S SITUATION ROOM UGANDA

INCIDENT REPORT FORM

Name of Observer		
Telephone No. of the Reporter:	Sex	
	M / F	
Date of report	Time of Report	
District	Sub County	Village
Name of Polling Station		
Location of the Incident		
Date & Time of the Incident	Time	
Details of the Incident		
How was it resolved <i>(To be completed by Eminent Women)</i>		

Women's Situation Room-Uganda C/o P. O Box 7176 Tel: 256414286068, Kampala, Uganda
Toll free No: 0800 888111

TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Identifying CSO-led mechanisms for EWR Mechanism in elections and democratic governance	Facilitator identifies volunteer to read the history of WSR, scope of work, background, actors and CP mechanism used- see session handout.		90 minutes
Understanding Implementation mechanism for the WSR for democracy	Assign trainees into working groups to discuss questions a) to d). They should present back to plenary.	Projector Laptop Markers Cards	
Increasing our activism in recording & communicating election-related conflict & violence	Facilitator uses question e) to train trainees on: <ul style="list-style-type: none"> proper filling of the WSR-Incident Report Form, submission of the Form to WSR and ensuring case is responded to 	Pens	



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Module Six

PEACE BUILDING AND SECURITY



Rebuild systems and structures
for sustainable peace

INTRODUCTION

This section deals with re-construction of structural and systemic issues such as governance, democracy and other long-term instruments to build sustainable peace in-country. Peace building covers actions which support political, economic, social and environmental measures and structures aimed to strengthen and solidify political settlements to redress the root causes of conflict. Such actions and measures to promote peace include: restoring social and political structures to prevent conflict, restoring trust, providing minimum guarantees to victims, restoring the economy and operation of civil/social structures. (Schmid A; 2000:60)

Peace building therefore covers a range of strategies. However, given the scope of this curriculum, the training will provide knowledge, skills and tools for their effective engagement in peace building and conflict transformation.

BY THE END OF THIS MODULE, TRAINEES WILL BE ABLE TO:

- a. Effectively engage and promote peace.
- b. Use tools provided to lobby and advocate for peace in the community.
- c. Transfer the knowledge through their training activities

THE MODULE WILL COVER

- 6.1 Pillars of Peace
- 6.2 Lobbying and Advocacy
- 6.3 Negotiation Skills for Peace Builders
- 6.4 African Traditional Methods
- 6.5 Feminist Leadership and Movement Building

ENABLING INTERNATIONAL, REGIONAL AND NATIONAL FRAMEWORKS AND MECHANISMS:

At the start of the module, the facilitator supports trainees to read, highlight and interpret the following enabling frameworks as they relate to the module.

- a **UNSCR 1325 (2000)** Clause 8b: support local women peace initiatives for conflict resolution; Clause 11: the state to put an end to impunity
- b **SDGs** Goal 4.7 inclusive & equitable quality education; Goal 16.6 effective accountable institutions; goal 16 peaceful inclusive societies
- c **National level**-The Constitution of Uganda

6.1 PILLARS OF PEACE

Unit 6.1 Pillars of Peace	
Objectives	<p>To review the key pillars of peace and their real-life application</p> <p>Time</p> <hr/> <p>90 Minutes</p>
Process code	Image of pillars of peace
Activity	<p><i>Plenary discussion</i></p> <p>a. What is peace? b. What are the pillars for peace?</p> <p><i>Facilitator divides trainees into four groups, for each group to use the assigned pillar of peace to discuss questions c) to d). Pillars are: Justice, Mercy, Reconciliation and Truth</i></p> <p>c. What does the assigned pillar mean? d. How does the specific pillar contribute to peace? e. What are the gender considerations in the assigned pillar as a contribution to peace? f. Discuss national mechanisms set up by your government to ensure realisation of the specific pillar of peace (facilitator's notes)</p> <p><i>Activism / ideas for action</i></p> <p>g. How can we promote peace as actors?</p>
Facilitation needs	<ul style="list-style-type: none"> • Projector and laptop • Markers, cards • Working groups
Key message	To realise sustainable peace, the pillars of peace (justice, reconciliation, truth and mercy) must be implemented.



FACILITATOR'S NOTES

Peace Building refers to long-term preventive pre-hostility strategies for measures to remove internal causes of conflict and to strengthen structural stability in a country against threat of civil war. It is also defined as the employment of measures to consolidate peaceful relations and create an environment which deters the emergence or escalation of tensions which may lead to conflict. (International Alert, 1995)

National Mechanisms for peace building (in Uganda)

Governments have mechanisms to ensure realisation of the pillars of peace. In the case of Uganda, the government instituted transitional justice mechanisms such as:

- a. Equal Opportunities Commission
- b. Human Rights Commission
- c. Justice, Law and Order Sector (JLOS)
- d. Amnesty Commission
- e. National Policy on Conflict Resolution & Peace Building
- f. Electoral Management Body
- g. OPM (disaster preparedness & refugees)

These mechanisms are intended to promote justice, truth, mercy and to reconcile communities towards lasting peace

UNSCR 1325 and peace

- **Prevention:** Actions to prevent violence and human rights abuses against women and girls in conflict and post-conflict situations, including conflict-related sexual violence
- **Participation:** Actions to increase the participation and representation of women in conflict prevention, resolution, peacebuilding and post-conflict governance
- **Protection:** Actions to improve the safety and physical security and promote and protect the rights of women and girls in conflict and post-conflict situations
- **Relief and recovery:** Actions to address the specific needs and priorities of women and girls in relief, early recovery, transitional justice and economic recovery efforts

PILLARS OF PEACE



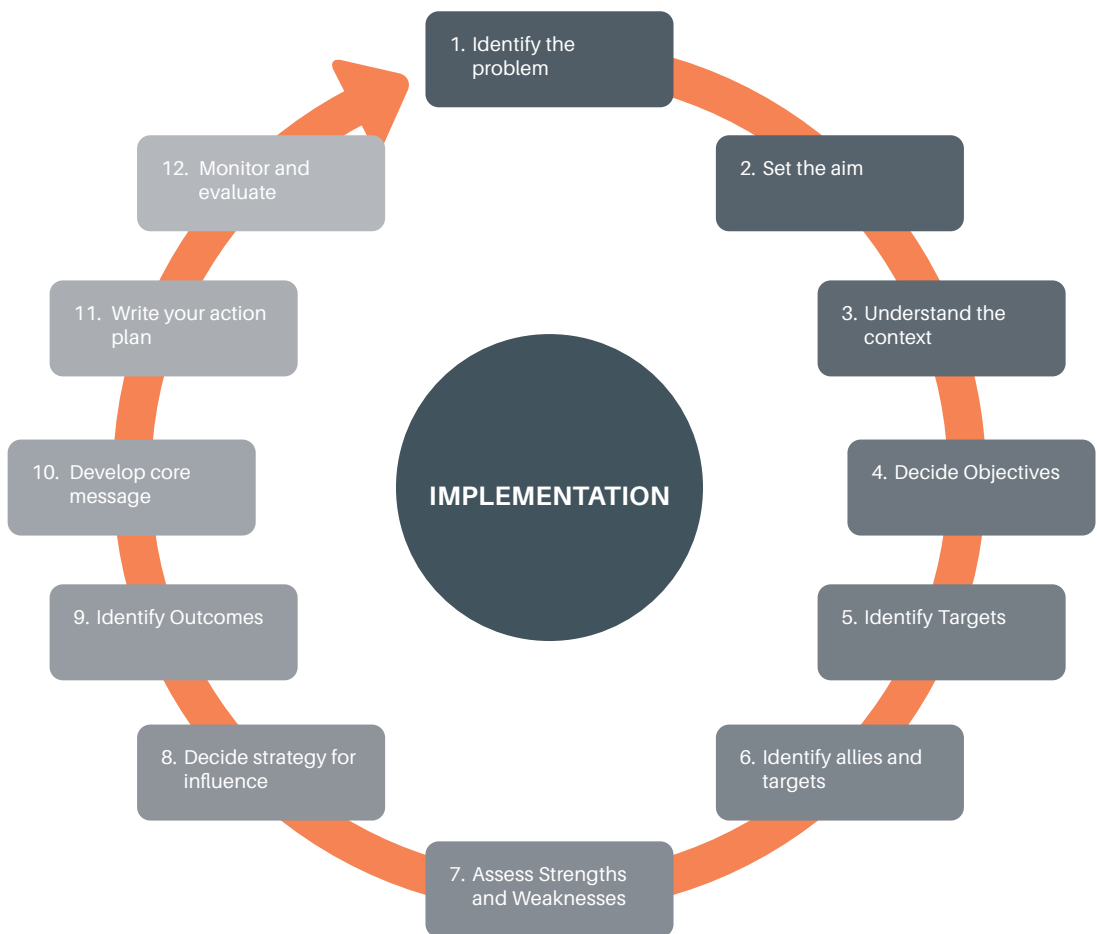
TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation				
Setting the pace for the session	In plenary, facilitator asks trainees to <ul style="list-style-type: none"> • what is peace? • what are the pillars of peace? 		90 minutes				
Hands-on skills	Facilitator divides trainees into four groups, for each group to discuss questions c) to f) using one assigned pillar of peace. Pillars of peace are: <table border="0" style="margin-left: 20px;"> <tr> <td>Justice</td> <td>Mercy</td> </tr> <tr> <td>Reconciliation</td> <td>Truth</td> </tr> </table>	Justice		Mercy	Reconciliation	Truth	Projector Laptop Markers Cards Working groups
Justice	Mercy						
Reconciliation	Truth						
Activism / ideas for action	Facilitator stimulates discussion on practical ideas of how trainees can promote peace in their communities						

SESSION 6.2 LOBBYING AND ADVOCACY

Unit 6.2		Lobbying and advocacy	
Objectives	To identify tools and processes needed to undertake gender advocacy work for sustainable peace	Time	180 Minutes
Process code	<ul style="list-style-type: none"> • Advocacy Planning Cycle and its guide • Role play 		
Activity	<p><i>Facilitator led discussion for questions a) to c)</i></p> <ol style="list-style-type: none"> What is gender advocacy? (advocacy to promote women's rights and gender equality) How is advocacy a peace building strategy? Phases of the Advocacy Planning Cycle (see facilitators notes on Phases of the Advocacy Planning Cycle) Presentation skills for policy advocacy work (see tips for Public Speaking under Facilitator's Notes) <p><i>Hands-on: using the advocacy planning guide provided, working groups are asked to design an advocacy using the process steps in the guide, and prepare to lobby the audience</i></p> <ol style="list-style-type: none"> Identify an issue for advocacy, develop your peace advocacy using the Advocacy Planning Cycle. Identify one member in your team to lobby the target audience 		
Facilitation needs	<ul style="list-style-type: none"> • Projector and laptop • Advocacy Planning Cycle and its Guide • Working groups 		
Key message	Lobbying and advocacy are useful strategies for building sustainable systems and structures		

PHASES OF ADVOCACY CYCLE



KEY QUESTIONS FOR THE ADVOCACY PLANNING CYCLE

The Planning cycle	Guiding Notes
1. What is wrong?	Identify the problem you want to address/ issue you want to focus on
2. What is the alternative?	<ul style="list-style-type: none"> • The positive alternative to the stated problem will become the aim or goal of your advocacy work. It can be general or long-term • The aim should describe what you want to achieve. When you talk about your campaign, you say 'we aim to ensure that all girls finish primary school' not 'our campaign is about girl's education'

The Planning cycle

Guiding Notes

3. What is happening currently?

Analyse the context to understand what is preventing things from changing and what opportunities exist. In the analysis, cover the following area:

- Root causes of the problem
- Possible solutions
- External context: current policy thinking, policy environment
- PESTLE: Political, Economic, Socio-cultural, Technological, Legal and Environmental factors

4. What must change to make things better?

Break down the aim into manageable stepping stones. These are the objectives of your advocacy work. You will need to research and analyse your problem before deciding on objectives

Contents of an objective:

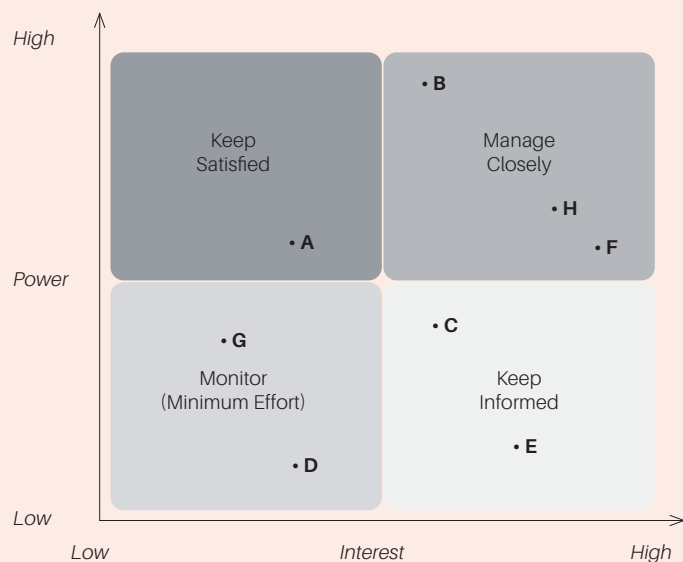
- What action is needed
- Who will take the action
- When they will take it
- Where and how they will do it

Making Objectives SMART

- Specific to a definite change, not generalised
- Measurable - how will we know that we have achieved
- Achievable within a specific timeframe
- Relevant - should contribute to the aim
- Time bound - at a specific date

5. Who has the power to achieve the needed change?

Stakeholder Mapping tool:



The Planning cycle

Guiding Notes

6. Who is likely to enhance or hinder this process?

- Identify your allies and opponents
- Allies: those who share your goal and values
- Opponents: those who may stop you from achieving your objectives

7. What resources, influence & power do you have to make the changes?

Assess available resources and gaps, by analysing

- Financial resources available to the cause
- People- who have knowledge and attitude to do the work
- Skills and experience resident in you and your partners
- Partners who will reinforce your work either as a mass or providing what you lack
- Information & knowledge on the issue
- Relationships that will ease your access to power centres or availing needed advocacy materials
- Time available to implement your strategy

8. How can your targets be influenced to carry out the objectives?

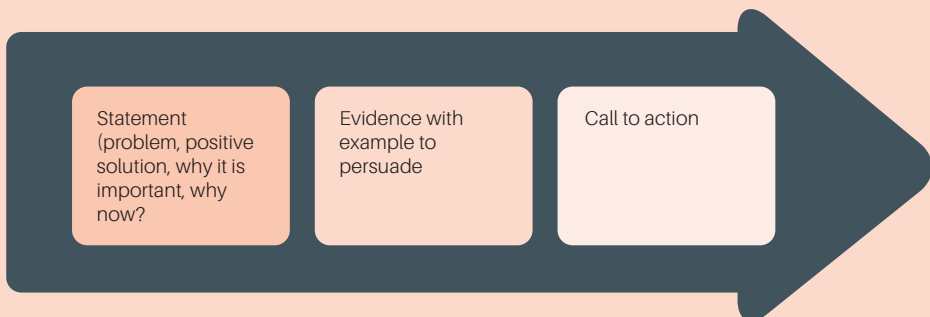
This will give you strategy. Also identify others doing similar work

9. What must your advocacy achieve?

What does success look like?

10. What will you ask for?

- Policy ask is contained in a position paper. The paper should also contain: the problem and its effect; case study; why change is important; proposed solution; who is responsible for making this happen; why now; what you want others to do to help
- The policy ask is the specific actions that you want your target to take. Policy ask needs to be realistic, detailed, accurate and specific.
- Set your core messages tailored for the target audience. Key ingredients of the core message are:



The Planning cycle	Guiding Notes
11. Who should do what, when?	Identify activities, assign responsibilities and tools, draft budget
12. How will we know if we are getting it right?	Build monitoring and evaluation into all activities

Excerpts Source: Women’s Rights Advocacy Toolkit, Womankind Worldwide



TIPS FOR PUBLIC SPEAKING

1. Know your audience
2. Practice, practice and practice your presentation
3. Have speaking points, avoid reading verbatim. Give practical scenarios
4. Keep it simple and avoid jargon
5. The punchline for your presentation should be clear, stick to the message
6. Never apologise for being late, being a substitute, or not being the subject matter specialist
7. Have facts or stories that justify the gravity of your issue and the need to urgently address it

TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Setting the pace for the session	In plenary, facilitator leads discussions on questions a) to c) Under question c), the facilitator runs through phases of the Advocacy Strategy. See Advocacy Planning Cycle for guidance	Projector Laptop	180 minutes
Hands-on skills for advocacy work	Under question d) facilitator runs session on presentation skills for policy advocacy work (see tips for Public Speaking under Facilitator's Notes)	Advocacy Planning Cycle and its guide Markers	
Provide trainees with skills & tools for gender advocacy work in building sustainable peace	Hands-on: Using the advocacy planning guide provided, working groups are asked to design an advocacy using the process steps in the guide. They prepare to lobby the audience	Cards Working groups	

SESSION 6.3 NEGOTIATION SKILLS FOR PEACE BUILDERS

Unit 6.3		Negotiation Skills for Peace Builders	
Objectives	To provide skills for peace builders	Time	
			90 Minutes
Process code	Role play: Haggling and bargaining at a market <i>Three volunteers (one a buyer, and 2 others with competing goods) simulate a market scenario. The buyer moves between the two bargaining for much lower costs for home groceries. Buyer should have high negotiation skills and also tend to belittle the merchandise.</i>		

Unit 6.3

Negotiation Skills for Peace Builders

Activity	<p><i>Facilitator uses the role play to generate discussion on the following questions</i></p> <ol style="list-style-type: none">What is happening in the role play?What is negotiation?Why are negotiations critical to sustainable peace? <p><i>Facilitator identifies buzz groups to discuss and present</i></p> <ol style="list-style-type: none">What value do women bring to peace negotiation tables?What challenges do women get in being part of peace negotiations?Identify strategies for increasing women's influence in negotiations to ensure that community needs/interests are considered
Facilitation needs	<ul style="list-style-type: none">• Projector and laptop• Working Groups
Key message	Women's participation is critical to peace negotiation. They bring a gendered perspective to the table.



FACILITATOR'S NOTES

Negotiation is the process of back-and-forth communication aimed at reaching an agreement that is mutually acceptable with others when some of your interests are shared and some are different (Saferworld, 2014).

Negotiation is a standard diplomatic technique used to harmonise interests by taking into account the different needs and power potentials of parties.

Approaches to negotiation

Negotiation is a skill we use every day in our personal and professional lives. The different approaches to negotiations are:

- Soft negotiators want to avoid conflict and so make concessions readily in order to reach agreement. They want an amicable resolution yet they often end up exploited and feeling bitter.
- Hard negotiators see any situation as a contest which they must win. Such negotiators often end up producing an equally hard response from the other side, which prevents their needs from being met.
- Principled negotiation is a method based on five main principles
 - * Separate the people from the problem
 - * Focus is on the problem
 - * Focus on interests, not positions
 - * Invent options for mutual gain
 - * Insist on using objective criteria

None of the approaches is necessarily right. Each offers options in different circumstances. All approaches make cultural assumptions, which may or may not apply to your situation, so you need to be context-specific (Saferworld, 2014).

TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Role play to stimulate session discussion	Facilitator asks for three volunteers who are assigned roles based on the role play. They are given three minutes to prepare. Facilitator uses the role play to generate discussion on questions a) to c)		90 minutes
Discuss real life issues for women at peace negotiation tables	Facilitator identifies buzz groups, to discuss, prepare and present to plenary on questions d) to e)	Projector Laptop Buzz groups	
Activism	Facilitator poses question f) to plenary to generate practical strategies for increasing women’s influence in peace building		

SESSION 6.4 AFRICAN TRADITIONAL MECHANISMS FOR PEACE BUILDING

Unit 6.4	African Traditional Mechanisms for Peace Building	
Objectives	To identify tools and processes needed to undertake gender advocacy work for sustainable peace	Time 60 Minutes
Process code	Town hall meeting <i>Identify volunteers to mimic poise, command and information of community traditional leaders they are aware. Volunteers should be ready to speak of specific ATM cultural practices carried out in their communities.</i>	
Activity	<i>Facilitator leads the Town Hall meeting with these problem posing questions:</i> <ul style="list-style-type: none"> a. What kind of African Traditional peace building practices are you aware of? b. How do the identified ATMs promote peace building (community healing, co-existence, justice, tolerance, harmony, development)? c. What gaps exists in these mechanisms? 	

Unit 6.4

African Traditional Mechanisms for Peace Building

Facilitation needs

- Projector and laptop
- Working Groups

Key message

ATMs are indigenous solutions to local problems with deep roots in culture. They play a critical role in co-existence, justice, reconciliation and peace.



FACILITATOR'S NOTES

African Traditional Mechanisms are people-centred local reconciliation processes, mediating in conflict such as inter-clan or social misbehaviour.

Many of them involve cleansing ceremonies aimed at psychosocial rehabilitation, and prepare perpetrators for community acceptance and re-establishing trust.

ATMs undertake compensations, a measure aimed at restoring relationships. They also use punishments to deter recurrence.

TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Town hall meeting, a creative strategy to liven up but also generate information on ATM	<p>The training meeting should be set up in town hall format. Ask a few volunteers to simulate regalia/dress for cultural leaders that they are aware of. Regalia should be for both male and female traditional/cultural leaders.</p> <p>The volunteers should be ready to speak of specific ATM cultural practices carried out in their communities.</p> <p>Facilitator prompts discussion of questions a) to c), drawing out and building on important information generated in the room</p>	<p>Volunteers to simulate regalia for cultural leaders</p> <p>Microphone</p>	60 minutes
Strategies to strengthen local capacities for peace	For question c) trainees should provide possible ways of addressing gaps in ATM		

SESSION 6.5 FEMINIST LEADERSHIP AND MOVEMENT BUILDING

Unit 6.5 Feminist Leadership and Movement Building	
Objectives	<p>To identify best practices of feminist leadership in peacebuilding, for possible replication.</p> <p>Time</p> <hr/> <p>90 Minutes</p>
Process code	Documentary: <i>Pray the Devil Back to Hell</i> , by Gini Reticker
Activity	<p><i>The video is run, with 10 minutes' interludes to discuss questions below and lessons for movement building:</i></p> <ol style="list-style-type: none"> Identify gender specific issues/ needs in the video What were the strategies used to advocate for change/ build peace? Discuss the level of leadership that was involved in mobilising communities towards peace. What were the movement building approaches used, who was mobilised and why? <p><i>After the video, assign groups to reflect and present on the following</i></p> <ol style="list-style-type: none"> What was unique about this approach to peace building? How do these activities relate with UNSCR 1325 (2000)? What aspects of this mobilisation are useful to our country context?
Facilitation needs	<ul style="list-style-type: none"> • Projector and laptop • Activity video clip
Key message	Women's activism/leadership brings unique value to peace and movement building.



FACILITATOR'S NOTES

LESSONS FROM WIPNET MOVEMENT BUILDING APPROACH (LIBERIA)

Societal and systemic changes often emerge when a critical mass of like-minded people mobilise others into a movement that fosters and demands for transformation. Women in Africa have birthed home-grown, women led initiatives to demand for good governance, accountability, representation and peace.

The mass action for peace in the Liberia model has shown that women's leadership has potential to make positive change. The leadership of the initiative mobilised, strategized, lobbied, supported the movement, took risks and engaged both government and opposition to find lasting solutions amicably.

Mass action for the peacemakers developed a landmark in Africa's history. All that women wanted was sustainable peace. They were willing to withstand rain or sun for the future of their country.

The process of this women-led action built a movement and relationships across ethnic, religious, racial and class divides in Liberia. It aimed to address the root causes of instability in the country.

Despite violations that women went through, they were consistent with non-violent mass actions such as picketing, prayer and fasting, peace marches, mourning in sackcloth and ashes, and sit-in vigils.

The activities of this outstanding initiative promoted tolerance, co-existence and a movement for peace, which are critical strategies for building lasting peace.

TRAINING OUTLINE FOR FACILITATORS

Session Activity	Methodology	Resources Needed	Time Allocation
Code to discuss an outstanding feminist led peace building activity in Africa	Facilitator plays the video documentary Pray the Devil Back to Hell by Gini Reticker The video is run, with 10-minute interludes to discuss questions a) to d). Co-facilitator to jot major issues being raised on flip chart	Session video documentary - Pray the Devil Back to Hell by Gini Reticker	120 minutes
Identifying unique approaches to peace building	After the video ends, assign groups to reflect and present on questions e) to f)	Projector	
Strategies for possible replication	Facilitator leads discussion on question g) with view of encouraging trainees to replicate outstanding leadership and movement building approaches for peace	Laptop	



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TRAINING OUTLINE FOR FACILITATORS

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