

*To Achieve a Sustainable  
and Inclusive Peacebuilding*

# Gender Sensitive and Peacebuilding Training Program

*Youth Leadership Development Foundation  
Training Kit (3)  
Social Engineering and Gender-Sensitive Peacebuilding*



2021



# Gender Sensitive and Peacebuilding Training Program



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# Training Kit (3)

## Social Engineering and Gender–Sensitive Peacebuilding



Training Program for Building Gender–Sensitive Peace



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Training Kit (3)  
Gender and Peacebuilding



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## In the name of Allah, the Gracious, the Merciful Forward

The training program for gender-sensitive peace-building was prepared by a group of experts on issues of community peace-building. The program designers are interested in building a peaceful future with economic development and employment opportunities for all the people of Yemen, as a response to the conflict, war and aggression that the country is suffering. The Youth Leadership Development Foundation decided to develop a training program that is easy to use and implement in Yemen, and throughout the Arab world, based on the organization's values, to be an example of humanity's higher principles, of true, peaceful coexistence, and development of the entire country from the north to the south. The training program aims to play a central role in building peace in Yemen, providing a real model for the peaceful process. This training program was field tested through a number of the Foundation's programs, and a number of its development partners.

### Training Program Development Stages:

This training program was developed within the strategic vision of the Youth Leadership Development Foundation for sustainable and comprehensive peace, which focused on the importance of gender-responsiveness in the comprehensive peace process. Local tools and mechanisms were used for conflict resolution, grafted to modern international experiences and mechanisms.

Through the participation of all women and men, local communities began to feel ownership for the peace process, and thus took more care and worked to maintain a sustainable and comprehensive peace.

### The first stage:

The Youth Leadership Development Foundation took the first step in preparing this training program within the "Women Leaders for Peace" program, which was in partnership with Oxfam and the Awam Foundation. The overall goal of the Women Leaders for Peace program is: "Communicating and representing the needs and voices of women affected by conflict to all local, national and international levels, through strong, effective and capable civil society organizations and community initiatives to ensure the achievement of the process of building a comprehensive and gender-sensitive peace." With this in mind, Youth Leadership Development Foundation prepared a study on Yemeni local tools in peace-making. From the initial vision

through preparation, planning, and implementation, the participation of women in the study served as a reference for the Yemenization of the program. Now it is ready to be used in training in Yemen.



**The second stage:** The technical details and program techniques were developed within the “Step of Peace” program, which was in cooperation with the CARE organization. In this program design, Yemeni women would actively participate in peace processes and influence decisions that affect their lives. The training program was piloted within several different programs implemented by the Foundation. Pilot programs selected young men, women, and civil society organizations from their many partners, including the I CAN network and UN Women, and it achieved successful acceptance and results.

**The third stage:** The training program was reviewed to be in conformity with international standards, it includes the following practical parts: social engineering and mediation. The program was then translated into Arabic and English, designed and printed, and it will be distributed to civil society organizations in Yemen or in the same field throughout the region. All this was accomplished within the capacity building program for Youth Leadership Development Foundation (Supporting the Transition Process and Good Governance

in Yemen) with support from the Dutch Initiative for Capacity Development in Higher Education (NICHE) in cooperation with Saxon University of Applied Sciences and the international organization Stella.

Also, at this stage, the training program’s themes “Building Gender-Sensitive Peace” were designed and distributed into 3 sequential training kits that, as a whole, seek to develop a vision for a sustainable and comprehensive peace. Each kit can also be used independently when needed:

1. First Kit: Peacebuilding and Gender
2. Second Kit: Peacebuilding and Human/Women’s Rights
3. Third Kit: Social Engineering and Gender-Sensitive Peacebuilding

Chairwoman of the Board of Directors of Youth Leadership Development Foundation:

Dr. Antelak Mohammed Abdul Malik  
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# Trainers Manual



**Training Program for Building Gender-Sensitive Peace**



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**Training Kit (3)  
Social Engineering and  
Gender-Sensitive  
Peacebuilding**



## Introduction

### Methodology of the Training Program

#### *Rules related to use of the program*

The themes of the training program Building Gender-Sensitive Peace were designed and distributed into three sequential training kits that, as a whole, seek to develop a vision of sustainable and comprehensive peace. Each kit can also be used separately when needed.

1. First Kit: Peacebuilding and Gender
2. Second Kit: Peacebuilding and Human Rights
3. Third Kit: Social Engineering and Gender-Sensitive Peacebuilding

The user of these kits will find that the presentation within the training kit is the same as used in all of the program's kits and has been designed to improve the program's impact and benefits.

#### 1) Trainer Manual:

- Brief introduction to the training kit's contents.
- Overall objective of the kit and the detailed objectives
- Timetable
- Summary of training sessions
- Training session activities

#### 2) Trainee Manual – Scientific Material

The training program is designed for the trainers, to help them carry out the training process for the training courses on Building Gender-Sensitive Peace efficiently. These courses use an approach based on the principles of adult education, and the sessions and activities are based on methods which encourage participation and interaction. They should be organized on the basis of openness so that all trainees feel free to participate in the discussion.

#### Hence, it is important as a trainer to:

- Feel comfortable with the participation-based training method.
- Be well aware of the trainee manual's content (the scientific material)
- Read the training program and the attached materials and understand the session structure completely. Ideally, the kit is not continuously referred to during the sessions, but rather, reviewed from time to time.
- It is preferred for the trainer to have a knowledge background in gender, human rights, conflict analysis, peacebuilding, planning and advocacy.

**For Trainer:** The training program has been prepared for personal use as a trainer. It contains training suggestions, outlines the structure of each session, and includes instructions needed to manage the activities.

**Transparencies:** The trainer should prepare the slides for each session separately. Do not forget that these slides are only a tool to assist in the training process. Transparencies cannot—and should not—replace the trainer.

**For Trainees:** The scientific material (a theoretical guide) has been prepared for the trainees, and each participant should obtain a copy of it at the end of each training course.

We hope that you will find this material useful and enjoy working within it.

### **Characteristics of the Target Group for Training:**

- Young leaders, male and female, social and feminist leaders working on peace and concerned with peacebuilding issues, who support and amplify women’s voices, to build community peace.
- The age range should be from 18–60 years old.
- From 12 to a maximum of 25 trainees per session.

### **Basic Guidelines for Training:**

These guidelines are divided into four fields: content, method, environment, and product/outcome. This division corresponds to the mindset of the people who participate in the training workshops. Please review this unit carefully before starting the training.

#### **1. Content**

##### **Preparation**

- Prepare in advance, and be fully aware of what will be covered in each session.
- Ensure that all materials and tools needed for each session are in place.

##### **Implementation**

- Since you are the trainer, you should be fully aware of each topic.
- You do not have to demonstrate everything you know, but you have to adequately understand the content of the scientific material to facilitate discussions and incorporate the trainees’ notes in the message you want to deliver.
- A full explanation should be prepared for the trainees in your course: Explain the training objectives for each session.
- There should be a space for the trainees’ comments on the course elements.
- You should ensure diversity in the sessions and use a range of methods to maintain the desired pace of each daily session. The sessions have been designed so that this is possible. Make sure all session activities are applied.
- The sessions should be prepared in advance, but they also have to be flexible in order to respond to the evolving needs of the trainees.
- You should conclude each session or working day with a summary of what was covered during the session. Providing a summary and clarifications of the main points addressed helps the trainees to focus on the learning outcomes.
- You should not forget to thank the trainees for the time devoted to the session and their interest in the activities.



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## 2. Method

The course method is based on adult learning principles and the course has been designed with the aim of using a variety of methods:

- \* **Lectures:** as the entire group of trainees needs specific instructions and information.
- \* **Brainstorming:** where many ideas are addressed / produced to find solutions to specific issues or raise discussion.
- \* **Case studies:** where examples from real life are presented, and the main aspects of the case are briefly highlighted for the purpose of analysis and discussion, usually in small groups.
- \* **Team work:** to explore concepts or come to a specific conclusion.
- \* **Role-play:** to explore specific situations.
- \* **Simulation:** where specific roles are formulated within a specific scenario.
- \* **Discussions:** to explore the advantages and disadvantages of various options.

## 3. Environment

### ❖ Physical Environment

#### Location of the Training Course

- Organize the room so that there is no barrier between you and the trainees. Never sit behind a desk.
- Whatever arrangements are made, you should ensure that you (and the trainees) are able to move freely around the training venue.
- Ensure that there are windows and that sunlight reaches the training venue, and that trainees do not face the sunlight directly (do not have your back to the sun), as the participants will lose their interest in training if they cannot see the trainer.
- If you find desks or tables for trainees, you should stand during the training (unless you initiated an open discussion). If the participants are sitting in a circle or semi-circle, you can sit as long as you can see everyone, thus becoming part of the group. The preferred seating arrangement is to form the group into a semicircle or square.
- There are other measures that may be more appropriate for the training venue or type of training, such as sitting around small tables, standing in front of a flipchart, a board, or a display board.

#### Training Equipment

- Ensure that all trainees can see the flipchart or board and any audiovisual devices that you use.
- If a blackboard or a whiteboard is used, make sure that the writing is clear and the letters are large and easy to read, and if a whiteboard is used, remember that it is more slippery than the blackboard and that your writing may be affected by that.
- If slides or other presentation tools are used, remember that reading the slides is never enough, only the main points should appear on the monitor, and the trainer's task is to explain those points.
- If, for example, visual methods are used to inform the trainees of a certain issue, it should be ensured that the posters are well distributed on the walls to enable indi-



viduals to see them clearly.

- Ensure that you guide the trainees well.
- Ensure that the documents that will be covered during the session are distributed before starting the session, but if these documents are a general summary of the session, then they should be distributed at the end of the session.

### Breaks

- The break should take at least 20 or 30 minutes; as participants need this period to gather their mental focus and discuss the issues raised during the presentations.

### Psychological Environment

The psychological environment depends entirely on you as a facilitator / trainer. Your job is to create an atmosphere in which people are ready to learn. You should keep in mind that the issue of gender equality (and not just fairness) is one of your main responsibilities.

Also, make sure that the women in the group are not dominated by men and that they take on leadership roles. If you are one of the facilitators, remember that the training should be prepared and planned collectively within a team, and that your interactions with each other reflects the same respect and cooperation that you expect from the trainees. Having another facilitator as a partner in facilitating the sessions helps in running the sessions smoothly as one of you can focus on the time component and adhere to specified time periods while the second is running the session. The two members of the facilitation team can also move between the teams, and this guarantees greater effectiveness and secures more time.

### Approach

- Deal with others with warmth, enthusiasm and a spirit of friendship; if you feel enjoyment while training, then the trainees will feel the same enjoyment.
- Never introduce yourself as a teacher. Participants are adult learners and deserve respect given their age and experience.
- Remember as many names of trainees as possible and use the personal names of the trainees, not only to ask questions, but also to indicate a point raised by a specific participant, that is, indicate that they made a point by naming the person.
- You should show genuine interest in what the participants say. If you require further clarification or explanation, ask for it kindly and with a smile. Remember, you are not an examiner.
- Listen to what the participants say, and listen carefully. Do not stop listening to what they say nor interrupt them to formulate your response; no one will be upset if you take a few moments to think about your response. Your attentive listening is a compliment for the participant.
- Always listen to what the participants say to each other. Many people feel shy when speaking directly to a trainer, but they will use that openness with their peers.



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## Verbal and Visual Communication

- Look directly and regularly at the trainees in their eyes. Do not stare at them, as this may make them shy or afraid, but do make eye contact with all the trainees.
- Use your field of vision, looking from the corners of your eyes, to allow you to observe the trainees sitting at your sides, especially if they want to speak.
- When moving around the venue, you should stand next to the people you want to talk to and not face them, as this is often seen as very hostile, especially if you lean on the desk / table.
- Speak clearly and slowly, but in a loud voice so that all the trainees can hear your animated tone, a monotonous voice will make trainees bored.
- Use vocabulary that is appropriate for the trainees. In such a situation, there is no need for you to prove your proficiency, simple language does not mean simple concepts.
- Use gender-sensitive language and vocabulary that addresses both female and male participants.

## Body Language

- Stand up straight because relaxing makes you look tired, as if you wish you weren't here.
- Most cultures find it inappropriate to point at people with a finger or to stand with your hands on your hips. Also, crossing your arms is often seen as unacceptable.
- Move around the venue for a specific reason: pointing to a specific point, talking to a specific team, or checking to see whether a team needs your help.

These are types of trainers you should not be similar to:

- Wandering ones: who do not stop walking back and forth. Participants become dizzy as a result of this continuous movement and cannot listen to what is being said.
- Swaying ones: similar to the previous example, but this person stays in place and sways from side to side.
- Roaming ones: who walks around the venue, talks to people while standing behind them, and does not stop talking.
- Statue ones: who are just like a statue, not moving at all.
- Hesitant ones: who moves their hands all the time, not to point to a specific point, but just to move their hands. This diverts the attention and interest of the trainees.

Training should be an enjoyable activity for the trainer and for the trainers too. It is a learning experience for everyone. Make sure you acknowledge what you learn from the trainees.

## 4. Results

- The results of any training should be tangible. If the participants make some recommendations or decisions, make sure that they are implemented.
- It can be difficult to talk about results during a session. Ensure that you can follow up at a later stage.
- Ask trainees to provide a summary of what they have learned during the session or the working day.



- If a written evaluation is used, ensure that sufficient time is left for the trainees to complete the evaluation.
- When using the written evaluation method, always make sure that the evaluation papers are anonymous (i.e. do not ask the trainees to write their names on them).
- Ensure that the evaluation language is gender-sensitive and addresses women and men.



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**Note: Please refer to the Kit No. (1) for all details related to gender.**

### Introduction to the Training Kit3

In this unit, we talk about **Social Engineering and Gender-Sensitive Peacebuilding**, and the unit's topics are discussed in three themes as follows:

**The first theme** is entitled Sensitivity of Conflict and Gender, which discusses the following topics: A conceptual introduction to: peace concepts, peace theories, conflict, conflict analysis, conflict analysis tools, conflict sensitivities, and gender in peacebuilding interventions.

**The second theme** is entitled Gender-Sensitive Peacebuilding, which discusses the following topics: fields scope of peacebuilding work, peacebuilding tracks, peacebuilding tools, and peacebuilding mechanisms.

**The third theme** is entitled Peacebuilding Tools and Mechanisms, it discusses: mediation, negotiation, arbitration, social engineering, and conflict.

#### Overall Objective of Third Kit:

Providing the trainees with knowledge, skills and tools that enable them to become familiar with issues of social engineering and gender-sensitive peacebuilding.

#### Detailed Objectives of Third Kit:

**At the end of this unit, the trainee will be able to:**

1. Recognize the concepts of peace and conflict.
2. Recognize the concept, importance, elements / components of conflict analysis.
3. Understand and apply conflict analysis tools.
4. Understand the sensitivity of conflict and gender in peacebuilding interventions.
5. Recognize the fields, tracks, tools, and mechanisms of the peacebuilding process.
6. Realize the importance of engaging women in gender-sensitive peacebuilding and mechanisms for doing so.
7. Recognize social engineering and be aware of the importance of negotiation and mediation.

# Training Program for Building Gender – Sensitive Peace



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# Time table



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## Day 1

Session	Topics	Activity No.	Time
First Session	Opening	42	45 min.
	Concepts of Peace and Conflict	43	30 min.
	Concept, types and characteristics of peace	44	30 min.
	Peace Theories		60 min.
<b>30 Minute Break</b>			
Second Session	Concept of Conflict	45	30 min.
	Importance of Conflict Analysis	46	10 min.
	What to analyze in a conflict?	47	20 min.
<b>60 Minute Lunch Break</b>			
Third Session	Conflict Analysis Tool - Map	48	60 min.

# Time table



Session	Topics	Activity No.	Time
First Session	Summarizing and reviewing the topics of the previous day	49	30 min.
	Conflict Analysis Tool – Map	50	30 min.
	Conflict Analysis Tool – Tree	51	30 min.
	Conflict Analysis Tool – Tree	52	30 min.
<b>30 Minute Break</b>			
Second Session	Triangle analysis tool (context, attitudes, and trends) parties to conflict	53	30 min.
	Triangle analysis tool (context, attitudes, and trends) parties to conflict.	54	30 min.
	Conflict Sensitivity	55	10 min.
	Include conflict sensitivity in peace-building interventions (program / project)	56	20 min.
<b>60 Minute Lunch Break</b>			
Third Session	Concept of Gender Sensitivity	57	20 min.
	Include gender sensitivity in peace-building interventions (program / project)	58	40 min.



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## Day 3

# Time table

Session	Topics	Activity No.	Time
<b>First Session</b>	Summarizing and reviewing the topics of the previous day	<b>59</b>	<b>30 min.</b>
	Fields in the peacebuilding process	<b>60</b>	<b>30 min.</b>
	Tracks of peacebuilding	<b>61</b>	<b>10 min.</b>
	Tools of Peacebuilding (mediation & negotiation)	<b>62</b>	<b>30 min.</b>
	Mechanisms of Peacebuilding (mediation & arbitration)	<b>63</b>	<b>30 min.</b>
<b>30 Minute Break</b>			
<b>Second Session</b>	Mechanisms of Peacebuilding (social engineering)	<b>64</b>	<b>20 min.</b>
	Importance of engaging women in peacebuilding	<b>65</b>	<b>70 min.</b>
<b>60 Minute Lunch Break</b>			
<b>Third Session</b>	Mechanisms of engaging women in gender-sensitive peacebuilding	<b>66</b>	<b>60 min.</b>



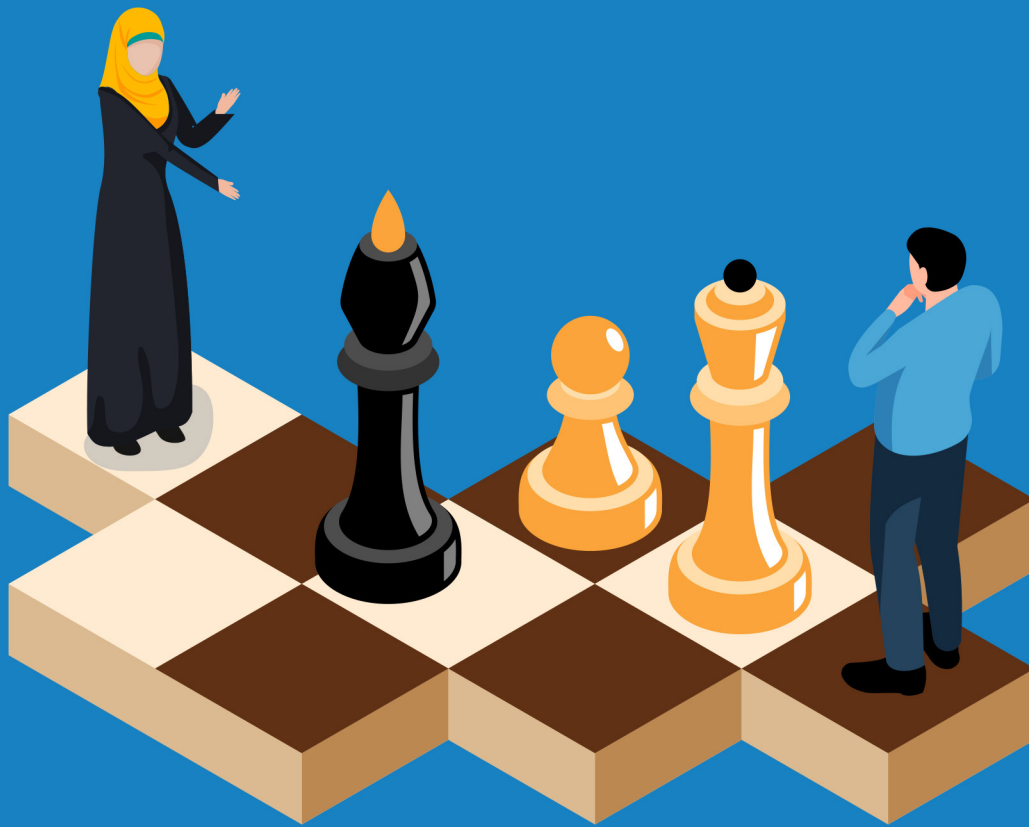
Session	Topics	Activity No.	Time
	<b>Tools &amp; Mechanisms of Peacebuilding</b>		<b>60 min.</b>
	<b>Mediation</b>		<b>60 min.</b>
	<b>Arbitration</b>		<b>60 min.</b>
	<b>Negotiation</b>		<b>60 min.</b>
	<b>Social Engineering</b>		<b>60 min.</b>



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# Plan of Training Kit Sessions



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Time	Training Topic	Training Objective	Training Method	Idea of Activity / Practice	Training Tools, Aids and Equipment
60 min.	<ol style="list-style-type: none"> <li>1. Introducing the training team (break the ice).</li> <li>2. Getting to know each other.</li> <li>3. Getting the participants' expectations.</li> <li>4. Training course controls.</li> <li>5. Conducting the pre-evaluation.</li> <li>6. Presenting the overall objective and detailed objectives of the training course.</li> <li>7. The times, dates and number of training days and titles of topics in the training course.</li> <li>8. Facilities related to the location of the training.</li> </ol>	<ol style="list-style-type: none"> <li>1. Introducing the facilitators and training team as well as breaking the ice between the participants and the trainer.</li> <li>2. Getting the participants' expectations and introducing the objectives and topics of the training course and agreeing on the work principles.</li> <li>3. Evaluating the knowledge and skills that the participants have before starting the training course.</li> <li>4. The participants get to know the facilities related to the location of the training.</li> </ol>	It is up to the trainer to choose the appropriate methods.	Activity No. (1) Managing the Opening	It is up to the trainer to choose the appropriate tools to be used.



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Time	Training Topic	Training Objective	Training Method	Idea of Activity / Practice	Training Tools, Aids and Equipment
30 min.	Peacemaking / peacekeeping / peacebuilding, conflict prevention, conflict settlement, conflict management, conflict transformation, conflict resolution.	Learning about the concepts of peace and conflict.	Divide into groups,  * Note (using the ladder shape to explain the training topic) PP presentation / lecture	Activity No. (2)  Concepts of peace and conflict.	Cards, concepts of peace and conflict.  Preparing the presentation of the slide No. (21) Concepts of peacemaking / peacekeeping / peacebuilding, conflict prevention, conflict settlement, conflict management, conflict transformation, conflict resolution. Distribute 3 flipcharts + colored pens for each group
30 min.	Concept, types and characteristics of peace	Recognizing the concepts of peace and conflict	Ask questions, display cards	Activity No. (3)  Concept, types and characteristics of peace	Concept, types and characteristics of peace cards, sticky glue, and flipchart.
30 min.	Concept of conflict	Recognizing the concepts of peace and conflict	Ask questions, display cards	Activity No. (4)  Concept of conflict	Conflict equation cards, sticky glue, and flipchart
30 min.	Elements / components of conflict	Recognizing the concepts of peace and conflict	Display cards	Activity No. (5)  Elements / components of conflict	Elements / component of conflict cards

Time	Training Topic	Training Objective	Training Method	Idea of Activity / Practice	Training Tools, Aids and Equipment
10 min.	Importance of conflict analysis	Recognizing the concept, importance and elements / components of conflict analysis	Group discussion, lecture	Activity No. (6) Importance of conflict analysis	Flipchart and marker pens
20 min.	Concept of conflict Importance of conflict analysis Elements / components of conflict	Recognizing the concept, importance and elements / components of conflict analysis	Group discussion, lecture	Activity No. (7) What to analyze in a conflict?	Flipchart and marker pens
60 min.	Conflict analysis tool - map	Understanding and applying conflict analysis tools	Lecture	Activity No. (8) Conflict analysis tool - map	Laptop, projector and whiteboard
30 min.	Reviewing and summarizing the topics of the previous day	Understanding and applying conflict analysis tools	Presentation, brainstorming	Activity No. (9) Reviewing and summarizing the topics of the previous day	Pens and flipcharts
30 min.	Conflict analysis tool - map	Understanding and applying conflict analysis tools	Making groups	Activity No. (10) Conflict analysis tool - map	Pens and flipcharts



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Time	Training Topic	Training Objective	Training Method	Idea of Activity / Practice	Training Tools, Aids and Equipment
30 min.	Conflict analysis tool - tree	Understanding and applying conflict analysis tools	Presentation and brainstorming	Activity No. (11) Conflict analysis tool - tree	Computer, projector, whiteboard, tree model / real tree, presenting slide No. (22) Conflict analysis tool - tree
30 min.	Conflict analysis tool - tree	Understanding and applying conflict analysis tools	Making groups	Activity No. (12) Conflict analysis tool - tree	Pens and flipcharts
30 min.	Triangle analysis tool (context, attitudes, and trends) parties to conflict	Understanding and applying conflict analysis tools	Presentation and brainstorming	Activity No. (13) Conflict analysis tool – triangle	Pens and flipcharts
30 min.	Triangle analysis tool (context, attitudes, and trends) parties to conflict	Understanding and applying conflict analysis tools	Making groups	Activity No. (14) Conflict analysis tool – map	Pens and flipcharts
10 min.	Concept of conflict sensitivity	Understanding sensitivity of conflict and gender in peacebuilding interventions	Group discussion	Activity No. (15) Conflict sensitivity	Pens and flipcharts
20 min.	Including conflict sensitivity in peacebuilding interventions (program / project)	Understanding conflict sensitivity in peacebuilding interventions	Group discussion and making groups	Activity No. (16) Including conflict sensitivity in peacebuilding interventions (program / project)	Pens and flipcharts

Time	Training Topic	Training Objective	Training Method	Idea of Activity / Practice	Training Tools, Aids and Equipment
20 min.	Concept of gender sensitivity	Understanding gender sensitivity in peacebuilding interventions	Group discussion	Activity No. (17) Concept of gender sensitivity	Pens and flipcharts
40 min.	Including gender sensitivity in peacebuilding interventions (program / project)	Understanding gender sensitivity in peacebuilding interventions	Group discussion and making groups	Activity No. (18) Including gender sensitivity in peacebuilding interventions (program / project)	Pens and flipcharts
30 min.	Reviewing and summarizing the topics of the previous day		Brainstorming	Activity No. (19) Reviewing and summarizing the topics of the previous day	Pens and flipcharts
30 min.	Fields of peacebuilding process	Recognizing (fields) of peacebuilding process	Group discussion	Activity No. (20) Fields of peacebuilding interventions	Pens and flipcharts
10 min.	Tracks of peacebuilding	Recognizing (tracks) of peacebuilding process	Brainstorming	Activity No. (21) Tracks of peacebuilding	Pens and flipcharts





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Time	Training Topic	Training Objective	Training Method	Idea of Activity / Practice	Training Tools, Aids and Equipment
30 min.	Tools of peacebuilding	Recognizing (tools) of peacebuilding process	Group discussion	Activity No. (22) Tools of peacebuilding interventions	Pens and flipcharts
30 min.	Mechanisms of peacebuilding	Recognizing (mechanisms) of peacebuilding process	Consultant approach	Activity No. (23) Mechanisms of peacebuilding interventions	Pens and flipcharts
20 min.	Mechanisms of peacebuilding	Recognizing (mechanisms) of peacebuilding process	Consultant approach	Activity No. (24) Follow mechanisms of peacebuilding interventions	Marker pens and flipcharts
70 min.	Importance and mechanisms of engaging women in peacebuilding	Realizing the importance and mechanisms of engaging women in gender-sensitive peacebuilding	A film (The Liberian Experience) + group discussion	Activity No. (25) Importance and mechanisms of engaging women in gender-sensitive peacebuilding	The film, projector, pens, and flipcharts
60 min.	Mechanisms of engaging women in peacebuilding	Realizing the importance and mechanisms of engaging women in gender-sensitive peacebuilding	Group discussion + presentation and speech Presenting slide No. (23) Mechanisms of engaging women in peacebuilding	Activity No. (26) Mechanisms of engaging women in gender-sensitive peacebuilding	Presenting slide No. (23) Mechanisms of engaging women in peacebuilding. Pens and flipcharts



Time	Training Topic	Training Objective	Training Method	Idea of Activity / Practice	Training Tools, Aids and Equipment
30 min.	Role-play	Participants are trained on the role of arbitration, where the trainer choose the role of social figures or Sheikh and train on the role of the arbitrator stage and how to do the arbitration.	Role-play of Sheikh or social figure role, two conflicting parties and an arbitrator; taking turns in roles when practicing the arbitration role	Activity No. (27) Other cases in role-play	Role-play
60 min.	Mediator role	Participants gain an idea of the mediator role and the focus they should place on the parties on the real and emotional aspect of the conflict	Plenary session in small groups with general observations	Activity No. (28) Mediator role	It is up to the trainer to choose the appropriate tools to be used
30 min.	Rules of mediation play	Participants recognize the rules of mediation play	In small groups	Activity No. (29) Rules of mediation play	Group discussion (work groups), colored pens, colored cards and flip-charts
30 min.	Emotions of mediator	Recognizing and realizing the emotions of the mediator	Commenting in writing	Activity No. (30) Emotions of mediator	It is up to the trainer to choose the appropriate tools to be used



Time	Training Topic	Training Objective	Training Method	Idea of Activity / Practice	Training Tools, Aids and Equipment
30 min.	Mediation stages	Participants differentiate the mediation stages	Group discussion	Activity No. (31) Mediation stages	It is up to the trainer to choose the appropriate tools to be used
60 min.	Mediation beginning and rules of the play	The group builds an understanding of what the conversation process beginning looks like	Plenary session	Activity No. (32) Mediation beginning and rules of the play	It is up to the trainer to choose the appropriate tools to be used
30 min.	Playing the mediator role	Collectively experiencing how mediation works (practice, thinking, role experience)	Role-play	Activity No. (33) Mediator role	It is up to the trainer to choose the appropriate tools to be used
30 min.	Costs and benefits	Inspiration to discuss mediation; what interpretation can motivate the conflicting parties to a peaceful settlement	Group dialogue	Activity No. (34) Costs and benefits	It is up to the trainer to choose the appropriate tools to be used
30 min.	Complications in mediation process	Exploring the different complications and formulating possible methods	Brainstorming in the group, collecting common complications, and useful interventions for each complication	Activity No. (35) Complications	It is up to the trainer to choose the appropriate tools to be used

Time	Training Topic	Training Objective	Training Method	Idea of Activity / Practice	Training Tools, Aids and Equipment
60 min.	Role-play	Participants are trained on the stage of exchanging points of view, and stage of benefits, costs and dialogues, in order to give the mediators many opportunities to practice and improve their skills	Playing roles with an observer, two parties and a mediator, taking turns in the dialogues	Activity No. (36) Other cases in role-play	Role-play
30 min.	Continuity	Knowing as much information as possible by collecting different stories	Playing roles, as possible, with the entire group as an observer, two parties and a mediator; taking turns in the roles. Plenary session for reflection in dialogues together	Activity No. (37) Continuity	It is up to the trainer to choose the appropriate tools to be used
30 min.	Dealing with hostility and resentment	Introducing participants to a new way of thinking where information and a moral compass are linked in the space available to women at work (work space)	Group dialogue, based on the saying “The hand that rocks the “cradle	Activity No. (38) Dealing with hostility and resentment	It is up to the trainer to choose the appropriate tools to be used



Time	Training Topic	Training Objective	Training Method	Idea of Activity / Practice	Training Tools, Aids and Equipment
30 min.	Negotiations between men and women	Participants become aware of the social engineering state	Group dialogue	Activity No. (39) Negotiations between men and women	It is up to the trainer to choose the appropriate tools to be used
60 min.	Developing a social engineering and gender-based violence strategy	Critical minds think strategically and choose tactically to make a difference in reality	General research that can be prepared in small groups for each part	Activity No. (40) Developing a gender-based violence strategy	It is up to the trainer to choose the appropriate tools to be used



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# Sessions Training and its applications



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## Activity No. (1)

**Activity Name:** Managing the Opening

Day	1	Session	First
Activity Time	20 minutes		
Overall Objective of Unit	Providing the trainees with knowledge, skills and tools that enable them to understand and realize the consideration of gender analysis in the peacebuilding process		
Detailed Objective of Unit	Recognizing the following (concepts of gender): the concept of gender, a practical introduction of gender, the concept of gender equality, the concept of gender justice.		
Objectives of Training Session	<ol style="list-style-type: none"> <li>1. Introducing the facilitators and training team as well as breaking the ice between the participants and the trainer.</li> <li>2. Getting the participants' expectations and introducing the objectives and topics of the training course and agreeing on the work principles.</li> <li>3. Evaluating the knowledge and skills that the participants have before starting the training course.</li> <li>4. The participants get to know the facilities related to the location of the training.</li> </ol>		
Main Topic	Opening		
Sub-Topics	<ol style="list-style-type: none"> <li>1. Introducing the training team (break the ice).</li> <li>2. Getting to know each other.</li> <li>3. Getting the participants' expectations.</li> <li>4. Training course controls.</li> <li>5. Conducting the pre-evaluation.</li> <li>6. Presenting the overall objective and detailed objectives of the training course.</li> <li>7. The times, dates and number of training days and titles of topics in the training course.</li> <li>8. Facilities related to the location of the training.</li> </ol>		
Training Method	It is up to the trainer to choose the appropriate methods.		
Tools Used	It is up to the trainer to choose the appropriate tools to be used.		

### Instructions for the trainer to prepare / implement the Activity:

- It is up to the trainer to choose the appropriate Activities / activities, methods and tools to be used.



Day	1	Session	First
Activity Time	30 minutes		
Overall Objective of Unit	Providing the trainees with knowledge, skills and tools that enable them to become familiar with issues of gender-sensitive peacebuilding.		
Detailed Objective of Unit	Recognizing the concepts of peace and conflict.		
Objectives of Training Session	Recognizing the concepts of peace and conflict.		
Main Topic	The concepts of peace and conflict		
Sub-Topics	Peacemaking / peacekeeping / peacebuilding, conflict prevention, conflict settlement, conflict management, conflict transformation, conflict resolution.		
Training Method	Divide into groups, colored (3 colors) cut sheets  * Note (using the ladder shape to explain the training topic)  presentation / lecture		
Tools Used	Cards, concepts of peace and conflict.  Preparing the presentation of the slide No. (21) Concepts of peacemaking / peacekeeping / peacebuilding, conflict prevention, conflict settlement, conflict management, conflict transformation, conflict resolution.  Distribute 3 flipcharts + colored pens for each group.		

**Instructions for the trainer for preparation:**

- The trainer prepares the cards of the concepts of peace and conflicts + pens.
- Preparing the presentation of the slide No. (21) Concepts of peacemaking / peacekeeping / peacebuilding, conflict prevention, conflict settlement, conflict management, conflict transformation, conflict resolution.

**Instructions for the trainer for implementation:**

- The trainer hands over colored slips to all the participants.
- The trainer distributes colored slips for the participants as well as 3 flipcharts + colored pens for each group.
- Then the trainer asks the participants to form groups based on the colors. 2 minutes.
- The trainer asks the participants a question and asks each group to discuss and formulate the definitions according to what is written on the card. 5 minutes.
- Each group shows its work. 2 minutes.
- The trainer presents the slide No. (21). 6 minutes.
- The trainer conducts a lecture / presentation using the ladder shape.



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### Activity No. (3)

**Activity Name:** Concepts, Types and Characteristics of Peace

Day	1	Session	First
Activity Time	30 minutes		
Overall Objective of Unit	Providing the trainees with knowledge, skills and tools that enable them to become familiar with issues of gender-sensitive peacebuilding.		
Detailed Objective of Unit	Recognizing the concepts of peace and conflict.		
Objectives of Training Session	Recognizing the concepts of peace and conflict.		
Main Topic	The concepts of peace and conflict		
Sub-Topics	Concepts, types and characteristics of peace		
Training Method	Ask questions, display cards		
Tools Used	Concept, types and characteristics of peace cards, sticky glue, and flipchart.		

#### Instructions for the trainer for preparation:

- The trainer prepares cards on which concepts, types and characteristics of peace are written.

#### Instructions for the trainer for implementation:

- The trainer writes the question “What is peace?” on the flipcharts without participants’ answers.
- The trainer presents a definition of peace, and she/he compares it to with the participants’ answers.
- The trainer asks the question “What are the types of peace?” on the flipcharts without the participants’ answers.
- The trainer displays the cards of the types of peace, and she/he compares them to the participants’ answers.
- The trainer asks the question “What are the characteristics of each type?” on the flipcharts without the participants’ answers.
- The trainer displays the cards of the characteristics of types of peace, and she/he compares them to the participants’ answers.



**Activity No. (4)**

**Activity Name:** Concept of Conflict

Day	1	Session	Second
Activity Time	30 minutes		
Overall Objective of Unit	Providing the trainees with knowledge, skills and tools that enable them to become familiar with issues of gender-sensitive peacebuilding.		
Detailed Objective of Unit	Recognizing the concepts of peace and conflict.		
Objectives of Training Session	Recognizing the concepts of peace and conflict.		
Main Topic	The concepts of peace and conflict		
Sub-Topics	Concept of conflict		
Training Method	Ask questions, display cards		
Tools Used	Conflict equation cards, sticky glue and flipchart		

**Instructions for the trainer for preparation:**

- The trainer prepares the cards on which conflict equation is written + sticky glue. and flipcharts.

**Instructions for the trainer for implementation:**

- The trainer asks the question “What is conflict?” After the discussion, the trainer displays the cards of conflict equation on flipcharts and explains the equation.



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## Activity No. (5)

**Activity Name:** Elements / Components of Conflict

Day	1	Session	Second
Activity Time	30 minutes		
Overall Objective of Unit	Providing the trainees with knowledge, skills and tools that enable them to become familiar with issues of gender-sensitive peacebuilding.		
Detailed Objective of Unit	Recognizing the concepts of peace and conflict.		
Objectives of Training Session	Recognizing the concepts of peace and conflict.		
Main Topic	The concepts of peace and conflict		
Sub-Topics	Elements / components of conflict		
Training Method	Display cards		
Tools Used	Elements / components of conflict cards		

### Instructions for the trainer for preparation:

- The trainer prepares the cards on which elements / components of conflict are written.

### Instructions for the trainer for implementation:

- The trainer presents the elements / components of conflict cards.



**Activity No. (6)**

**Activity Name:** Importance of Conflict Analysis

Day	1	Session	Second
Activity Time	10 minutes		
Overall Objective of Unit	Providing the trainees with knowledge, skills and tools that enable them to become familiar with issues of gender-sensitive peacebuilding.		
Detailed Objective of Unit	Recognizing the concept, importance and elements / components of conflict analysis.		
Objectives of Training Session	The participant realizes the importance of conflict analysis		
Main Topic	Conflict analysis		
Sub-Topics	Importance of conflict analysis		
Training Method	Group discussion and lecture		
Tools Used	Flipcharts and marker pens		

**Instructions for the trainer for preparation:** None

**Instructions for the trainer for implementation:**

- The trainer opens a group discussion by asking the participants: “What is the importance of conflict analysis?” Then the trainer takes the participants’ answers and writes them on a flipchart.
- The trainer gives a lecture on the importance of conflict analysis.

**Guiding questions for the trainer:** What is the importance of conflict analysis?



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## Activity No. (7)

**Activity Name:** What to Analyze in a Conflict?

Day	1	Session	Second
Activity Time	20 minutes		
Overall Objective of Unit	Providing the trainees with knowledge, skills and tools that enable them to become familiar with issues of gender-sensitive peacebuilding.		
Detailed Objective of Unit	Recognizing the concept, importance and elements / components of conflict analysis.		
Objectives of Training Session	Recognizing the concept, importance and elements / components of conflict analysis.		
Main Topic	Conflict analysis		
Sub-Topics	Concept of conflict analysis Importance of conflict analysis Elements / components of conflict		
Training Method	Group discussion and lecture		
Tools Used	Flipcharts and marker pens		

- The trainer opens a group discussion by asking the participants: “What should be analyzed in a conflict?” Then the trainer takes the participants’ answers and writes them on a flipchart.
- The trainer links the discussion to the elements / components of conflict earlier discussed in this training session.

**Guiding questions for the trainer:** What should be analyzed in a conflict?



**Activity No. (8)**

**Activity Name:** Conflict Analysis Tool - Map

Day	1	Session	Third
Activity Time	60 minutes		
Overall Objective of Unit	Providing the trainees with knowledge, skills and tools that enable them to become familiar with issues of gender-sensitive peacebuilding.		
Detailed Objective of Unit	Understanding and applying conflict analysis tools.		
Objectives of Training Session	Understanding components, objectives, importance, and how to use the map tool.		
Main Topic	Conflict analysis tools		
Sub-Topics	Conflict analysis tool - map		
Training Method	Lecture		
Tools Used	Laptop, projector and whiteboard		

**Instructions for the trainer for preparation:** None

**Instructions for the trainer for implementation:**

- The trainer presents the components, objectives, importance, and how to use the map tool.
- Then she/he provides an example of an issue through which she/he explains the activity of Conflict analysis tool, and how to use it.



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## Activity No. (9)

**Activity Name:** Reviewing and Summarizing the Topics of the Previous Day

Day	2	Session	First
Activity Time	30 minutes		
Overall Objective of Unit	Providing the trainees with knowledge, skills and tools that enable them to become familiar with issues of gender-sensitive peacebuilding.		
Detailed Objective of Unit	Understanding and applying conflict analysis tools.		
Objectives of Training Session	Understanding components, objectives, importance, and how to use the triangle tool.		
Main Topic	Conflict analysis tools		
Sub-Topics	Reviewing and summarizing the topics of the previous day		
Training Method	Presentation and brainstorming		
Tools Used	Marker pens and flipcharts		

**Instructions for the trainer for preparation:**

**Instructions for the trainer for implementation:**

- The trainer displays the slides of previous day topics.



**Activity No. (10)**

**Activity Name:** Conflict Analysis Tool - Map

Day	2	Session	First
Activity Time	30 minutes		
Overall Objective of Unit	Providing the trainees with knowledge, skills and tools that enable them to become familiar with issues of gender-sensitive peacebuilding.		
Detailed Objective of Unit	Understanding and applying conflict analysis tools.		
Objectives of Training Session	Understanding and applying the conflict analysis tool – map.		
Main Topic	Conflict analysis tools		
Sub-Topics	Conflict analysis tool - map		
Training Method	Making groups		
Tools Used	Pens and flipcharts		

**Instructions for the trainer for preparation:** None

**Instructions for the trainer for implementation:**

- The trainer divides the participants into 3 groups.
- She/he asks each group to deal with a conflict issue, its causes project / service, on which the group participants agree.
- Then the participants apply the conflict analysis tool, and the map, in analyzing that issue.
- After they finish, each group should choose a representative to present the group’s work to the entire group.
- The trainer and the rest of the participants should comment on the groups’ work.



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## Activity No. (11)

**Activity Name:** Conflict Analysis Tool - Tree

Day	2	Session	First
Activity Time	30 minutes		
Overall Objective of Unit	Providing the trainees with knowledge, skills and tools that enable them to become familiar with issues of gender-sensitive peacebuilding.		
Detailed Objective of Unit	Understanding and applying conflict analysis tools.		
Objectives of Training Session	Understanding and applying the conflict analysis tool – tree.		
Main Topic	Conflict analysis tools		
Sub-Topics	Conflict analysis tool - tree		
Training Method	Presentation and brainstorming		
Tools Used	Computer, whiteboard, and tree model / real tree		

### Instructions for the trainer for implementation:

- The trainer presents the components, objectives, importance, and how to use the tree tool. Then she/he provides an example of an issue through which she/he explains the activity of the Conflict analysis tree tool.



**Activity No. (12)**

**Activity Name:** Conflict Analysis Tool - Tree

Day	2	Session	First
Activity Time	30 minutes		
Overall Objective of Unit	Providing the trainees with knowledge, skills and tools that enable them to become familiar with issues of gender-sensitive peacebuilding.		
Detailed Objective of Unit	Understanding and applying the conflict analysis tools.		
Objectives of Training Session	Understanding and applying the conflict analysis tools.		
Main Topic	Conflict analysis tools		
Sub-Topics	Conflict analysis tool - tree		
Training Method	Making groups		
Tools Used	Pens and flipcharts		

**Instructions for the trainer for preparation:** None

**Instructions for the trainer for implementation:**

- Writing the cards of the tree tool elements.
- The trainer asks the participants to work with their groups according to the previous division in the previous activity.
- The trainer asks each group to apply the conflict analysis tool, the tree, in analyzing the same issue they worked on earlier.
- After they finish, each group should choose a representative to present the group’s work.
- The trainer and the rest participants should comment on the groups’ work.



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## Activity No. (13)

**Activity Name:** Conflict Analysis Tool – Triangle

Day	2	Session	Second
Activity Time	30 minutes		
Overall Objective of Unit	Providing the trainees with knowledge, skills and tools that enable them to become familiar with issues of gender-sensitive peacebuilding.		
Detailed Objective of Unit	Understanding and applying the conflict analysis tools.		
Objectives of Training Session	Understanding components, objectives, importance, and how to use the triangle tool.		
Main Topic	Conflict analysis tools		
Sub-Topics	Conflict analysis tool – triangle		
Training Method	Presentation and brainstorming		
Tools Used	Pens and flipcharts		

### Instructions for the trainer for preparation:

Prepare the presentation for the conflict analysis tool – triangle.

### Instructions for the trainer for implementation:

- The trainer presents the components, objectives, importance, and how to use the triangle tool. Then she/he provides an example of an issue through which she/he explains the activity related to the triangle conflict analysis tool use.



**Activity No. (14)**

**Activity Name:** Conflict Analysis Tool – Triangle

Day	2	Session	Second
Activity Time	30 minutes		
Overall Objective of Unit	Providing the trainees with knowledge, skills and tools that enable them to become familiar with issues of gender-sensitive peacebuilding.		
Detailed Objective of Unit	Understanding and applying the conflict analysis tools.		
Objectives of Training Session	Understanding and applying the conflict analysis tools.		
Main Topic	Conflict analysis tools		
Sub-Topics	Conflict analysis tool – triangle		
Training Method	Making groups		
Tools Used	Pens and flipcharts		

**Instructions for the trainer for preparation:** None

**Instructions for the trainer for implementation:**

- Writing the cards of the triangle tool elements.
- The trainer asks the participants to work with their groups according to the previous division in the previous activity.
- The trainer asks each group to apply the conflict analysis tool, the triangle, in analyzing the same issue they worked on earlier.
- After they finish, each group should choose a representative to present the group’s work.
- The trainer and the rest participants should comment on the groups’ work.



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## Activity No. (15)

**Activity Name:** Conflict Sensitivity

Day	2	Session	Second
Activity Time	10 minutes		
Overall Objective of Unit	Providing the trainees with knowledge, skills and tools that enable them to become familiar with issues of gender-sensitive peacebuilding.		
Detailed Objective of Unit	Understanding sensitivity of conflict and gender in peacebuilding interventions.		
Objectives of Training Session	Understanding sensitivity of conflict and gender in peacebuilding interventions.		
Main Topic	Sensitivity of conflict and gender in peacebuilding interventions		
Sub-Topics	Conflict sensitivity		
Training Method	Group discussion		
Tools Used	Pens and flipcharts		

### Instructions for the trainer for implementation:

- The trainer opens a group discussion by asking the participants: “What do we mean by conflict sensitivity?” Then the trainer takes the participants’ answers and writes them on a flipchart.
- The trainer gives a lecture on the concept of conflict sensitivity, based on the results of the conflicts analysis that were covered in the groups’ work earlier.



**Activity No. (16)**

**Activity Name:** Including Conflict Sensitivity in Peacebuilding Interventions (Program / Project)

Day	2	Session	Second
Activity Time	20 minutes		
Overall Objective of Unit	Providing the trainees with knowledge, skills and tools that enable them to become familiar with issues of gender-sensitive peacebuilding.		
Detailed Objective of Unit	Understanding sensitivity of conflict and gender in peacebuilding interventions.		
Objectives of Training Session	Understanding conflict sensitivity in peacebuilding interventions.		
Main Topic	Sensitivity of conflict and gender in peacebuilding interventions		
Sub-Topics	Including conflict sensitivity in peacebuilding interventions (program / project)		
Training Method	Group discussion and making groups		
Tools Used	Pens and flipcharts		

**Instructions for the trainer for implementation:**

- The trainer opens a group discussion by asking the participants: “What do we mean by including conflict sensitivity in peacebuilding interventions (program / project)?” Then the trainer takes the participants’ answers and writes them on a flipchart.
- The trainer gives a lecture on the concept of including conflict sensitivity in peacebuilding interventions (program / project), based on the results of the conflicts analysis that were covered in the groups’ work earlier.



## Activity No. (17)

**Activity Name:** Concept of Gender Sensitivity

Day	2	Session	Third
Activity Time	20 minutes		
Overall Objective of Unit	Providing the trainees with knowledge, skills and tools that enable them to become familiar with issues of gender-sensitive peacebuilding.		
Detailed Objective of Unit	Understanding sensitivity of conflict and gender in peacebuilding interventions.		
Objectives of Training Session	Understanding gender sensitivity in peacebuilding interventions.		
Main Topic	Sensitivity of conflict and gender in peacebuilding interventions		
Sub-Topics	Concept of gender sensitivity		
Training Method	Group discussion		
Tools Used	Pens and flipcharts		

**Instructions for the trainer for preparation:** Prepare lecture on the concept of gender sensitivity.

**Instructions for the trainer for implementation:**

- The trainer opens a group discussion by asking the participants: “What do we mean by the concept of gender sensitivity?” Then the trainer takes the participants’ answers and writes them on a flipchart.
- The trainer gives a lecture on the concept of gender sensitivity, based on the results of the conflicts analysis that were covered in the groups’ work earlier.



Activity No. (18)

**Activity Name:** Including Gender Sensitivity in Peacebuilding Interventions (Program / Project)

Day	2	Session	Third
Activity Time	40 minutes		
Overall Objective of Unit	Providing the trainees with knowledge, skills and tools that enable them to become familiar with issues of gender-sensitive peacebuilding.		
Detailed Objective of Unit	Understanding sensitivity of conflict and gender in peacebuilding interventions.		
Objectives of Training Session	Understanding gender sensitivity in peacebuilding interventions.		
Main Topic	Sensitivity of conflict and gender in peacebuilding interventions		
Sub-Topics	Including gender sensitivity in peacebuilding interventions (program / project)		
Training Method	Group discussion and making groups		
Tools Used	Pens and flipcharts		

**Instructions for the trainer for preparation:** Prepare a lecture on the concept of including gender sensitivity in peacebuilding interventions, based on the results of the conflict analysis.

**Instructions for the trainer for implementation:**

- The trainer opens a group discussion by asking the participants: “What do we mean by including gender sensitivity in peacebuilding interventions (program / project)?” Then the trainer takes the participants’ answers and writes them on a flipchart.
- The trainer gives a lecture on the concept of including gender sensitivity in peacebuilding interventions (program / project), based on the results of the conflicts analysis that were covered in the groups’ work earlier.





## Activity No. (19)

**Activity Name:** Reviewing and Summarizing the Topics of the Previous Day

Day	3	Session	First
Activity Time	30 minutes		
Overall Objective of Unit	Providing the trainees with knowledge, skills and tools that enable them to become familiar with issues of gender-sensitive peacebuilding.		
Detailed Objective of Unit	Recognizing the (fields, tracks, tools and mechanisms) of peacebuilding process.		
Objectives of Training Session	Recognizing the (fields, tracks, tools and mechanisms) of peacebuilding process.		
Main Topic	Review		
Sub-Topics	Reviewing and summarizing the topics of the previous day		
Training Method	Brainstorming		
Tools Used	Pens and flipcharts		

**Instructions for the trainer for preparation:** None

**Instructions for the trainer for implementation:**

- The trainer displays the slides of previous day topics.



**Activity No. (20)**

**Activity Name:** Fields of Peacebuilding Interventions

Day	3	Session	First
Activity Time	20 minutes		
Overall Objective of Unit	Providing the trainees with knowledge, skills and tools that enable them to become familiar with issues of gender-sensitive peacebuilding.		
Detailed Objective of Unit	Recognizing the (fields, tracks, tools and mechanisms) of peacebuilding process.		
Objectives of Training Session	The participant lists fields of peacebuilding interventions.		
Main Topic	Gender-sensitive peacebuilding		
Sub-Topics	Fields of peacebuilding interventions		
Training Method	Group discussion		
Tools Used	Pens and flipcharts		

**Instructions for the trainer for preparation:**

- Preparing a flipchart on which the ladder of peace and conflict concepts is drawn.

**Instructions for the trainer for implementation:**

- The trainer opens a group discussion by asking the participants: “What are the fields of peacebuilding interventions?” Then the trainer takes the participants’ answers and writes them on a flipchart.
- The trainer gives a lecture on the tracks of peacebuilding, based on the ladder of peace and conflict concepts.

**Guiding questions for the trainer:**

- What are the fields of peacebuilding interventions?



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## Activity No. (21)

**Activity Name:** Tracks of Peacebuilding Interventions

Day	3	Session	First
Activity Time	10 minutes		
Overall Objective of Unit	Providing the trainees with knowledge, skills and tools that enable them to become familiar with issues of gender-sensitive peacebuilding.		
Detailed Objective of Unit	Recognizing the (fields, tracks, tools and mechanisms) of peacebuilding process.		
Objectives of Training Session	Recognizing the (tracks) of peacebuilding process.		
Main Topic	Gender-sensitive peacebuilding		
Sub-Topics	Tracks of peacebuilding interventions		
Training Method	Lecture		
Tools Used	Pens and flipcharts		

### Instructions for the trainer for preparation:

- Preparing a flipchart on which the triangle of peacebuilding tracks form is drawn.

### Instructions for the trainer for implementation:

- The trainer presents the flipchart on which the triangle of peacebuilding tracks form is drawn.
- The trainer gives a lecture on the tracks of peacebuilding.



**Activity No. (22)**

**Activity Name:** Tools of Peacebuilding Interventions

Day	3	Session	First
Activity Time	30 minutes		
Overall Objective of Unit	Providing the trainees with knowledge, skills and tools that enable them to become familiar with issues of gender-sensitive peacebuilding.		
Detailed Objective of Unit	Recognizing the (fields, tracks, tools and mechanisms) of peacebuilding process.		
Objectives of Training Session	Recognizing the tools of peacebuilding interventions.		
Main Topic	Gender-sensitive peacebuilding		
Sub-Topics	Tools of peacebuilding interventions		
Training Method	Group discussion		
Tools Used	Pens and flipcharts		

**Instructions for the trainer for preparation:** None

**Instructions for the trainer for implementation:**

- The trainer opens a group discussion by asking the participants: “What are the tools of peacebuilding interventions?” Then the trainer takes the participants’ answers and writes them on a flipchart.
- The trainer gives a lecture on the tools of peacebuilding interventions.

**Guiding questions for the trainer:**

- What are the tools of peacebuilding interventions?



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### Activity No. (23)

**Activity Name:** Mechanisms of Peacebuilding

Day	3	Session	First
Activity Time	30 minutes		
Overall Objective of Unit	Providing the trainees with knowledge, skills and tools that enable them to become familiar with issues of gender-sensitive peacebuilding.		
Detailed Objective of Unit	Recognizing the (fields, tracks, tools and mechanisms) of peacebuilding process.		
Objectives of Training Session	Recognizing the mechanisms of peacebuilding.		
Main Topic	Gender-sensitive peacebuilding		
Sub-Topics	Mechanisms of peacebuilding		
Training Method	Consultant approach		
Tools Used	Pens and flipcharts		

#### Instructions for the trainer for implementation:

- Three individuals are selected as fixed rapporteurs of each group of the groups formed earlier; the rest of the group members are asked to give their consultations to the rapporteur and then move to the other rapporteur, and so on. The outputs are presented in the next session.



**Activity No. (24)**

**Activity Name:** Follow Mechanisms of Peacebuilding

Day	3	Session	Second
Activity Time	20 minutes		
Overall Objective of Unit	Providing the trainees with knowledge, skills and tools that enable them to become familiar with issues of gender-sensitive peacebuilding.		
Detailed Objective of Unit	Recognizing the (fields, tracks, tools and mechanisms) of peacebuilding process.		
Objectives of Training Session	Recognizing the mechanisms of peacebuilding.		
Main Topic	Gender-sensitive peacebuilding		
Sub-Topics	Mechanisms of peacebuilding		
Training Method	Consultant approach		
Tools Used	Marker pens and flipcharts		

**Instructions for the trainer for preparation:**

- The trainer makes sure that the activity outputs of the previous session are ready.

**Instructions for the trainer for implementation:**

- The outputs of the previous session are presented.



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## Activity No. (25)

**Activity Name:** Importance of Engaging Women in Peacebuilding

Day	3	Session	Second
Activity Time	70 minutes		
Overall Objective of Unit	Providing the trainees with knowledge, skills and tools that enable them to become familiar with issues of gender-sensitive peacebuilding.		
Detailed Objective of Unit	Realizing the importance and mechanisms of engaging women in gender-sensitive peacebuilding		
Objectives of Training Session	Realizing the importance and mechanisms of engaging women in gender-sensitive peacebuilding		
Main Topic	Gender-sensitive peacebuilding		
Sub-Topics	Importance of engaging women in peacebuilding		
Training Method	A film (The Liberian Experience) + group discussion		
Tools Used	The Film, projector, pens, and flipcharts		

### Instructions for the trainer for preparation:

- Preparing the film.

### Instructions for the trainer for implementation:

- The trainer displays the film.
- After displaying the film, she/he makes a discussion with the participants according the guiding questions.

### Guiding questions for the trainer:

- What is the impact of engaging women in peacebuilding in Liberia?
- What are the most important lessons learned from the experience?
- What are the factors assisted in the success of the experience?
- Can this experience be applied the reality of the peacebuilding attempts in Yemen? Why?



**Activity No. (26)**

**Activity:** Mechanisms for Women’s Participation in Peace-Building

Day	: Third	Session	: Third
Activity Time	60 minutes		
Unit General Objective	Providing the trainees with knowledge, skills and tools that enable them to become familiar with gender-sensitive peace-building issues.		
Unit Detailed Objective	Recognizing the importance and mechanisms for women’s participation in gender-sensitive peace-building		
Training Session Objectives	Recognizing the importance and mechanisms for women’s participation in gender-sensitive peace-building		
Main Topic	Gender-sensitive peace-building		
Subtopics	Mechanisms for women’s participation in peace-building		
Training Method	Group discussion + presentation		
Tools Used	Slideshow No. (23) on mechanisms for women’s participation in peace-building. Pens and flipcharts.		

**Instructions for the Trainer on Preparation:**

- The trainer prepares slideshow No. (23) on mechanisms for women’s participation in peace-building.

**Instructions for the Trainer on Implementation:**

- The trainer asks the question “What are the mechanisms for women’s participation in peace-building?” while simultaneously presenting the question on a flip chart.
- The trainer writes the participants’ answers on a flip chart.
- The trainer presents slideshow No. (23) on the mechanisms for women’s participation in peace-building.

**Guiding Questions for the Trainer:**

- What are the mechanisms for women’s participation in peace-building?





## Activity No. (27)

### Activity: Arbitration Role

Day	: 4 <sup>th</sup> Day	Session	: 1 <sup>st</sup>
Activity Time	30 minutes		
Unit General Objective	Providing the trainees with knowledge, skills and tools that enable them to understand and recognize the arbitrator role, and how to arbitrate between adversaries/ litigants.		
Unit Detailed Objective	Learning about the court/arbitrator role.		
Training Session Objectives	Provide participants with an understanding of the arbitrator role and how to focus on the adversarial parties		
Main Topic	The role of arbitration		
Subtopics	The emotional side of arbitration Qualities of a good arbitrator (M/F)		
Training Method	Role-playing game (RPG)		
Tools Used	The appropriate tools used are selected by the trainer		

#### Instructions for the Trainer on Preparation:

- In role playing, everyone is expected to be a true participant. Let them rely on their thoughts and feelings to give role-play reactions.
- Help the arbitrator to distinguish facts from explanations in the arbitration discussion. Facts are the certain. They can be seen, heard, and verified.

#### ACTION:

Select a conflict case, at the level of difference of opinion: violence against people or means. Cases such as provision of land, possession of money and goods, and their distribution are suitable for arbitration.

Discuss the case, data, and situation with the group.

Parties are given five minutes to prepare their roles and collect and complete the data.

Distribute the observers: Defining the observers vs observed ones.

Ensure that the game starts after the arbitrator is agreed upon by the two parties, in which the result is acceptable and applicable to both parties.

From time to time, give participants a second chance to respond to a situation in which you can see that they are dissatisfied: pause the discussion/dialogue, ask if they desire to re-set after a certain phrase or behavior, and ask them to repeat what they were told, or to act and repeat the process.



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The arbitrator is expected to focus on impartiality by sitting at the negotiation table without passing judgment. Sometimes, this is difficult when an ordinary person feels a strong judgment. Help the arbitrator to acknowledge their judgment and help them move past judgment through consciousness. Only in this way, is the arbitrator able to be valuable in the conflict.

In all of the following role plays, inquire of the parties whether the arbitrator was, in their opinion, neutral.

### **Guiding Questions for the Trainer:**

- Find, with the group, an answer to the first question: What is a good arbitration/court/arbitrator?
- Search in smaller groups for the answer to the second question: What actions have been made by the court/arbitrator between the litigants?
- Discuss arbitration roles generally.



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## Activity No. (28)

### Activity: Female/Male Moderator Role

Day	: 4 <sup>th</sup>	Session	: 1 <sup>st</sup>
Activity Time	60 minutes		
Unit General Objective	Providing the trainees with knowledge, skills and tools that enable them to understand and recognize the consideration of gender analysis in the peace-building process.		
Unit Detailed Objective	Recognizing the moderator role.		
Training Session Objectives	Providing participants with an idea about the mediator role and how to focus on the parties on the real and emotional side of the conflict.		
Main Topic	The moderator role		
Subtopics	The emotional side of the mediator Qualities of a good mediator (M/F)		
Training Method	Open session in small groups with general observations		
Tools Used	The appropriate tools used are selected by the trainer		

#### Instructions for the Trainer to Implement the Activity:

Help participants explore their roles. Participants often refrain from the emotional side of mediation. This should be touched upon by you. Ensure that all participants pass this threshold: Emotions are a crucial part of conflict, mediation, and conflict resolution.

#### Guiding Questions for the Trainer:

- Find, with the group, an answer to the first question: Who is a good moderator?
- In smaller groups discuss the second question: What actions does a good moderator conduct?
- Open discussion on the moderator roles. Remain gender neutral, and encourage gender parity in role-play activities.



Who is a good mediator? (open session)

Make sure that the listed points are included in the participants general views.

- Neutrality
- Confidence to manage a conversation
- A strong moral compass free from judgments and inputs relating to the parties.
- Paying balanced attention to both parties
- Skilled at summarizing and asking questions
- Not being afraid of emotional charge over conflict
- Empathizing with the all parties' feelings
- Skilled at formulating proposals that the parties recognize as arising from the mediation
- Allow participants to complete the above list.

How does a good mediator act? (Ask the question to trainees in small groups, open discussion)

- Provide a quiet space
- Initiate the conversation with understandable introduction and explanation of what mediation is, the game's rules, and what is the role of mediator (♀ / ♂).
- Ensure that there is enough space and time for both parties to tell the story.
- Ensure that the other party is actively listening, and check to make sure both parties understand what the other group is saying.
- Summarize the entire issue, and keep asking about it: the summary, factual events, and the impact of these events on the narrator.
- Explore emotions, and actual, emotional, and environmental consequences. Give both parties the chance to speak fully.
- Ask a question, both parties (check) the reactions they experience upon hearing the other party.
- Ask a question, the parties (check) the effects of listening to the other.
- Ask a question, the parties (check) possible solutions that arise from the talks.

Offer the possibilities, explore reactions, and check realistic and emotional outcomes for both parties.



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Allow participants to compile lists and complete the above.

What roles are played by the moderator?
<ul style="list-style-type: none"> <li>Someone who is reliable</li> </ul>
The mediator is, certainly, someone respected by all parties. This respect is imposed through an impeccable reputation, attentive listening skills, correct interpretations, and extensive personal development. Provide the moderator with knowledge of how to translate life experience into sympathy, insight, and patience for dissident thinkers.
<ul style="list-style-type: none"> <li>Mediator</li> </ul>
The mediator manages the discussion, and ensures that there is a chance to speak (also notice if you are working on the street, for example, by avoiding traffic)
<ul style="list-style-type: none"> <li>Facilitator</li> </ul>

The facilitator focuses on the process: Which phase of dialogue we are in? What phases have not been completed yet, and which can begin?
<ul style="list-style-type: none"> <li>Take care to give both parties a chance to speak.</li> </ul>
The mediator ensures that all parties have enough time to speak, by surpassing the formal or informal hierarchy if, based on this hierarchy, there is too much interest for the dominant party and too little interest for the other party. The hierarchy can be formal: employer, employee, owner, resident, husband and wife, clan chief, and clan members. The position can also be neutral in terms of hierarchy: neighbors, district residents, colleagues, relatives, clan members. However, it will become evident in the interaction if either of the parties is stronger than the other. It is up to the mediator to present the mediation in a balanced and neutral manner.
Moral Compass
A mediator's moral compass is determined, to a large extent, by the environment in which they operate. Depending on personal experience, preference, and social and client vision, the moral compass is built from the components of the Holy Qur'an, the parties' customs and traditions, national and local legislation, local methods for conflict resolution, family codes, work rules, the Declaration of Human Rights, or a specific statement for United Nations such as Resolution on Women, Security and Peace 1325.
The mediator's moral compass helps to ensure that the results are acceptable and enriching for both parties. Enrichment, sometimes, means actual money or goods, but often also means the experience of being involved in a conflict where the consequence is not years of hostility or violence, but a solution that helps both sides, resulting in reduced loss of dignity and even supporters' respect for the solution's enriching elements. In particular, by asking questions and engaging with them, affirming colleagues and using the emotional impact of the situation to shape the solution, conflict resolution is more sustainable.

Allow participants to compile the list and complete the above.

All cases from inside and outside Yemen can be used as an example. How can the mediator respond? (See risks)



Activity No. (29)

Activity: Mediation Rules

Day	4 <sup>th</sup>	Session	1 <sup>st</sup>
Activity Time	30 minutes		
Unit General Objective	Providing the female/male trainee with the knowledge of the mediation game rules.		
Unit Detailed Objective	Knowing the mediation game rules		
Training Session Objectives	Providing the female/male participants with the knowledge of the mediation game rules		
Main Topic	Mediation game rules		
Subtopics	Parties voluntarily participate in mediation  Confidentiality of mediation  Mediation solution is applicable to all parties  fully supported by all parties  Mediation ends by reaching an applicable good solution  Mediation is not affected by power differences		
Training Method	Small groups		
Tools Used	Group discussion (working groups), colored pens, colored cards, and flipchart		

Instructions for the Trainer to Implement the Activity:

Ask the groups to make a list of the most important game rules. Make sure to mention the following items in any case:

- Parties voluntarily participate in mediation.
- In the case of 4-wall mediation, you may discuss the extent/whether there is a need for secrecy.
- In principle, the parties desire to use their best efforts to end the dispute and find a constructive solution that is good/viable for all concerned.
- The mediator presents results to all parties. A good mediator will do their best to fully support all parties.
- Mediation ends only when all parties and the mediator reach an applicable solution for all parties.
- The mediator ensures that power differences and hierarchies do not undermine either of the parties: Look beyond power differences to reach a satisfactory solutions for all concerned.

The principle is that each party wants to work on a good solution for each party that ap-



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pears to be important in nearly every mediation. As a mediator, they can refer to this rule: Often, the parties want revenge or consent to add to their (rights). Revenge is not commensurate with mediation. Apparently, angry feelings remain, that won't fade away. You can work on this point.

Also, the desire to be right is not commensurate with the mediation. The point of views of all parties are revealed, shared, and discussed, reactions are exchanged, sometimes apologies are made or it is noted that the other party's perspective has never been seen in this way. All parties are equal, they are all taken very seriously, the parties note that a permanent outcome requires them to have a balanced relationship, despite any hierarchy or power differences.

In many countries, if violence is used in conflict, there are police and justice reports and actions. Mediation can be an option in countries where the police and judicial authorities cannot intervene, and reports of human rights in general and women's rights in particular are not pursued. Sometimes, mediation is a solution if there is insufficient capacity to handle matters (post-genocide Rwanda) or when the victim does not want to report the crime but wants to attempt mediation and the partner does not choose violence but has difficulties with self-control (in the case of gender-based violence in many countries).

If either of the parties no longer desires to continue the discussion/negotiation, if disputes continue to arise, or if the mediator no longer deems negotiation helpful, the mediation can be broken down.

Which parties should be at the negotiating table on the selected issues? What are the requirements for a particular mediator?





**Activity No. (30)**

**Activity:** Facts & Interpretations

Day	: 4 <sup>th</sup>	Session	: 2 <sup>nd</sup>
Activity Time	30 minutes		
Unit General Objective	Recognizing differences in facts and interpretations, even when feelings cloud the judgment acuity.		
Unit Detailed Objective	Recognizing differences in facts and interpretations, even when feelings cloud judgment acuity.		
Training Session Objectives	Knowing and recognizing the emotions of the mediator		
Main Topic	Emotions of the mediator		
Subtopics	Emotions of the mediator		
Training Method	Writing as an assignment		
Tools Used	The appropriate tools used and selected by the trainer		

**Instructions for the Trainer on Implementation:**

Ask the participants to describe a situation that touched them emotionally and is no longer relevant at the time of writing.

Ask them to analyze their text by considering parts of the text and single words as fact and at parts of the text or single words as an interpretation.

Example: The committee barely heard me on August 20<sup>th</sup>.

The date was August 20<sup>th</sup>: Fact.

Explanation: They barely listened to me.

The committee was present: Fact.

Move to two or three texts in a plenary session and then ask the group to check the other texts and correct them in pairs.

General Comments: What was highlighted, and how does this activity relate to conflict and conflict resolution?

Ask participants for the most discussed sentences. Also, look for the pitfalls: Sometimes feelings make something feel like reality when it really is a firm opinion or conviction.

Note whether individuals have experienced the moment when emotions cloud their ability to judge or analyze. Facts are fixed and can be seen, heard and verified. Interpretations are



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things that are based on beliefs, assumptions, and consistent explanations of what can be heard or seen.

Realize that feelings can arise for participants. Allow the participants to share their experiences and state that emotions make it difficult to clearly see the problem. Help separate facts from interpretations by describing things that affect them emotionally.

In mediation, it is always important to separate facts from interpretation with parties, and parties find it particularly difficult to do so: Their interpretations are presented as facts. Often, conflicts arise on the basis of these interpretations. The facts help to analyze and clarify the situation step by step. Interpretations are based on basic feelings, beliefs, opinions, and desires. By proving that a certain matter is perceived as a fact while we are really dealing with an interpretation, you make it clear that the matter can change, and take a different meaning. This exploration can help reveal, discuss, and acknowledge feelings, so that these feelings begin to fade.

At the same time, emotions or judgments can also arise for the mediator (they will have judgments about conflicts between a woman and a man, for example). The mediator is expected to focus on the difference between facts and interpretations. Only in this way can the mediator be valuable in the conflict.



Activity No. (31)

Activity: Stages of Mediation

Day	: 5 <sup>th</sup>	Session	: 2 <sup>nd</sup>
Activity Time	30 minutes		
Unit General Objective	To distinguish the stages of mediation		
Unit Detailed Objective	Participants have to distinguish the stages of mediation and know aspects that pave the way for a new stage.		
Training Session Objectives	Distinguishing the stages of mediation by participants		
Main Topic	Distinguishing the stages of mediation		
Subtopics	Mediation advocacy Determining the work place Explaining the game rules Familiarity and understanding		
Training Method	Group discussion		
Tools Used	The appropriate tools used are selected by the trainer		

Instructions for the Trainer on Preparation:

Make sure that each stage is named and note how each is concluded. You should recognize that we pay attention first to the ideal stages before we can go into the complexities.

Make sure to define the following stages:

Advocate for mediation, if you do this separately, it is not explicitly intended that the moderator deals with the situation in terms of content.
<ul style="list-style-type: none"> <li>• Conclusion: Parties are bound.</li> </ul>
<ul style="list-style-type: none"> <li>• Determine the work place. Find a neutral, quiet place.</li> <li>• Communicate the proposal without delving into the situation.</li> <li>• Conclusion: Parties are bound.</li> </ul>
<ul style="list-style-type: none"> <li>• Explain the game rules</li> </ul>
Conclusion: Parties are bound
<ul style="list-style-type: none"> <li>• Tell them that you want to give the parties alternate time to present their point of views.</li> <li>• Ask whether this is the case, and whether the parties want to listen carefully to what they have to say to each other.</li> <li>• Conclusion: Parties are bound.</li> </ul>



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Question the parties when you see the most verbal and physical feelings begin. Summarize occasionally and keep asking. Make sure that the story is told in detail, and ask about the party's vision, concerns, and sensitivities. Finally, ask what the situation means to them. This means that they are emotionally engaged with the position of the family or tribe, losing face, confidence and distrust, expectations, taking it seriously, etc.

- Conclusion: Do you think you gave a good picture of the situation? The party is satisfied.

Ask the other party (s) to answer. Ask them to tell their story. Summarize occasionally and keep asking. Make sure that the story is told in detail, and ask about the party's vision, concerns, and sensitivities. Finally, ask what the situation means to them. This means that they are also emotionally engaged with the family or tribe, losing face, confidence and distrust, expectations, taking seriously, etc.

Conclusion: Do you think you gave a good picture of the situation? The party is satisfied.

- Summarize what you've heard and the impression the situation makes on you. What do you note? Do you note which people are affected? The consequences of power differences? Do you note anger or sadness? the fear? Can you imagine it causes stress, losing face, loss of status, loss of position, etc.? Say that.

Be honest about telling the stories you like. Ask whether what you are saying is true.

The stories show interests and needs. Bring up this topic. Ask whether you are understanding them properly. Ask whether the parties also acknowledge the interests and needs of their counterparties. Ask them whether they find the interests and needs understandable in principle. Opinions and beliefs will feature prominently in this section. It is up to you to help separate the facts from the interpretations. It is up to you to find out whether a mutual acquaintance can be created, or whether a mutual understanding can arise.

- Always, use the summary to ask questions in your assessment, and ask both sides whether they can follow your logic and emotions. Do this with the input of all parties. Make sure that everything is on the table.
- Conclusion: Mutual perspectives and basic emotions are known, does a possible mutual understanding arise?

- Familiarity and understanding provides space in negotiation. Invite the parties to find possible steps for resolving the dispute. Check whether parties want to respond to each other. Suggest that they talk to each other, not through you. The parties come up with parts of the solution and put the puzzle together.
- Conclusion: The parties meet and the emotion ends, although things are still delicate. The parties are able to independently implement the mediation's outcome.

Use a case example to see how it is implemented practically.



**Activity No. (32)**

**Activity:** Mediation, Beginning and Game Rules.

Day	: 4 <sup>th</sup>	Session	: 3 <sup>rd</sup>
Activity Time	60 minutes		
Unit General Objective	Mediation, Beginning and Game Rules		
Unit Detailed Objective	Recognizing differences in facts and interpretations, even when feelings cloud acute judgment.		
Training Session Objectives	The group builds an understanding of what the beginning of the discussion process looks like.		
Main Topic	Mediation, Beginning and Game Rules		
Subtopics	Verifying the mediation voluntariness  Discussing the need for confidentiality  Verifying the effort made to end conflict between the parties		
Training Method	Open session		
Tools Used	The appropriate tools used are selected by the trainer		

**Instructions for the Trainer on Preparation:**

Ask the participants to describe a situation that touched them emotionally and is no longer relevant at the time of writing.

Ask them to analyze their text by considering parts of the text and single words as fact and at parts of the text or single words as an interpretation.

Example: The committee barely heard me on August 20.

The date is August 20: Fact.

Explanation: They barely listened to me.

The committee was present: Fact.

Move to two or three texts in a plenary session and then ask the group to check the other texts and correct them in pairs.

General Comments: What was highlighted, and how does this activity relate to conflict and conflict resolution?

Ask participants for the most discussed sentences. Also, look for the pitfalls: Sometimes feelings make something feel like reality when it is actually firm opinion or conviction.

Note whether individuals have experienced the moment when emotions cloud their ability



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to judge or analyze.

Ensure that the mediator relaxes the parties, explains the various rules of the game, and checks whether the rule is understood, or whether the mediator explains his/her role.

### **ACTION:**

Invite three individuals to play a negotiation role, try to select both men and women. Place three chairs in the middle and ask the participants who wants to be the moderator and who is the party.

Start the mediation negotiation. Ask the mediator to explain the game rules and their role, and ask the parties to respond. Check the explanation of rules attached.

- Verify the voluntary participation in mediation.
- Discuss the need for confidentiality.
- Check to what extent the parties want to end the conflict and reach a constructive solution that is viable for all concerned. Mediation cannot begin without an explicit agreement. It is possible to explore the reason if one party rejects mediation.
- The mediator is present and available to all parties. They will do their best to fully support all parties. Explain this to the parties and ask whether this is also understood. If necessary, ask whether the parties can consider the reasons for this rule.
- Mediation is not ended until everyone at the table is satisfied with the solution. The mediator should also be satisfied as they consider whether an applicable solution is found for all parties.
  - The mediator ensures that power differences and hierarchy do not undermine either of the parties: Look beyond power differences to reach a satisfactory solution for all concerned.

The principle is that each party wants to work on a good solution for each party that appears to be important in nearly every mediation. The mediator can refer to this rule: Often, the parties want revenge or consent to add to their rights. Revenge is not commensurate with mediation.

Apparently, some angry feelings won't fade away. You can work on this point. When people are heard, and the causes of their behavior and interests are presented, there is room to look for new methods.

Observing the group is key.

### **Ask for reflective thinking and comment on the completed case:**

- First, the mediator
- Then, all parties
- Then, the observing participants
- Finally, the trainer

You may desire to use one of the non-escalated cases, for example, without violence or killing.



Activity No. (33)

Activity: Mediator Role Play

Day	: 4 <sup>th</sup>	Session	3 <sup>rd</sup> :
Activity Time	30 minutes		
Unit General Objective	To play the role in the case and achieve a successful conclusion through mediation		
Unit Detailed Objective	Experience how mediation works together: practice, consideration, and role-play		
Training Session Objectives	Experience how mediation works collectively: practice, consideration, role-playing		
Main Topic	Mediator Role Play		
Subtopics	Helping the mediator to distinguish facts Defining the facts		
Training Method	Role Play		
Tools Used	The appropriate tools used are selected by the trainer		

Instructions for the Trainer on Preparation:

In role playing, everyone is expected to truly engage in role-playing. Let participants rely on their thoughts and feelings to give role-play reactions.

Help the mediator distinguish facts from explanations and interpretations in the mediation discussion. Facts are things that can be seen, heard, and verified.

**ACTION:**

Select a case from the list in chapter two, at the level of difference of opinion, without violence against people or means. Cases such as provision of land, possession of money and goods, and their distribution are suitable for mediation.

Discuss the case, data, and situation with the group.

Parties are given five minutes to prepare their roles and collect and complete the data.

Distribute the observers and players: Define the observers vs observed ones.

Ensure that the game starts after the mediation is agreed upon by the two parties, in which the result is acceptable and applicable to both parties.

From time to time, give participants a second chance to respond to a situation in which



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you can see that they are dissatisfied: pause the discussion, ask if they desire to re-state a certain phrase or re-enact a behavior, and ask them to repeat what they were told, to act and repeat the process.

The mediator is expected to focus on impartiality and neutrality by sitting at the negotiation table without passing a judgment. Sometimes, this is difficult when ordinary people feel a strong judgment. Help the mediator to recognize feelings of judgment and help them move past judgment through consciousness. Only in this way, will they be valuable in the conflict

In all of the following role plays, inquire of the parties whether the mediator was, in their opinion, impartial/neutral.



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Activity No. (34)

Activity: Costs & Benefits

Day	5 <sup>th</sup>	Session	1 <sup>st</sup>
Activity Time	30 minutes		
Unit General Objective	Further step: informative interpretation; benefits and costs		
Unit Detailed Objective	Inspiration for mediation discussions: What interpretation can motivate conflicting parties to a peaceful settlement?		
Training Session Objectives	Inspiration for mediation discussions: What interpretation can motivate conflicting parties to a peaceful settlement?		
Main Topic	Costs and benefits		
Subtopics	<p>Explain how to think about the causes of behavior</p> <p>What benefits and costs are there for behavior?</p> <p>Empathy and its importance to understand behavior</p>		
Training Method	Group discussion/conversation		
Tools Used	The appropriate tools used are selected by the trainer		

Instructions for the Trainer on Preparation:

Help participants think about the causes for their behavior. What benefits and costs are there for this behavior? This part requires a lot of sympathy from the participants. The best way to really understand what the mediator is being asked, is to practice your examples so trainees can research with their own feelings. In such a way, they deeply understand what is required of them

**ACTION:**

After exchanging different viewpoints, there is room for further exploration of the situation. In most of the mediations, the moderator desires to work to reach a solution. That seems to make sense. If the viewpoints are explored, can you still see where the solution lies?

It is important for the solution’s sustainability to take a deeper look at the benefits and costs of parties opinions. Once the benefits and costs are identified, the parties can reach a fundamental shift in their way of thinking. Since the parties observe the process of change in each other, they are ready for a fresh start.



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Take disputes that are non-violent from the session cases. Cases were collected by the Youth Leadership Development Foundation (YLDF).

Check if you can discover any explanations for the behavior in terms of benefits and costs. Why do people insist upon conflict, what it brings, in other words: what are the benefits that lead to perseverance? There is a reason for this. Follow that by asking for the cause: Why is it important to you? See if you can come up with a deeper answer in a series of questions that touches the essence of the conflict. An answer that touches upon a person's motives. This is a difficult and sensitive part of mediation, train with your fellow participants and focus on empathy to get to the real cause.

The benefits are often clearer than the costs, especially in cultures and families, where hierarchical relationships define the social playing field, where violence is a fairly common way of setting regulations and rules. The benefits are the reasons to remain in this position. Benefits often consist of a number of items from the list below. Of course, there may also be other benefits.

### Benefits

- Being right (it is often a very important reason for perseverance)
- Revenge and satisfaction
- You have no desire to lose integrity in front of supporters and counterparties (this is a common feeling, and is often a very important reason for perseverance)
- They are not forced to limit themselves
- Not feeling like a failure
- Not feeling dependent
- Not to having to make compromises
- Needing to win
- Money or goods

If you know the benefits, you can think about the costs incurred by someone through perseverance. What does a person lose with perseverance? When people realize what they're losing, the mediator can help them reconsider the situation

After all, the situation has changed by helping parties discuss their views in the same space. Often times, this never happens. Often, the parties see each other in ways that are only partially correct. The following steps create a new situation: New information is offered about counterparties, and there is insight into the reasons why the counterparty did what they did, the presence of all parties when expressing anger, sadness, doubts, or other feelings, helps parties gain insight into the logic of their counterparties, often both parties will realize that this is not what they want.



This new situation creates a space to explore costs, and as a result, the parties want to search for a real and sustainable solution.

Costs are the reasons that make people ready to reach a solution that is good for all parties. Perseverance offers victory, but it also comes at a cost. What desirable things must parties refrain from if they want to persevere?

### Costs

- Always in combat (this requires full attention, so attention can't go to tribe or family development)
- Turbulence, always having to look over the shoulder, and literal threats to individuals or groups.
- Inability to make significant deals due to hostility.
- Supporting each other in difficult times.
- Harming the parties' image, because they cannot ensure improvement of supporters' conditions.
- Friendship is impossible (cooperation is prevented by consequences of conflict).
- Partnership is impossible, and achievements are limited (economic, social, in relation to children and family).
- Confidence is impossible.
- Solidarity is impossible.



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## Activity No. (35)

### Activity: Complexities

Day	5 <sup>th</sup>	Session	1 <sup>st</sup>
Activity Time	30 minutes		
Unit General Objective	The complexities in the mediation process		
Unit Detailed Objective	To explore the various complexities and formulate possible approaches		
Training Session Objectives	To explore the various complexities and formulate possible approaches		
Main Topic	The complexities in the mediation process		
Subtopics	Common complexities  Possible methods  Claims of bias against Mediator  Mediator's interest in professionalism  Threat of violent escalation		
Training Method	Brainstorm in the group, collect common complexities, and investigate which interventions are useful to each complex.		
Tools Used	The appropriate tools used are selected by the trainer		

#### Instructions for the Trainer on Preparation:

Use the creativity of the participants: Discuss what might help, and develop a sense of positive intervention together.

In the event of a conflict involving violence, you will work with two mediators. At best, use a safety officer (a man) sitting in front of the door or is visible in the area where you are involved in mediation.

#### ACTION:

The common complexities are:

- Parties have no desire to (stay) at the negotiating table.
- The parties' distrust seems to be too great, and as a result, they have not reached a comprehensive exchange to describe the situation.
- Claims of bias against Mediator
- Accusing the mediator of being unprofessional in the subject matter of the mediation.
- Threat of violent escalation.



### Potential Methods:

- In the event of a conflict where violence has been used, you will work with two mediators. At best, use a security officer (a man) sitting in front of the door or where the mediation area is visible.
  - Introduce the Safety Officer to the parties. Explain that only speech will be used in mediation.
- If parties have no desire to (stay) at the negotiating table.
  - Find out the reason, select any reason, and withdraw what can be removed by explaining and giving an image of what awaits the parties, highlight what the party might lose by not sitting at the table, and the need for one more person from the concerned party who can strengthen or not escalate.
  - If an additional person is present, a permission from the other parties is required, and they can also invite one more person to the table.
  - If violence as an element of the case and a legal process has not been initiated (the perpetrator has not been punished), it is possible to talk about the consequences of violence: shock, fear, distrust, material complaints, reduced ability and access to talent.
  - Talk about the role of self-control in the lives of boys and men in African and Arab countries. It takes effort to learn self-control, because boys are not always required to do so. For example, boys often do not learn how to express their opinions, organize their feelings, and build their argument using words, dialogue and discussion. Self-control is an important component of a man's strength. Often times, men who are self-controlled become men of high status. Check if one is sensitive to this argument.
  - In the event that there are differences of opinion between spouses in many African and Arab countries, it is important to determine what sides are sensitive to them: Do they desire to meet? Does the husband expect complete obedience, and is that too difficult for the wife? Find out if you can get to the point of knowing the cause of the behavior that led to the conflict. This may include topics like losing face, honor, pride, bad feelings, criticism, and the like. Empowering women to support their husbands in achieving their goals makes men (and their children) stronger. Men are often sensitive to this matter: by helping women and children in good conduct, they can improve their position in society. Violence and contempt often do not benefit society. People see that you have little self-control which requires no respect.



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- The topic of spousal disputes is best addressed against the background of a social engineering approach: see Part Two of the Training. We'll focus on gender-based violence as an example.
- **If the parties' distrust seems to be too great, and as a result, they have not reached a comprehensive exchange to describe the situation.**
  - Mention that sharing plans for a situation is indispensable to the process, explore the reason for the rejection, analyze each reason and find out if the reason can be removed, and see if you can name the facts together first: instead of the measure, the action, the people present, and the people concerned. Then, check if you can allow the two parties to tell their story in detail, so that they have a chance to correct each other.
- Claims of bias against mediator
  - If there is a serious accusation, you can respond to and explore complaints together immediately. You can then explain why you do so, and why you choose to focus on the things you do.
  - In the event of an accusation where there is a shift in your position, you can mention that you have the impression that the party is trying to lead the discussion in a direction far from resolving the conflict. If the party persists, you can explore the complaint together and the complaint will generally be quickly dismissed. After the appeal, ask whether the party is willing to continue the mediation.
- Accusing the mediator of being unprofessional
  - Give the party a chance to tell you where it thinks it has found a lack of professionalism.
  - If there is a serious accusation, you can respond to and explore complaints together immediately. You can then explain again, exactly, what your role in general is, why you do so, and why you choose to focus on the things you do.
  - In the event of accusation a mediator of shifting thier position, you can mention that you have the impression that the party is trying to lead the discussion in a direction away from resolving the conflict. If the party persists, you can explore the complaint together and the complaint will generally be quickly dismissed. After responding, ask whether the mediation can be continued.
- Threat of violent escalation
  - Ask the party who was threatening to improve their behavior, and say that you will stop mediation immediately if the party fails to commit itself to good behavior.



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- If the party is not responsive to your commitment request, leave the place and ask the counterparty to leave with you.
- If the party who threatened commits to improving their behavior, thank them for responding.
- Discuss your vision with this party while they are still very angry. Provide a place to address the topic and explain the threat.
- Investigate why escalation was approached: what's the motive, what does it mean, and what triggers this motive by that party.
- Once more, tell both parties about the role of self-control in the lives of boys and men in African and Arab countries. It takes effort to learn self-control, because boys are not always required to do so. For example, boys often do not learn to express their opinions, articulate their feelings and build their arguments using words, dialogue and discussion. Self-control is an important component of a man's strength. Often times, men who are self-controlled become men of high status. This argument is important to many. Of course, there are those who will try to establish their status based on fear. Usually they will not be interested in trying to mediate. Violence and repression are the means they choose.

Negotiations then become possible only if the counterparty possesses a highly desirable asset to the violent party, such as land, money, discretion, or reputation.

- Check whether the threatening party desires to proceed with the mediation.
- A fresh start can be an option if the threatening party actually has no desire to follow through with the threat, but desires to talk.
- If the threat is part of either party's strategy, mediation is not possible.
- If a solution appears imminent, but one party remains hesitant when it comes to concrete agreements and will not secure an agreement:
  - Mention what you think you see.
  - Ask for a response.
  - State the solution that both parties found, and ask both parties again whether this solution is satisfactory.
  - Figure out how the parties want to implement the solution in practice.
  - Figure out how they want to secure the agreements.
  - If necessary, agree to conduct interviews of follow-up in order to monitor and improve the practice.



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## Activity No. (36)

### Activity: Other Role-Playing Situations

Day	5 <sup>th</sup>	Session	1 <sup>st</sup>
Activity Time	60 minutes		
Unit General Objective	Fully-trained practical cases.		
Unit Detailed Objective	Participants practice the stage of the point of views exchange, stage of benefits, costs and discussions in complexities. This is to give the mediators a lot of opportunities to practice and progress on their capabilities.		
Training Session Objectives	Participants practice the stage of the point of views exchange, stage of benefits, costs and discussions in complexities. This is to give the mediators a lot of opportunities to practice and progress on their capabilities.		
Main Topic	Role-play		
Subtopics	Police case		
Training Method	Role play with an observer, two parties and roles alternation mediator. Think about discussions with each other		
Tools Used	Role-playing game		

#### Instructions for the Trainer on Preparation:

Give the participants the opportunity to practice cases and receive feedback as much as possible. Use the cases collected in the second session.

Regularly ask to share important ideas in the open session, then continue in small group. Check that everyone can practice two or three times in a discussion of benefits, costs, and all complexities.

Interrupt/take a break occasionally to tell a story. Intense stories from African and Arab countries can be used for this purpose, especially police cases. This is explained in more detail below.



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## Police Case

The work of two professionals in mediation, between police and journalists, was discussed. Police found that the journalists only took pictures of them when they used violence, and this affected their reputation, so they considered journalists the enemy. Journalists felt unsafe, felt that the police were pursuing them, and that they could not inform people. By sharing information about their views, the groups understood that their findings were unlikely. Then they had a discussion about their roles and how to perform that role. Journalists and police officers engaged in discussion and their understanding of each other deepened.

The mediator adds a new element by illustrating an example of citizens fearing police violence and consequences: They do not share information with the police when they know about crimes. The police saw this as a reason to use less violence. The journalists also agreed to include a variety of opinions and stories of police officers in their documents so that we can improve the relationship between police and civilians. For example, the hostility between such two groups turned into a modus operandi that benefited police, journalists, and civilians alike.

- **2<sup>nd</sup> Case:** By exploring both points of view, and asking about their emotions and the meaning they gave to what the other said, they finally came to a discussion in which they gave genuine attention to the desires and visions of others. By exchanging opinions, feelings, and sayings, the husband was actually quite willing to deal with his wife in an equal manner, but he feared the rule of the family. Together, they put a plan to improve their marriage and challenge family rule. The mediator is expected to focus on neutrality by sitting at the negotiation table without passing a judgment. Sometimes, this is difficult when the mediator feels with an ordinary person's perspectives. Help the mediator to recognize their judgment and pass through judgment to consciousness. Only in this way, can the mediator be valuable in the conflict.
- In all of the role-playing cases, inquire whether the mediator was, in their opinion, impartial/neutral. If not, help the mediator to obtain a judgment-free position by raising awareness: "Where was my judgment and how I have passed this judgment". Without this shift, the mediator cannot be used in the current case studies and their colleagues will have to move forward.



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## Activity No. (37)

### Activity: Continuation

Day	5 <sup>th</sup>	Session	2 <sup>nd</sup>
Activity Time	30 minutes		
Unit General Objective	Practicing cross-cutting issues, and role-playing on entire cases.		
Unit Detailed Objective	Train the participants to develop their capabilities.		
Training Session Objectives	Train the participants to develop their capabilities.		
Main Topic	Continuation		
Subtopics	Implementing and compiling stories from the second session		
Training Method	Role playing, as far as possible, with the entire group as an observer, two parties and a moderator, by exchanging roles. A plenary session for reflective thinking on discussions.		
Tools Used	The appropriate tools used are selected by the trainer		

### Instructions for the Trainer on Preparation:

Compile a story (including elements from the cases presented from the second session) in which all aspects of the conflict and mediation are discussed.

Parties, conflict, finding a place, inviting to the table, receiving parties, exchanging views, complexities, benefits and costs, working on a solution.

### ACTION:

Let the case run, choose a round seating arrangement: Allow new individuals to take on the role of parties and mediator and get into the role play. If mediation breaks down, the new mediator can try to repeat the process again. The trainer continues to add new individuals to the game, and players take on new data and play through: situations, information, the new mediator, resistance, complexities, and reactions to solutions. Be creative and challenge players to make it difficult for the mediator. Train the mediator by standing beside them, and making suggestions for interventions that everyone can hear.

- In all of the role-playing cases, inquire whether the mediator was, in their opinion, impartial/neutral.

If not, help the mediator to obtain a judgment-free position by raising awareness: “Where was I judging and how I have passed this judgment”. Without this shift, the mediator cannot be used in the current conflict. Now, the more comprehensive cases can be used, ones with violence or murder.



Activity No. (38)

Activity: Dealing with Hostility and Grudges

Day	5 <sup>th</sup>	Session	2 <sup>nd</sup>
Activity Time	30 minutes		
Unit General Objective	Dealing with hostility and antagonism		
Unit Detailed Objective	Familiarize participants with a new way of thinking, whereby information and a moral compass are linked in a space available for women to work		
Training Session Objectives	Familiarize participants with a new way of thinking, whereby information and a moral compass are linked in a space available for women to work		
Main Topic	Dealing with hostility and grudges		
Subtopics	Addressing the phenomenon of hostility in societies Rejecting violence within and among people		
Training Method	Group conversation, based on the article says "THE HAND THAT ROCKS THE CRADLE". See Appendix.		
Tools Used	The appropriate tools used are selected by the trainer		

Instructions for the Trainer on Preparation:

By discussing the various elements of this article, the participants will get an idea of how societies address the phenomenon of hostility. Men and women can work together to increase their awareness of the hostile forces that undermine social cohesion. Influencing mindsets and rejecting violence within and among people in a country can cause a country's culture to flourish, so groups of people can once more flourish together. The article introduces ways of thinking and acting that can fuel change.

Organize a discussion, maintain an overview by dividing the whole into parts.

**ACTION:**

Discuss paragraph-by-paragraph and the article as a whole. Try to gather the guiding idea behind the article. Translate the article's elements into the practices of the Youth Leadership Development Foundation (YLDF).

Training on Gender-Based Violence

On gender-based violence (GBV):

Note: Please refer to the Training Kit No. (1) related to gender.



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If gender-based violence is selected as a topic that YLDF would like to focus on, it is important to consider the following concepts, strategic considerations, and tactical options. (See also YLDF's **Gender Policy** and **Key Items** in the appendix).

In the field of gender, it is common to focus on women's conferences and organizations, on developing laws and regulations, and on petitions and statements. In social engineering, we see that the feminist movement is important for raising the public's awareness and for issuing laws and regulations.

We are also looking for the way men and women think:

- What motivates them?
- What is their point of view on life?
- What is their point of view about women?
- What space do women have to develop?
- What is the difference between women and men?
- What role do men and women play in relation to each other?
- What space do they give each other?
- What are norms related to sex and conjugal duties?
- What rights and duties are attributed to women and men?
- In what ways do men and women control birth (family planning), family, and society together?

When these questions are answered and placed in the context of economic, demographic, historical, and current developments, an image of reality appears. We then look for ways to accelerate the elimination of gender-based violence.

The core question of the issue of gender-based violence is as follows: What reason or motivation is strong enough to convince men who commit sexual violence to change their behavior?

Men are not the same, and the reasons for adapting their behavior also vary. They are willing to change their behavior if they are ashamed of their behavior, if they lose face, if other men address them, if they lose money or goods, or if they manage to earn money or goods, and some men feel sympathy, remorse, or guilt. Others will not be aggressive towards the woman.

What we know is that marital or extra-marital rape does not stop with pleading, questioning, or assertions. The role of women in stopping sexual violence is usually minimal. In short, men must help this phenomenon to stop. Men have so much influence over each other, the battle/debate has to be fought there with them. If men want this phenomenon to stop, because it is about their sisters, aunts, nieces, women and daughters, and their own



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sense of respect for human dignity, then we have a chance because they have learned to appreciate and respect women in their environment.

Do women not have a role at all in this matter or phenomenon? They definitely have a role. Women have a much greater influence on their children than they think, as women raise their children. They can demand respect and train boys in self-control by making clear what is and is not allowed.

Through concern, warmth, and commitment to what they experience in their lives, limiting what is required of them and not required of them, and clear requirements for self-control, the seeds are planted for a respectable brother, an attentive cousin, an equal husband, and a good member of society. This is the way by which women influence. This is how they should use their influence.

Men are role models. Peer influence plays a major role in their behavior. However, there are always differences. It is important to filter out supportive men and win them over for intended change. Show them what will be achieved when change is there, and show them how society can change when twice as many people can work for a better life for all. This does not mean that culture should be abandoned, and that sacred books are not obeyed or respected. Rather, it means that violence, contempt, ignorance, and oppression should be removed from society. Only then, will the beautiful Arab culture be in its own place.

Make sure you have an accurate image of the situation you want to influence. Identify the main motivations of all concerned. Identify potential partners and think about what part of the solution they can take care of. Create strategies and tactics that suit the motivations of those concerned. Ask them for something and give them something that they crave. Then, help them to develop.



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## Activity No. (39)

### Activity: Negotiations between Women and Men

Day	5 <sup>th</sup>	Session	3 <sup>rd</sup>
Activity Time	30 minutes		
Unit General Objective	Negotiation between women and men		
Unit Detailed Objective	To provide the participants with the knowledge of negotiations between women and men		
Training Session Objectives	Familiarizing the participants with the state of social engineering		
Main Topic	Negotiations between man and woman		
Subtopics	Gender-based violence		
	Knowledge of tactics in general context		
Training Method	Group discussion		
Tools Used	The appropriate tools used are selected by the trainer		

#### Instructions for the Trainer on Preparation:

This case relates to a situation in which men and women come close together by discovering that they are much stronger together in the challenges of rural life. Negotiation and self-esteem are crucial.

Translating African cases is not so difficult. Help the participants make the translation. Do not accept restrictive comments that claim that the situation in Africa is very different. The search for relationships between women and men and the same strict religious and cultural norms are the topic of discussion/debate. Global views of people around the world (especially in rural areas) are not far apart. Honor, pride, land, tribe, loyalty, betrayal, belonging, roles of women and men, social hierarchy: these matters play a role everywhere, and there are many similarities. In this case the group should return to the content: how did the change take place, what elements can we see, and what possibilities are provided to us to influence uncontrolled and undesirable social phenomena and change our case for the better.

#### ACTION:

Read the “THE HAND THAT ROCKS THE CRADLE” in the appendix.

- Our case-study of gender-based violence. Find the following questions and use the lists above in discussions. Define a plenary or group session taking into account the speed with which the participants understand and implement the materials.
- Is gender-based violence a topic commensurate with our vision and mission?



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- Is gender-based violence a topic through which we can make a difference?
- What are the strategic considerations?
- What is the tactic in the light of the context?

Share these concepts with the group. Share ideas before discussions or select them as inspiration between conversations.



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## Activity No. (40)

### Activity: Developing a strategy for gender-based violence

Day	5 <sup>th</sup>	Session	3 <sup>rd</sup>
Activity Time	60 minutes		
Unit General Objective	Social engineering preparation		
Unit Detailed Objective	Critical minds think strategically and select tactically to actually make a difference.		
Training Session Objectives	Critical minds think strategically and select tactically to actually make a difference.		
Main Topic	Developing the strategy of gender-based violence		
Subtopics	Definition of social engineering Validity of information and inference Knowing the strategic considerations		
Training Method	General research can be prepared in small groups for each part		
Tools Used	The appropriate tools used are selected by the trainer		

#### Instructions for the female/male Trainer on Preparation:

Please share the information below. It is not an easy topic, take your time, practice terms. Tell participants what you mean, and ask them to repeat and confirm what you said. Check their understanding:

Social engineering requires from the participants to think critically and continuously. If they have the ambition to achieve a new reality, this requires constant vigilance regarding the processing of all the information that is provided to them. This means that, by being aware of their position and ambition, they will seek to analyze and manage the bigger image, weighing and evaluating information and inference so that they can select the direction and manner by which they manage the processes of change.

Constant vigilance is required for:

- Validity of information and inferences.
- The power and use of thought, as well as the relationship between tested information and new information.
- The relationship between the moral compass expressed in the vision, the mission of YLDF and the work required achieving goals.

It takes being critical, thinking strategically, and making tactical choices.





## Strategic considerations are about:

- Awareness of the context in which you are working.
- Outside influences.
- Selecting your position in the context.
- The direction you want to go.
- Balancing all the interests, goals, and capabilities.
- What are the ultimate aspirations?
- For whom are you taking an action?
- Why are you taking an action?
- How can the goal be achieved?
- What are the counter-forces you could face?
- Are you ready to resist the counter-forces?
- Are you equipped to resist, bend, involve or confront opposing forces?
- What are the risks you are ready to take?
- Tactical choice is centered around the following:
  - How can it be deployed?
  - Which partners fit the values you believe in and the change you want to achieve?
  - What situations can be manifested?
  - How can you involve female/male graduates?
  - What conversations are in keeping with the environment?
  - How do you identify stakeholders?
  - What efforts can the organization make to contribute to the strategy?

The above questions are fundamental to practice the critical thinking, strategic choice, and tactical interpretation. Discuss them if you notice that a topic cannot be mediated (such as a conflict between known actors), but requires social engineering (tensions, complex issues).



# Trainee Manual Concepts & Definitions



Training Program for Building Gender-Sensitive Peace



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Training Kit (3)  
Social Engineering and  
Gender-Sensitive  
Peacebuilding



## Sensitivity of Conflict & Gender

### Introduction

The interest in conflicts is no longer limited to academic studies or expert interventions, but has also become an area of interest of civil society organizations, whether international or local, based on these organizations interest in development, which has been shown to be connected to conflict. Thus, ignoring conflict becomes an obstacle to development on economic, social, and political levels. Accordingly, preserving the social cohesion of local communities has become a goal which actors in civil society work towards, and a shared goal of projects and programs they implement. Hence, analysis is important to help interveners understand the background and historical positions of a conflict, as well as to understand, recognize and assess current events during conflict. Those interested in working in conflict resolution must also identify and describe all parties involved in a conflict, while understanding the views of each party, and getting acquainted with nature of these complex relationships. Therefore, the first chapter is entitled: “Conflict Analysis”, and its sub-topics include: conceptual introduction, conflict analysis, conflict analysis tools, conflict sensitivity, and gender sensitivity.

### First: Conceptual Introduction

#### 1. Peace concepts

##### Peace Definition

- Peace is a period in which there is no war, or in which a war has ended (Oxford English Dictionary)
- Peace is the absence of violence or evil, and the presence of justice (Wikipedia)
- Peace is the outcome of the interaction between civil order and social justice (Davis, 2009)
- Peace is not only the absence of war, but also the presence of good for the individual and society (The Glossary: WWW.SCU.EDU/PM/RESOURCES )
- Peace is a principle and moral prescription based on internal stability and tranquility.
  - **Definition of the Peace-Building Concept:** It is an effort and a set of procedures and arrangements to be implemented in the post-conflict phase through which the deep and complex issues that cause and lead to the outbreak of armed conflicts are addressed. These efforts lead to the promotion and encouragement of structural changes. Consequently, they address the causes and roots of conflict through multiple activities



that include<sup>1</sup>: Peacemaking, dialogue, mediation, contribution to peace agreements and monitoring their implementation.

- Promoting and raising awareness of issues of peace, disarmament, justice, and human rights.
- Leading and participating in political processes, encouraging popular participation and enhancing confidence in democratic processes.
- Providing social services to ensure the basic life needs of all, especially the less fortunate.
- Strengthening civil society and contributing to its success.
- Carrying out development work, reconstruction, and rebuilding local communities.
- Concept of Peace Enforcement<sup>2</sup>: It is a set of measures that the Security Council has the power to enforce under Chapter VII of the United Nations Charter, and which are of a non-military or military nature in a threatening situation or when international peace and security may be breached, or a situation of aggression that leads to end the existing conflict and imposes peace by force or by measures taken.
- **Peace Keeping<sup>3</sup>** : Means temporary measures that the Security Council has the power to take without resolving the dispute between conflicted parties, violating their rights, or affecting their demands. The aim is to prevent the escalation of the situation and control the conflict within secure boundaries, including the establishment of demilitarized zones or the cessation of firing weapons or armistice.
- **Peace Making<sup>4</sup>**: This means the efforts and processes that include any action aimed at pushing the conflicting parties to reach a peace agreement through peaceful diplomatic means, such as, negotiation, dialogue, and the use of diplomatic means without using military means.

1- A procedural definition of the researcher making use of: The framework of the concepts of peace, security, responsibility, and accountability, Sanam Naragi Anderlini - Judi Al-Bashra, p. 10.

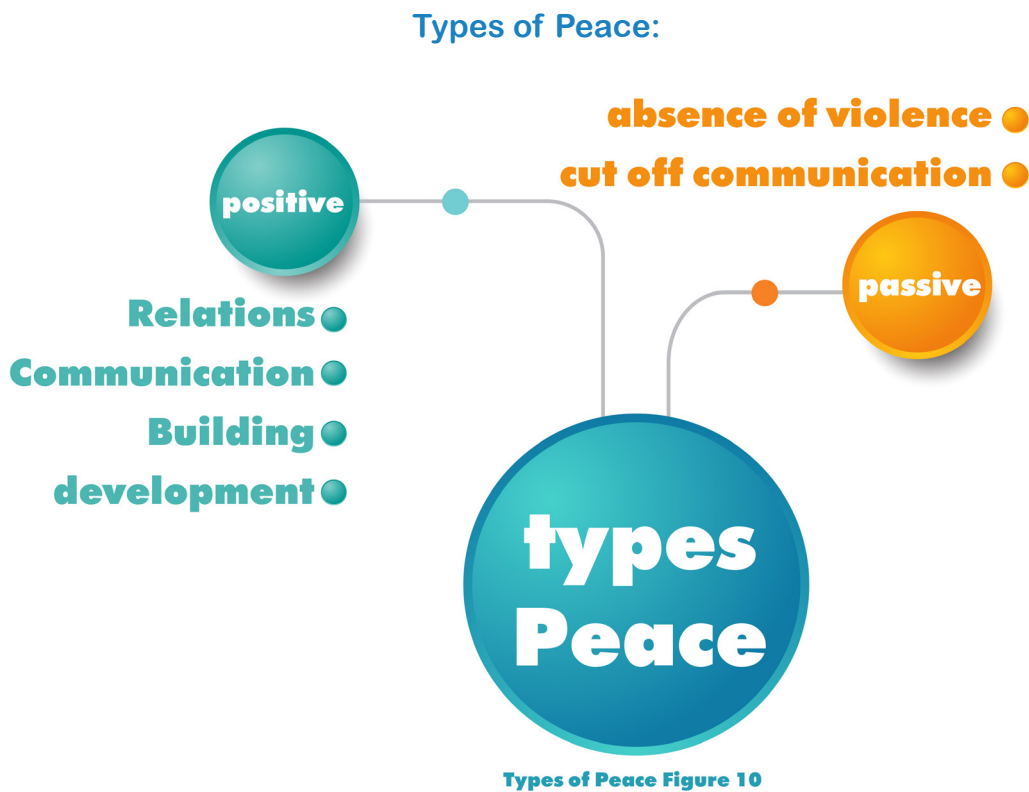
2- The role of the United Nations in peacebuilding, Khawla Muhyiddin Yusef, Damascus University Journal, Vol. 27, Issue 3, 2011, p. 493.

3- P. 98 3. Ibid.494

4- P. 98 4. Hamdeoush Riyadh. Development of the Concept of Gender: Study in Theories.



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## 2. Concepts of Conflict:

### Conflict Definition

- It is an occurrence of conflict and inconsistency in opinions or positions between two or more persons, whether declared or not. The existence of such disputes may have positive or negative consequences, depending on the way the parties interact with the dispute.
- Conflict is an integral and natural part of life.
- Disputes occur because of a disagreement, and the disagreement results from difference.
- Our approach to situations of conflict creates either an opportunity or a threat.
- Dealing constructively with conflict, in addition to being a skill, is a science with its theories, principles, methods, and strategies.
- Conflict: When two or more competitors compete about conflicting goals, whether real or tangible, or about limited resources (direct speech on the subject matter). Example: for one to confront the other and ask them to either to agree to a point of view or to separate.

- Conflict: Focuses on the form of speech and not the content of a speech, or skirmishes about a topic without talking about it directly. Example: Skirmishes between spouses after returning (eating, noise, hitting the children) to provoke the other party.



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- An equation illustrates the concept of conflict



**An equation showing the concept of conflict Figure 1 1**

Constructive conflict arises between those who wage conflict constructively “with others” as legitimate entities, while they do not threaten their existence.

A destructive conflict is “a conflict imposed unilaterally without giving any consideration to the interests and needs of the party against whom the conflict was imposed. One or more parties consider the outcome unfair and in need of redress, or insulting and requiring revenge.

A destructive conflict, like a constructive conflict, tends to reproduce itself: destructive conflicts lead to a relationship between the parties in which future conflicts arise in a destructive manner as well.

The conflict context is the political, economic and social context in which a conflict occurs. It is important to say that knowing the conflict enables the intervener to understand and anticipate the conflict’s attitudes, behaviors, and trends, so that understanding the context in which the conflict occurs prevents the intervener from taking an inappropriate decision that may complicate the conflict and not resolve it. Here, we mention the most important contextual factors that may affect conflicts: history, geography, ethnicity, religion, gender, the media, among others.

**Addressing Violent Conflict:** Preventing parties in conflict from the excessive use of force.

**Conflict Management:** The purpose of this method is to assist the parties involved in the conflict to reach a viewpoint or behavior that works to stop violence. The intervener, in this case, does not address the sources of the conflict, but focuses on modifying the behavior of the conflict – any hostile behavior by the conflicted parties—and targets some of the contentious topics to ensure that hostile or violent behavior does not occur by the parties involved in the conflict. This method is usually used to reduce the complexity of the behavior until it reaches an appropriate point to target conflict sources and topics. For example, working on a ceasefire between two warring factions.





**Conflict Resolution:** The purpose of this method is to help the parties involved in the conflict to understand the needs of other parties, sources and topics of the conflict, and work to find solutions to the conflict. This step is usually followed by conflict management in order to find permanent arrangements for conflicts. Examples include helping warring factions to discuss their complaints and needs (such as the need to acknowledge ethnic identities or access resources). Decisions may include giving political autonomy and an ethnic group or increasing health, education and employment services to marginalized groups.

**Conflict Transformation:** The purpose of this method is to try to transform the relationships of parties involved in a conflict into positive relationships by targeting the sources and topics of the conflict. Another purpose is to help the parties involved in a conflict to develop healthy conflict behaviors that enable them to handle conflicts on their own. Examples include inviting the conflicting parties to a series of problem-solving workshops, forming reconciliation committees, revealing facts, and educating and training parties involved in conflict on techniques of conflict transformation.

**Conflict Outcome:** The effects or results of behavior in a conflict and/or interventions made to find a solution to the conflict. These effects are not always positive. Therefore, it is necessary to recognize that the end of the conflict is not always happy, and this depends, to a large extent, on the ability and seriousness of the parties to solve the conflict and the ability of external parties to narrow the gaps between the conflicted parties. As a result, a final decision regarding the dispute might not be reached, so temporary solutions may be found, these will need follow-up to reach a final solution.

**Conflict Prevention:** With the term conflict prevention, we do not mean to create a human reality free of conflict, but rather, that societies and individuals succeed in acquiring knowledge and skills that enable them to deal with conflicts in a peaceful and positive manner that leads to the satisfaction of the needs and interests of the parties without escalation or violence. This, of course, requires a consolidation of methods of conflict management, resolution, and reform, and to create favorable conditions for achieving justice through satisfying the basic needs of individuals and societies, and providing effective means to address conflict.

The figure below is not prepared to explain “when to do what” but to clarify the terms connotations.

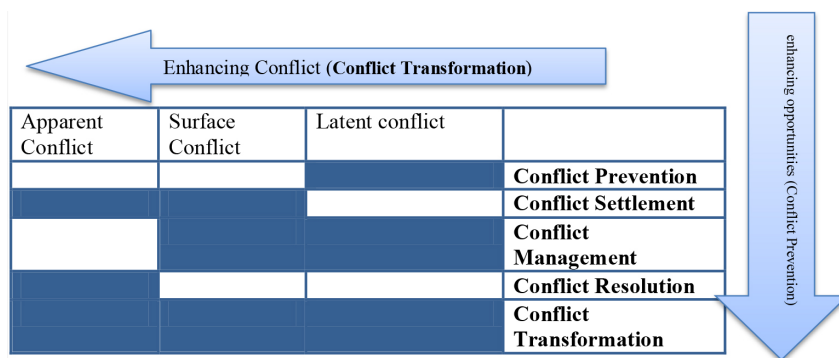


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Training Kit (3)

Social Engineering and Gender–Sensitive Peacebuilding





(Dealing with conflict and its manifestations)<sup>5</sup> Figure 12

The concept of conflict prevention refers to strategies that address the latent conflict hoping not to escalate into a state of violence. While the concept of conflict resolution refers to strategies that deal with apparent conflict - hoping - not only to reach an agreement that ends violence (conflict settlement), but to reach a solution to the divergent goals and objectives that lie behind this conflict. Although conflict transformation is the desired and most comprehensive strategy, it requires a longer time and a greater range.

**Harmlessness<sup>6</sup>:** means the need for humanitarian organizations to seek “to limit the harm they might inadvertently cause through their presence, assistance provision, and peace-building interventions”. The range of such unintended negative effects can be wide and extremely complex.

### Second: Peace Theories:

The concept of peace-building is based on different principles, foundations and perspectives according to the theoretical and philosophical perspective from which it starts, and according to the line of thinking of researchers and interested people. From these intellectual perspectives, there are many theories that explain the intellectual foundations of the peace-building concept. However, this concept suffers from a conceptual deficiency, so, there is no comprehensive theory that explains this concept. Thus, most researchers move towards partial theories that try to analyze and explain this concept, from which we will choose the following approaches<sup>7</sup>:

#### 1- Realistic Theory

The realistic theory focuses on the balance of power between sovereign states, and it believes that the global system is an anarchic system pervaded by violence and conflict, and ruled by force. According to this theory, States lead by interest, and

5- WORKING WITH CONFLICT–noitatnemelpmI rof seigetartS sllikS :stciflnoC htiw gnilaeD 301.P RTC: Responding to conflict,2000 Copyright.

6- Kahn, C., and Lucchi, E. 2009. ‘Are Human: tarians Fuelling Conflicts? Evidence from eastern Chad and Darfur’, Humanitarian Exchange Magazine, No43,[www.odihpn.org/humanitarian-exchange-magazine/issue/43-are-humanitarians-fuelling-conflicts-evi\(-dense-from-eastern-chad-and-darfur](http://www.odihpn.org/humanitarian-exchange-magazine/issue/43-are-humanitarians-fuelling-conflicts-evi(-dense-from-eastern-chad-and-darfur).

7- The Development of PeaceBuilding Concept: A Study of the Theories and Approaches, Hamdouche Riad, Faculty of Political Sciences, Algeria, p. 8.

national interest, which means preserving survival, continuity, and peace-building in relation to realism, while it works to preserve stability through maintaining power and interest.

Consequently, the chaotic nature of States and the lack of authority superior to the States authority creates suspicion among States, resulting in a security dilemma. In order for States not to enter into wars, they resort to alliances with each other in order to preserve their survival and interests, by creating cooperative relations and building partnerships. But the problem with this theory is its neglect of the role of actors, such as, international governmental and non-governmental organizations, and informal actors. The realistic theory recognizes the State as the only actor in international relations, and therefore the peace-building process is the prerogative of States only, so that States alone work to maintain security and peace<sup>8</sup>.

## 2- Theory of Change:

The theory of change is the tool that explains the evolution of change at the social level, and it can be used to define and evaluate social change initiatives with each other, and how to contribute to achieving results at the levels of inputs, outputs and outcomes. The theory of change can be explained through the link between activities and their results.

The theory of change explains and defines the methods that lead to achieving the required goals, that is, long-term change, and it also provides a clear image of the outcomes intended from direct action.

It also explains how change is transmitted, as there are different structures, stages of conflict and different levels of building trust within the community or with the participatory group. This is in a society that is in a state of transformation<sup>9</sup>.

The theory of change is summarized in the equation that conducting work (A) successfully will lead to an outcome (B), that is, movement toward peace<sup>10</sup>.

Change is viewed according to four levels of change with different degrees and different goals with varying degrees of success, namely:

Behavioral change, which is accomplished through building a climate of tolerance and trust, adopting conflict solutions and non-violent methods, practicing them and linking with other groups, such as the media, organizations, and civil society, and urging youth to political participation, with the aim of reducing violence, and to acquire active listening skills, to look at others concerns, to think before making a decision, to be open to dialogue, to educate individuals about their rights and duties, to work for change in a positive direction, and to change attitudes and behaviors.

Changing relationships, with the aim of reducing violence, building commonalities



8-Thaniapaffenholz; civil *society and peacebuilding, history, theory; current practice*; version06january;2009, p.08.

9- Archamaaryal and others, *theories of change in peace building :learning from the experiences of peace building initiation in Nepal* – January. Euroheanunion\_publication .2012. P.41.42.43.44.

10 -Thinking About Practicing Peace, Development Action Collaborative Organization, 2013, p. 34.

in the peace-building process, increasing participation of youth and women, activating the role of civil society and political parties, and to contributing to changing relations between leaders of political parties by creating common ground for dialogue.

Structural change, which is accomplished through the entrenchment of change in local power structures, represented in changing the decision makers' conviction, involving women and adhering to the stipulated rules and behaviors. Peace-building priorities have shifted towards structural change, the participation of impoverished people, and the reform of vital sectors such as health, the economy, etc.

Cultural change, because the initiatives and actions of local organizations and civil society organizations that support peaceful positions and promote a culture of peace are only effective when they are able to reach a mass base of people by overcoming discrimination on the basis of gender, sect, religion, or region. Groups who work on changing cultures show how cultural change helps to achieve peace-building initiatives<sup>11</sup>.

As for the factors that facilitate the process of change, all theories of change are used by organizations in their research. This is due to the need for a transformation in behavioral, structural, and cultural violence, especially in the post-conflict transition phase, from a dynamic violent conflict to constructive social change. All of this can only be achieved through a set of integrated strategies, and coordination with other actors involved at the local and national level.

### 3- Theory of International Conflicts Ripe Moment for Resolution.

This theory assumes that during a certain stage of the conflict, the warring parties show their willingness to negotiate settlement proposals that they have long overlooked, and this is due to their realization that any alternative to negotiation will lead to disaster, and that there are no signs in sight about the possibility of a decisive military intervention (Syria now, 2017).

Here, we are faced with what is called a critical moment (Ripe moment), which suddenly improves the chances of success for mediation efforts. Where the leaders of the conflict parties are shifting from the winning mentality in favor of a conciliating mentality. Accepting a negotiated solution is not only due to following certain procedures, but mainly due to the extent to the readiness of the parties to tap opportunities, face difficult options, and make mutual and equal concessions. In short, you must do the right thing in a timely manner<sup>12</sup>.

The merging of such two models (within one model) is considered two essential pillars of the ripe moment concept, as they create in an integrated manner the favor-

11- Archamaaryal, Ibid.p47.

12- Thinking about practicing peace, . Previous Reference, p.16



able conditions and the appropriate context for the solution. Hence, the distinction between them is for analytical purposes and not for conceptual reasons. Using them in a coherent manner extends the chances of conflict ripening in resolution efforts. On this basis, the perception of the ripe moment is based on the perception of the conflicting parties that they are living in a difficult and mutually difficult dilemma (mutually hurting stalemate), in which there is no end in sight, and where you cannot get help, and there is no possibility of a decisive escalation that will achieve victory, while imminent mutual catastrophe is skipping the precipice or the point where things suddenly go wrong.

When conflicting parties perceive that they are in trouble, even to varying degrees, it makes them feel that they are locked in a status with which they will not have any gains through continuing the escalation, and here they realize that they must search for an alternative policy or a way out of this deadlock. Henry Kissinger, the architect of the peace process in the Middle East, confirms this by recognizing that the [mutual] impasse/deadlock is one of the basic conditions for the success of the settlement.

The sense of the conflicting parties that they are in a deadlock is based on the suffering and increased losses associated with the continuing escalation, and when the cost factor in relation to the gains rises dramatically, they feel stuck and search for another alternative.

This is based on learning, as the conflicting ethnic groups learn from the lessons of the past, and in their future choices, they take into account their past suffering and the costs they incurred.

From the perspective of game theory, the deadlock can be expressed by moving from the “Prisoner Dilemma Game” to the “Chicken Dilemma Game”, i.e. from the negative outcome that characterize the status quo or the negotiation to a positive outcome<sup>13</sup>.

Finally, it must be noted that the ripe moment concept is unable to provide an explanation for many cases of successful settlements and solution efforts. This led some researchers to make adjustments to the general perception of ripening. John S. Stedman, through his research on Zimbabwe, showed that the success of the mediation process does not require the occurrence of a mutually harmful deadlock, but rather that the dilemma is understood by the sponsor behind a particular party. He added another element to this proposition, which is that the military wing is the most important party in the equation concerned with receiving or realizing the impasse/deadlock, and then the parties must be convinced that negotiations are a good



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13- Stefan Wolff, Conflict *Resolution: Theories and Practice* Edited by Stefan Wolff and Christalla Yakinthou London and New York: Routledge, 2011.p30

alternative to achieving victory<sup>14</sup>.

Where the conflicting parties reach the stage of the trap, which some researchers define that “the trap is a type of escalation in which pressure increases on the conflicting parties to withdraw from the conflict and to maintain the status quo at the same time”, and it is a “decision-making process through which the actors demonstrate their commitment to their previous policy, despite its failure, in the belief that they will grab its fruit later ” and this belief is based on the fact that returning from violence causes them to lose face or discredit them<sup>15</sup>.

Trap theorists also assume that decision-makers in intractable conflicts pass through four stages:

- First stage: they focus on achieving specific achievements.
- Second stage: resources are depleted by making certain commitments to domestic constituents.
- Third stage: they work to maximize the losses incurred by the opponent, and to lower their losses
- Fourth stage: a way out is sought due to the exhaustion of resource.
- Based on this chain/hierarchy, the critical juncture in conflict ripening lies in the transitional phase between the third and fourth stages, where decision-makers cease to consider sacrifices as a price for victory, and instead, they are convinced that it is necessary to save what can be saved.

14- Ibid, p.40.

15- Ibid.42.





### Third: Conflict Analysis

#### 1- Concept of Conflict Analysis

Conflict analysis can be defined as a systematic assessment of the conflict parties and topics, with the aim of identifying a peaceful means to deal with the conflict. Conflict analysis can also be defined as the process of structured analysis to get a better understanding of the conflict (background/history, concerned groups, each party’s point of view, and identifying the conflict causes.)

The conflict analysis process is also defined as an applied process to understand the conflict reality and examine it through different points of view.

Accordingly, this understanding forms the cornerstone on which the development of strategies, planning for remedies, and solutions is based. This process seeks to:

- Analyze the causes and underlying motives behind cases of violence and conflict to reach a deep understanding that helps identify the mechanisms can be used to prevent these causes in the future.
- Understand the factors that lead to the escalation and intensity of violence and conflict, and then its transition from the level of latent violence to apparent violence.
- Understand the methods for resolving conflicts, especially the peaceful ones and those that do not resort to violence.

Which enable peace-builders to:

- Obtain a definite situation of the issue in dispute.
- Determine the basic elements of the conflict issue.
- Determine the sources and causes of the conflict.
- Determine the conflict complexity degree.
- Allocate the interests and needs of the conflicting parties.
- Identify a common ground for the conflicting parties as a nucleus to begin developing solutions.
- Allocate alternatives to solutions.

#### 2- The Importance of Conflict Analysis

The importance of conflict analysis, for the intervener, lies in resolving the conflict in a way that enables the intervener to collect and analyze data and information about the conflict before the intervention, to help the conflicting parties reach solutions that stem from interventions, achieve their interests, and help them restore their relations. Its importance also is to help the intervener understand the background of historical positions on the conflict; to understand, recognize, and assess current events during the conflict; to identify and describe all the parties involved in the conflict; to understand the views of each party, and get acquainted more with the nature of relationships and the links between such relationships.



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## Elements/Components of Conflict

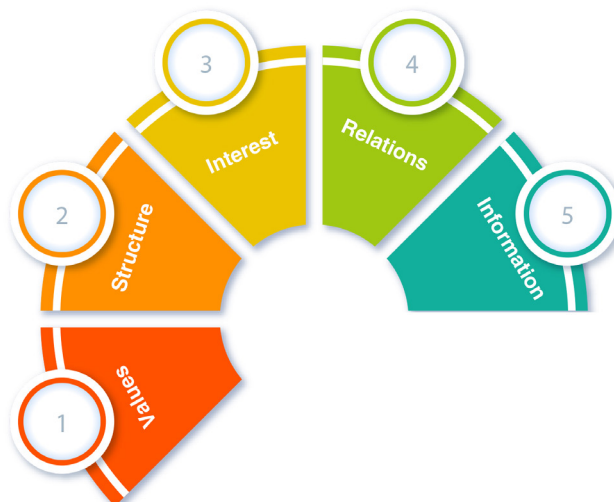
### Parties of Conflict:

Usually, conflict analysis begins with identifying the players in it. The term “player” includes any party that may have influence over the outcome of a dispute, or any party, which may be affected by that outcome. Within players, analysts usually distinguish between the main players, minor players and third parties.

- **Main Parties:** {they are directly concerned with the conflict}. The main parties to the conflict include several groups fighting to win power or certain resources.
- **Minor Parties:** {They are indirectly concerned with the conflict or will reap a profit or benefit from the conflict’s outcome}. The secondary parties include the beneficiaries of the war (for example groups that plunder resources or supply weapons to the country), and individuals or groups that support the main parties in any form (For example, groups that provide main parties with money or soldiers). Both main and minor parties are classified as beneficiaries, as they reap interests from the conflict’s outcome.
- **Third Party:** This includes individuals who help the main parties to resolve the conflict, and these people are known as mediators or interveners.

### Types of Conflict:

- Relationship conflict: it occurs in the following cases:



### Types of Conflicts (Figure 13)

- **Strong negative emotions and feelings**
- **Stylized images and misperception**
- **Poor communication**
- **Negative behavior towards the other party**
- **Information Conflict:** it occurs in the following cases
  - **Absence and poor of information**
  - **False information and malicious rumors**
  - **Sharp divergences of views**
  - **Different and contradictory interpretations of similar cases**
- **Conflict of Values:** it occurs in the following cases:
  - **Inflexible adherence to values, beliefs and beliefs**
  - **Imposing values on others**
  - **Depriving some of their values**
- **Structural Conflict:** it occurs in the following cases:
  - **An unfair social, political or economic composition**
  - **Contradictory role definition**
    - **Time constraints**
    - **Unequal geographic and political relations**
    - **Inequality in opportunities and asymmetry in the balance of power**
  - **Unequal control over sources**



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- **Conflict of Interests:** it occurs in the following cases:  
Scarcity of resources, which is based on:

- **Material interests**
- **Psychological interests**
- **Procedural interests**



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#### Fourth: Sources of Conflict (Causes)

The conflict source refers to the underlying cause of the conflict emergence, and understanding and organizing the conflict sources will help in reaching a solution. The conflict sources can be classified as follows:

##### 1. Relationships

These conflicts arise due to the presence of strong negative emotions, whether they result from misunderstanding or the presence of certain stereotypes/stylized images, poor communication or the repetition of negative behavioral patterns.

##### 2. Information

It occurs when the parties lose the necessary information needed to make wise decisions, when they are provided with incorrect information, when they disagree about the information importance or differ in its interpretation, or when individuals reach radically different assessments of the same information.

##### 3. Interests

Interests usually can be achieved or satisfied in many ways, and conflicts in interests often occur when one or more of its parties adopt a position that allows one solution to meet their needs, whether those interests or needs are real, perceived (money, natural resources, time, etc.), procedural issues (such as conflict resolution method), or about psychological issues (perceptions of trust, justice, willingness to participate, respect, etc.).

##### 4. Structural Conflict (Third Parties)

Due to an external force other than the conflict individuals, such as limited natural resources or limited power, geographic restrictions (such as distance and nearness), time (in terms of being limited or extensive), external forces (mother-in-law / friend / neighbors), and similar variables that often pushes or paves the way towards conflict behavior.

##### 5. Conflict of Values & Beliefs

- It occurs due to different value beliefs or belief systems, perceived or actual (the concept of masculinity and femininity/revenge/religions).
- Values are beliefs used by individuals to give meaning to their lives. Different values by themselves do not constitute a conflict, as the individuals can live together in harmony with different value systems.
- Value conflicts arise when one of the conflict parties tries to impose a specific set of values on other parties.



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- Note: From the study of Dr. Abdul-Salam al-Hakimi, which was carried out by Islamic Relief in the governorates in which the training takes place, most of the reasons are summarized below:
  - Ignorance and weakness of religious faith (information).
  - The wrong mobilization of youth, tribal, intellectual and party fanaticism among members of society, and the survival of previous conflicts, especially those related to old cases of revenge without final resolution (values and beliefs).
  - Availability of weapons, the absence of the security role, the weak role of the judiciary in deciding on the pending cases, and the presence of other beneficiaries (third parties or structural reasons).
  - Unemployment, lack of job opportunities for youth and poverty, and the large number of family members (interests).
  - Increase in divorce cases (relationships).



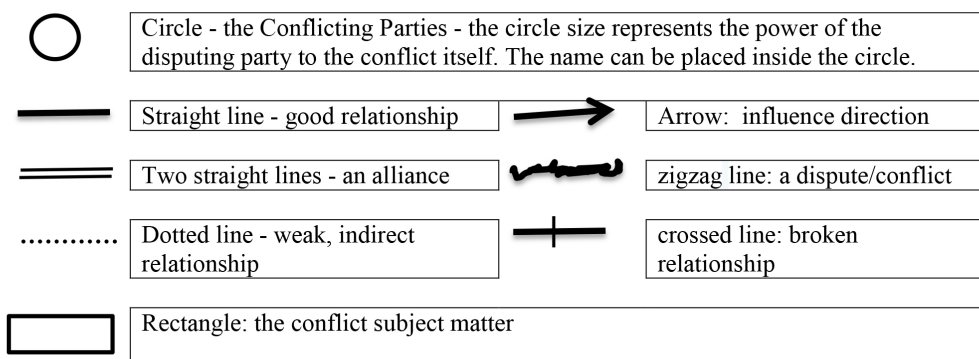
### Fifth: Conflict Analysis Tools:

There are multiple tools for conflict analysis, and each tool has its own characteristics and steps, and when analyzing, as explained later, one tool may be enough for us, but some conflicts may need to use several tools. Selection of the analysis tool (or tools) depends on the type, nature, ramifications and magnitude of the conflict. We have three important tools: the conflict map, the triangle tool, and the conflict tree.

#### 1- Conflict Map or Conflict Diagnostic Tool:

Table (12): Conflict Map or Conflict Diagnostic Tool

<b>Tool Definition</b>	This tool focuses, when used in diagnosing conflict, on the parties involved and their interrelationships with each other, and this tool is good for starting to analyze the conflict where the power of each party can be represented by the relative size of the circles expressing the power of each party.
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• The nature of relationships is indicated by lines connecting these circles.</li> <li>• The conflicting parties (and their power) or influence over the conflict.</li> <li>• Their relationships with each other.</li> <li>• Subject-matters and causes of conflict.</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>▪ To clarify the relationships between the parties.</li> <li>▪ To visualize and know the power of the conflicting parties</li> <li>▪ To get background on the conflict by including all the information in one sheet.</li> </ul>

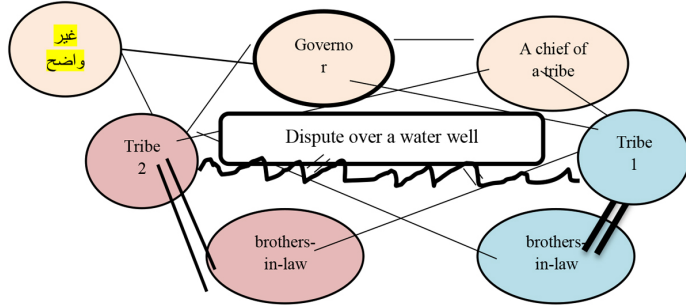


Symbols of Conflict Map (Figure 14)



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Example of the Map Tool Using: Source<sup>1</sup>



Example of the Map Tool Using: Source<sup>16</sup>

A chief of a tribe brother-in-law

Example of the Map Tool Using (Figure 15)

16- Fisher, S (et al) (2000) working with Conflict Skills and Strategies for Action, Zed Books, UK



1- Triangle Tool: Analysis of Context, positions, Attitudes and Conflicting Parties:

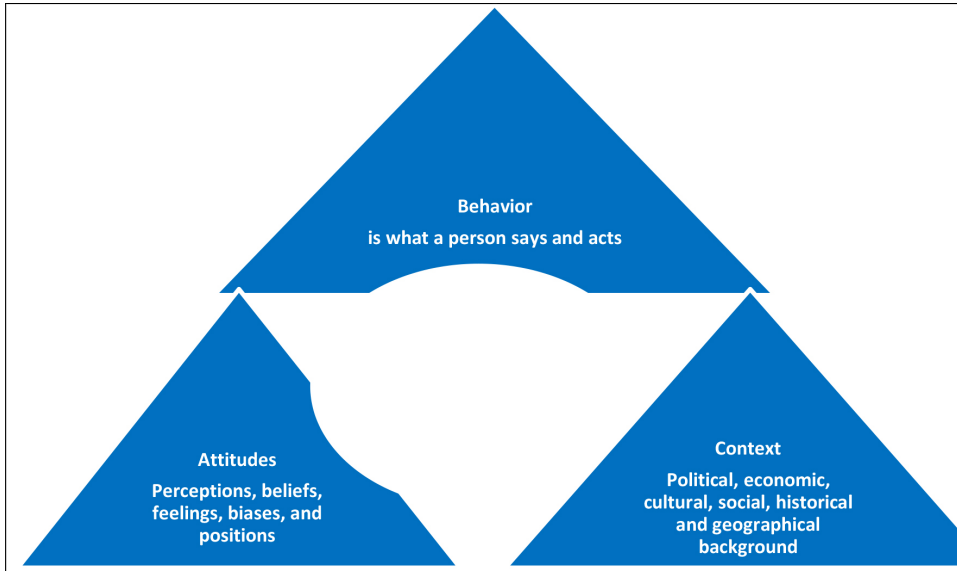
Triangle Tool, Analysis of Context, positions, Attitudes and Conflicting Parties

(Table 13)

<b>Tool Definition</b>	<p>Use of this tool is based on the premise that conflicts have three main components:</p> <ol style="list-style-type: none"> <li>1- Context</li> <li>2- Attitudes</li> <li>3- Behavior</li> </ol> <ul style="list-style-type: none"> <li>• These factors affect each other in conflict situations, and when using this tool, it is important to make sure of the focal point on which the analysis relied, as you may perform the analysis according to your understanding of the conflict reality, but , as an intervener to solve the conflict, it is good to put yourself in the main parties shoes, and check the issues of conflict as you consider it according to the triangle components (context, behavior, attitude)</li> </ul>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>- The context, behavior, and attitude are indicated by the triangle axes.</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To know the intervener in conflict resolution that the importance of changing attitudes and context is in helping to extinguish the negative behavior that turns into positive behavior.</li> <li>• To Clarify that the importance of building stable and lasting change needs to change the three dimensions (context, behavior, and attitude)</li> <li>• To clarify the three dimensions of the conflict between the parties to the intervene in conflict resolution, which helps him to direct his questions to the conflict parties in a way that contributes to raising these parties’ awareness of the conflict situation in a way that enables them to put themselves in the other party shoes.</li> </ul>



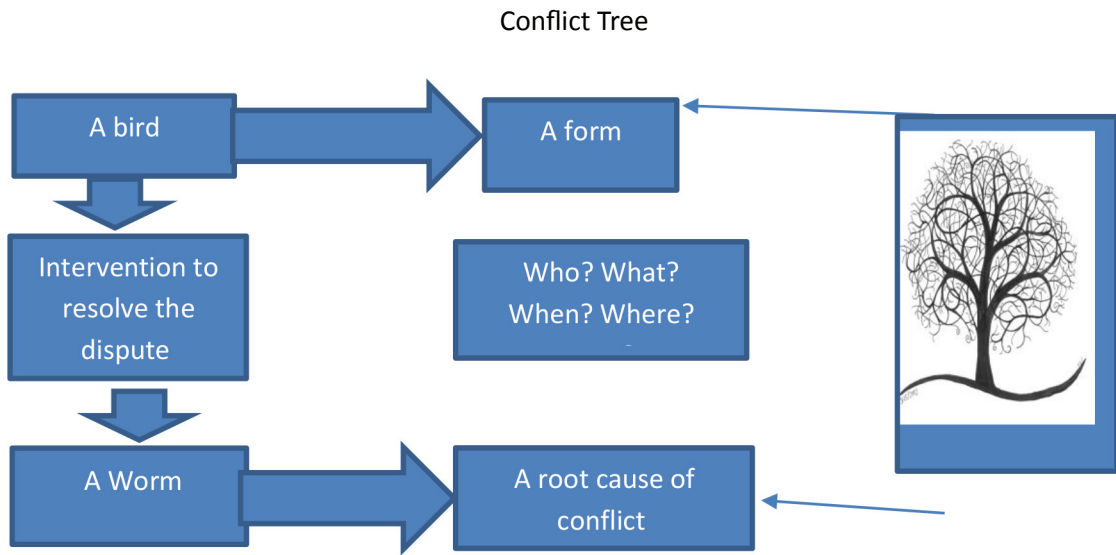
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1- Tree Tool: Analysis of Conflict (Causes, Phenomena and Results):

Tree Tool: Analysis of Conflict (Causes, Phenomena and Results): Table 14

<b>Tool Definition</b>	It is a vision and organization tool, as the tree shows the interaction between the structural, phenomenon and dynamic elements, where the roots represent the fixed structural elements, the movement of the tree leaves represents the dynamic elements, and the trunk/stem represents the apparent elements in the subject-matters that the conflict two parties want to talk about (the conflict subject matter), and the trunk/stem links structural and dynamic elements.
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• Dynamic Elements: represent (the type of communication, the escalation level, relationship aspects... etc. Intervention in the conflict by the mediator (M/F) takes place through a short-term action, because reactions to the interventions are quick and sometimes unpredictable.</li> <li>• Structural Elements: represent the root causes (the conflict main causes). Here the intervention is in the long term, leading to preventing structural violence, because it is difficult for the intervene in the conflict resolution to influence the structural elements in the short term, especially if these elements are ignored because the conflict can arise again.</li> <li>• Apparent Elements: the subject-matters that both parties to the conflict want to talk about (the conflict subject-matter)</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To enable the intervene to know the implications of linking radical methods, conflict subjects and dynamic elements.</li> <li>• To distinguish the time spent by each method of conflict transformation</li> </ul>



Tree Tool: Analysis of the Conflict (Causes, Phenomena and Results) (Figure 17)



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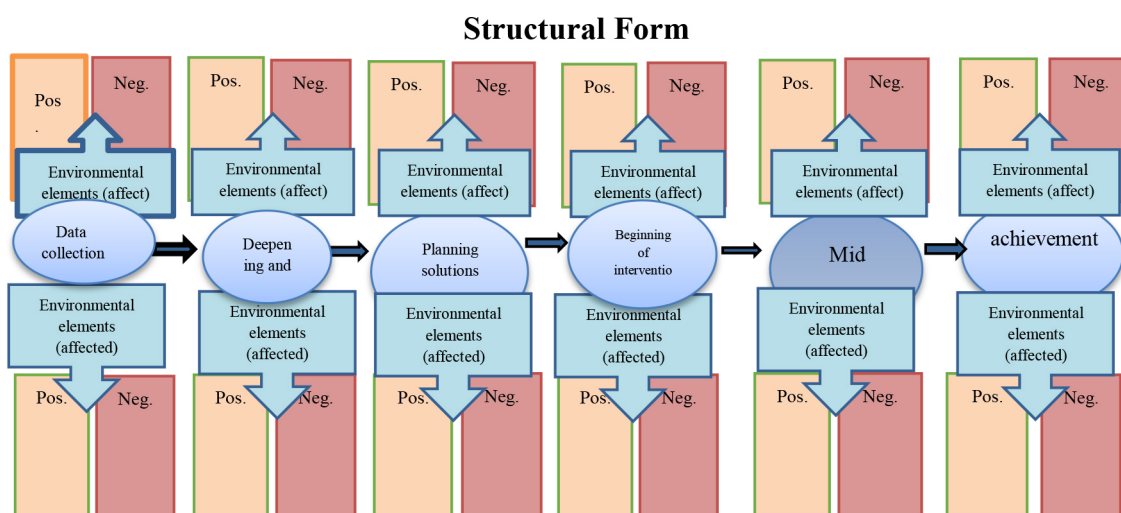
## Sixth: Conflict and Gender Sensitivity in Peace-Building Interventions

### Concept of Conflict Sensitivity:

It is the organization's ability to:

- Understand the context in which it operates
- Understand the interaction between its intervention (via projects) and the context in which it operates
- Act upon this understanding in order to minimize negative impacts and maximize positive impacts on conflict.

Inclusion of conflict sensitivity in peace-building (program/project) interventions To benefit from the results of the conflict analysis process in all stages of the program/project, project implementers should compare information within the components, activities and stages of the program/project (who? what? where? when? and how?). This comparison deepens understanding the conflict context in which program/project interventions are implemented, and helps to reduce the likelihood that interventions will have unintended negative consequences, or intervention without further damage, so that the project becomes more adaptive to conflict sensitivity. See the figure below, a structural form for the progression of handling conflict with sensitivity. There are many tools for measuring conflict sensitivity that are used by organizations working in the field of interventions, as each organization uses its own tools. We have only one tool here, including but not limited to, a template for inclusion of the conflict sensitivity<sup>18</sup>.



Structural Form, progression of sensitive handling with conflict , Source: Trainer, Dr. Khaled Al-Azab

### Structural Form, progression of sensitive handling with conflict (Figure 18)

18- See Annexes: Annex No. 3-4-1

## Concept of Gender Sensitivity

The concept of gender sensitivity focuses on the following:

- Enabling a more accurate understanding of the situation;
- Enabling us to meet the needs and priorities of the population in a more targeted manner, based on the extent to which women, girls, boys and men are affected by crises / natural disasters / or conflicts;
- Ensuring that all people affected by crises / natural disasters / or conflicts are responsive, and taking into account their needs and vulnerabilities;
- Facilitating the establishment of more appropriate and effective responses / interventions during and after conflict and in the peace-building stage.

### **Inclusion of gender sensitivity in peace-building (program/project) interventions**

Taking into account the gender perspective, and the impact of all policies and programs on women and men at every stage of the program/project cycle, from planning to implementation and evaluation in the cases of crisis, armed conflict, and peace-building interventions. This helps to reduce the likelihood that interventions will have unintended negative consequences, intervention without further damage, so that the project becomes more adapted to include gender sensitivity.

Checklist to include gender sensitivity in every stage of the cycle of humanitarian program/peace-building intervention<sup>19</sup>

#### 1- Needs Assessment & Analysis

##### **Rapid Preliminary Assessments**

- Collect and analyze data disaggregated by gender, age, and disability.
- Consult with women, girls, men and boys of various groups; to ensure that their circumstances, needs, priorities and special abilities are fully understood.
- Ensure that there is a fair balance between men and women in the evaluation team. Include a gender specialist and a protection/GBV specialist as team members, whenever possible.
- Use participatory approaches, such as: focus group discussions, interviews with key informants, and evaluation processes, such as: classification, community mapping, and conducting comprehensive survey visits; and create separate groups for women, girls, men and boys according to cultural norms and preferences.
- Identify the existing services available to women, girls, men and boys, and follow referral pathways for some services, such as: interventions to address gender-based violence and



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<sup>19</sup> -(Adapted from Gender in the H PC Checklist 2016 for Field Users, released by the Office for the Coordination of Humanitarian Affairs)

- in-depth joint assessments
- Ensure the participation of women, girls, men and boys in assessments, and dividing such groups to include adolescents, youth and people with disabilities, wherever possible and appropriate.
- Analyze the priorities, capabilities and special needs of the women, girls, men and boys in your sector.
- Raise awareness of the existence of potential biases in data collection and analysis. For example, if women are not consulted, the priorities identified will not fully reflect the needs and priorities of the community.
- Be aware of information gaps, especially in cases where responses and information differ.
- Track data coming from a variety of sources and with multiple perspectives, and cross-check it, in order to establish consistent information and verify the results.
- Involve local women’s organizations, women leaders and youth organizations as more accurate information sources on women, girls, men and boys from different cultures.

#### **Preparatory Process**

- Ensure that the level of analysis and data disaggregated by gender and age available for the strategic planning process are as comprehensive as possible.
- Take into account primary and secondary data when analyzing risks. Key data is dedicated information collected for the planning process. As for secondary data, it is collected for broader purposes. They are often used in organizational records or government censuses.
- The IASC gender indicator and other gender indicators requested by your organization and/or donors should be included in the proposal and the implemented program.
- Ensure that inter-agency coordination mechanisms, focusing on a gender perspective, and other coordination mechanisms are included and referenced (gender standby capacity, gender focal points, gender groups, and the GBV sub-sector) to provide technical support and advice on analysis from a gender perspective.
- Apply participatory approaches that help involve women, girls, men and boys in planning and decision-making processes for programs that will directly affect them, their families and communities; to become the ones who make change, and are not just passive receivers.
- Use preparedness information, such as available secondary data, and analysis on gender roles and gender disparities, as well as gender-based violence.



## 1- Strategic Planning for Peace Projects

### Formulation of Humanitarian Needs Overview

- Distribute the population census figures according to gender, age, and various other classifications, and compare data with pre-crisis information.
- Conduct a gender-based analysis for women, girls, men, and boys, through studying the population figures, and analyze primary and secondary data to identify the different dimensions of the crisis of women, girls, men, and boys, as well as their needs, capacities, roles, access to resources, driving forces, and social disparities (discrimination).
- Identify the main gender differences and protection risks in various sectors, by using pre-existing, context-specific resources, such as: your agency’s gender analysis, if any, and UN-Women country profiles; Sub-sector analysis on gender-based violence, the humanitarian country team’s gender-sensitive strategy and protection strategy, the minimum commitments of the Inter-Cluster Coordination Team/Humanitarian Country Team, and NGOs and local institutions.

### Formulation of Humanitarian Response Plans

- When developing a descriptive brief for the strategy, strategic objectives and indicators, cross-cutting issues, response monitoring plans and sectoral response plans, you should plan your response programs to keep pace with the gender-related issues contained in the Humanitarian Needs Overview.
- Meet the urgent practical needs for women, girls, men, and boys, and the strategic interests related to the underlying causes of gender differences, and the factors that contributed to their existence.
- Prioritize prevention and response to gender-based violence.
- Apply the Inter-Agency Standing Committee gender indicator, and reviewing plans to develop gender equality programs.
- Follow the participatory approaches based on gender equality that assist women, girls, men and boys to participate in decision-making processes, to have a role in designing and implementing programs that affect them, and the programs contained in the humanitarian response plan.
- Ensure that the identified needs are clearly and logically linked to program activities and the results monitored.

## 2- Resource Mobilization

- Include gender analysis results in the initial assessment reports to influence funding priorities for the public response.



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- Refer to the results of the audit on gender equality, checking the resources actually available, and then arranging them in order of priority according to those results.
- Prepare key messages with the inter-sector and inter-agency gender working group (if formed), so that you can advocate for the provision of financial and technical resources in cooperation with donors and other stakeholders involved in humanitarian assistance.
- Apply IASC Gender Marker Integration Project codes, to show the consistency of gender equality programs.
- Report, continuously, to donors and other stakeholders in the humanitarian field of a lack of resources.

### 3- **Implementation & Monitoring**

- Establish complaints and feedback mechanisms that provide ways to receive the complaints and feedback safely, whether within the agency itself or from other agencies (if the community mechanism is available), bearing in mind that safety in access to these mechanisms may differ among women, girls, men and boys, and provisions to facilitate their involvement shall be established.
- Involve affected women and men in the implementation of the program as much as possible, as they are decision-makers, implementers and beneficiaries at the same time.
- Provide women, girls, men, and boys with information on available resources and the agency itself, as well as how to influence the program.
- Monitor the access of women, girls, men, and boys to humanitarian protection and assistance, as well as the access to indicators designed to measure changes related to women, girls, men and boys, and identify the gaps and the driving forces.
- Participate in the gender-related outcome of the Humanitarian Response Plan, and all other transformative gender-based outcomes by coordinating with other actors on implementation efforts, achievements, and lessons learned.
- Apply the relevant Inter-Agency Standing Committee gender indicator, to evaluate and develop the gender equality program.





## Seventh: Gender-Sensitive Peace-Building

### Introduction

The term peace-building includes several activities that aim to prevent the re-emergence of conflict through the preparation of an integrated framework that includes many dimensions, and passes through various stages of conflict, through peace-keeping and peacemaking. Peace-building is linked to several dimensions that were the focus of discussions, as thoughts differed over which criteria were most appropriate for the success of the peace process. Some linked this process to a broad field that includes all areas of peace-building and addresses the deep causes of conflict in the long-term by involving internal actors. On the other hand, there are some who confined peace-building to a narrow field, to focus attention on reforming the State's infrastructure with the help of States and governmental organizations in the short-term.

Peace-building is an issue that concerns all countries in all stages of development, and for countries emerging from a state of conflict, the concept of peace-building gives the opportunity to establish new social, political and judicial institutions which are a driving force towards development, by adopting political, security and structural strategies, and involving international and local actors.

However, peace-building should be gender-sensitive as well as sensitive to it in a domain/fields of work. To achieve that, care should be taken to include gender sensitivity in the cycle of peace-building intervention programs, which will contribute to empowering women and building their capacities, so that they become equal partners with men in working towards conflict resolution, solving problems caused by the conflict, assist in economic recovery, reconstruction and return, and build lasting peace and security, and all sectors should identify measures that enable them to promote gender equality and strengthen the capacities of women to enjoy their human rights.

### Peace-Building Scope of Work/ Fields:

#### Areas of Peace-Building:

Peace-building processes seek to deal with the underlying causes of conflicts so as to ensure that they are not repeated, and at the same time meet the basic needs of security, order, protection, food and clothing. Most societies play unforeseen important roles in peace-building, such as developing decision-making systems and dispute resolution mechanisms. It can be said that peace-building is based on important areas, including:

- **Economic Fields:** economic recovery, improvement and strengthening of the national economy



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- **Infrastructure Fields:** rebuilding schools and hospitals, repairing transportation routes and communication networks
- **Military Fields:** de-mining, disarming, demobilizing or rehabilitating and re-integrating combatants into the regular forces
- **Field of Addressing the Impact of Conflict:** property issues, displaced people, and reconstruction
- **Field of human rights:** coexistence, citizenship, and consolidating the principle of the rule of law

**Peace-building Scope of Work:**

These areas/fields go within the scope of the peace-building concept (time/specific topic) and the types of conflict in which they work, as follows:

**In regard to the temporal scope of the peace-building concept:**

This concept deals with the post-armed conflict phase, meaning that it comes in the immediate post-conflict phase. There are two essential factors that must be focused on at this stage:

1. Clearly emerging challenges and gaps.
2. Existence of the possibility to address these challenges and gaps which are currently present and may not be available in later stages.

The concept of peace-building has a remedial nature that leads to addressing many of the effects of conflict, creating stability, and not returning to conflict again.

- In regard to the scope of peace-building activities according to the type of conflict, this concept can be applied following the international or non-international conflicts. Its goal is to build confidence between the conflicting parties through effective mechanisms, such as, creating joint cooperative projects (roads, electricity networks, and the like).

- As for the substantive scope of implementing the concept of peace-building, it includes many fields, as this scope includes restoring the capacity of State institutions, strengthening the rule of law, respecting human rights, supporting political institutions and promoting social stability.

**Peace-Building Paths**

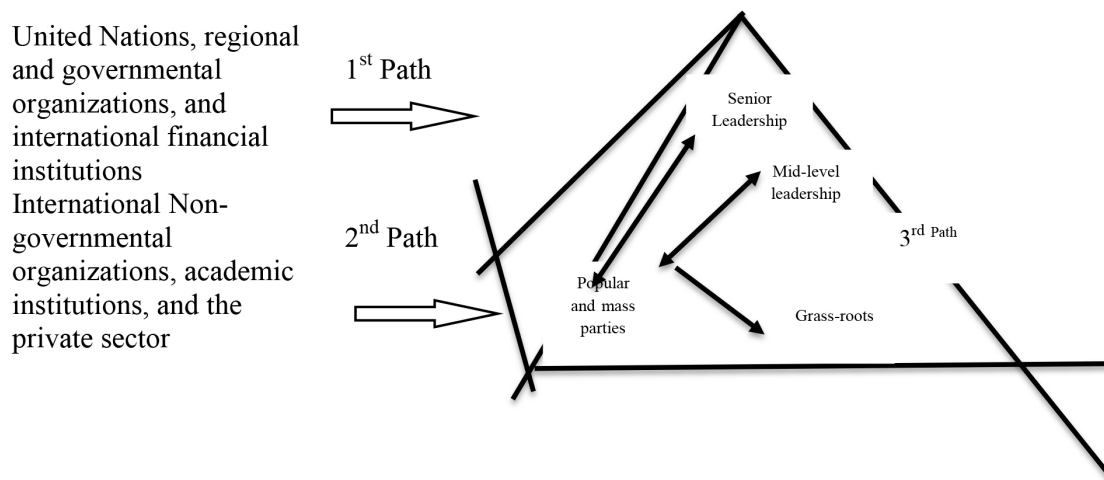
**First Path:** In this path, negotiations, peacekeeping, arbitration, and peace support take place. Mediation between parties (who may be threatening force), on the part of the United Nations, regional organizations, governments, and international financial institutions at the senior leadership level.

**Second Path:** This path uses good offices, conciliation, and pure mediation. The problem-solving approach integrates actors ( who are threatening force) with the



assistance of international NGOs, academic institutions and the private sectors at the level of mid-level leadership.

**Third Path:** Here, circles of peace within the epicenter of conflict, build social cohesion, and find common ground. There is integration between actors who threaten force from the popular and mass parties at the base level (grass-roots).



**Peace-Building Paths (Figure 19) Source<sup>20</sup>.**

**Eighth: Peace-Building Tools**

**1- Mediation Training**

**Introduction to Mediation**

Negotiation is often considered as a business matter, and feelings always play an important role. Therefore, two levels can be identified in negotiations: the level of realistic, commercial, material and economic issues, and the level of emotional issues and relationship quality.

Mostly, negotiations on land, rights, real estate, assets, or property seem like a purely commercial process. However, emotions also play a role there. Differences in power, relationship quality, mutual respect, third-party image, and audience expectations play an important role in the process. In the event of a conflict, the role of emotions is even clearer. Often the conflict affects the parties’ feelings, and often emotions are the cause of an explosive situation.

If such emotional level is not addressed by the mediator, the solution is often unsustainable. After all, feelings surrounding the subject matter are either inflamed or somehow deepened. In conflicts, the parties often do not feel watched, taken seriously, or feel contempt or ignored. Sometimes, parties feel disinterested and questioned or deceived, and parties often feel failed, unappreciated, or unsure of their value in their environment. It’s often about losing face, shame and guilt. Inter-

20- Muhammad Ahmad Abdel Ghaffar, Conflict Resolution in Western Thought and Practice, Algeria, House of Huma for Printing, Publishing, and Distribution, 2003.



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national relations revolve around power differences and getting off the negotiation table without losing face. Also, marriage revolves about the balance of power, and about expectations that are not fulfilled, taken seriously or appreciated. Every conflict is largely made up of emotions linked to vulnerabilities and personal interests, and what is important for a party also has emotional consequences. That is why emotions should be included as a whole component of the discussions.

The point of views exchange stage is important in order to inform each other, not to persuade each other. This is very different, and the mediator will have to clearly confirm this. The parties, by informing each other, can learn about each other's logic. This allows them to understand each other's perspectives. It often takes a lot of tension to get out of conflict, which makes this an important step. Parties turn towards each other instead of digging deeper into their own opinions.

A solution in which feelings were not addressed can be undone at any time because feelings will return. A good mediator ensures that the intensity of the conflict fades by allowing both parties to tell their stories, and ensuring that the other side hears and understands the story. He/she invites participants to take turns highlighting the real side and the emotional side. It allows parties to respond to one another, summarizes events, and keeps asking questions. This can lead to a valuable conversation where the strong feelings can vanish, where mutual respect can (re)appear, where honor can be restored, where pride can be found again, where trust can be cultivated and where constructive thinking can be given a realistic solution.

Neutrality of the mediator is expected in all cases. The mediator's feelings, opinions, or behavior towards a party should not lead to judgments and bias. In the event of discontent and judgments, the mediator immediately becomes useless in the process. The best service a mediator can provide to the main parties is strict neutrality. Both parties immediately feel bias, so everything that was built into the mediation is undone, and both parties will not trust the mediator. Every mediator knows the feeling of empathy or resentment during the mediation. Trained mediators regain control immediately when they feel indignant. Realizing that they can no longer be of service due to emotions often means that they can regain control of themselves. With good training in the difference between facts and interpretations, between what is confirmed and what is inspired by opinions, feelings and beliefs, good mediators can investigate their motivations and reactions in order to correct themselves very quickly.

This does not mean that the mediator should ignore their reactions. Often response is a guide to the process. When someone manipulates, violates, threatens, or lies, the mediator's feelings are valuable. A personal perception of what exactly is happening in the conversation helps the moderator understand what he or she can do to



advance the process. Discontent eliminates the process.

This point is covered in the session on facts and interpretations.

The mediator usually does not work alone, he/she has a permanent group of peers with whom cases are discussed, he/she has a friend from that group who, when required, watches, looks for and might come to the negotiation table. Sometimes a friend comes to the table when the obvious qualities of this mediator are desirable, sometimes to support the first mediator, sometimes to give more balance to major conflicts and sometimes to balance the genders. Mediators develop their own techniques over the years. It is important to request feedback on performance during trainings and in practice, because the evaluation enriches and helps the peer group. The group should be encouraged to use their creativity so that they become increasingly skilled in the profession.

**2- Arbitration:**

Arbitration is defined as the choice of the two parties, with their consent, of one or more other people to rule between them, excluding the competent court, regarding differences or disputes between them.

There are many types of arbitration, including:

**Commercial Arbitration:** Any arbitration whose parties are natural or legal persons who engage in commercial, economic, or investment activities of any kind, whether they are Yemenis, Arabs, or foreigners.

**National Arbitration:** Means that the parties to the dispute are persons who hold the nationality of the Republic of Yemen.

**International Arbitration:** Means that the parties to the arbitration are people of different nationalities, or whose domicile or headquarters are in different countries, or if the arbitration takes place in an international center for arbitration.

Arbitration consists of the arbitration parties, the arbitration subject (the problem), the arbitrator or the arbitration committee, and the arbitration agreement, which is the agreement of the two parties to resort to arbitration, which is included in the written arbitration document.

This type of dispute resolution tool has been regulated by the Yemeni Arbitration Law issued by a Republican Decree of Law No. (22) of 1992 regarding arbitration, and an amendment to it was introduced by Law No. (32) for the year 1997, and this law is considered to regulate the work of arbitration and reconciliation committees and individual arbitrators in the Republic of Yemen. To resolve any difference or dispute between individuals, groups, or institutions, and this law also applies to any arbitration that takes place outside Yemen if its parties choose to do so, and this law contains (62) articles, and this law has permitted arbitration in any dispute other than arbitration over legitimate borders, annulment, and annulment of marriage



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contracts, dismissal, and litigation of judges, disputes related to enforcement procedures forcibly, all matters in which reconciliation is not permissible, and everything related to public order.

The Yemeni legislator has granted arbitrators' rulings more power than the rulings issued by the courts, as it limits challenges to the following cases:

A - If there is no arbitration agreement, its term has expired, or it is void according to the law.

B - If one of the parties to arbitration is incapacitated.

C- If the procedures were incorrect.

D- If the arbitration committee exceeds its powers.

E - If the arbitration committee was formed in violation of the arbitration agreement.

F - if the arbitration award was not motivated.

G - If the arbitration award violates the provisions of Islamic law and public order. However, despite the fact that the Yemeni legislator, because of this legal force that they have added to arbitration provisions, has made resorting to it a risk, and a loss of rights, even though the law defines the degrees of litigation in courts of three primary appeals, and higher levels. As for arbitration rulings issued in accordance with the arbitration law, you do not find in it any stage of litigation, and the Yemeni legislator has thus violated the norms of the Yemeni tribe, in which the judgment of the arbitrator can be reviewed by resorting to the so-called (Al Manha): He is the sheikh who one of the parties in the conflict in the arbitrator's ruling has the right to file an appeal against the grieving judgment, and he is entitled to veto ( <sup>21</sup>), after which one can resort to Al Maragha.

Because of the state's inability to perform its function to extend the rule of law in some regions of Yemen, the tribal custom has become the best way to resolve Yemeni society's conflicts in cities and urban areas, especially since most Yemenis adhere to the tribe's customs and traditions, therefore, the individual submits to tribal arbitration and is satisfied with its complete conviction, especially in light of the corruption that the judiciary suffers from, and the slow pace of judicial procedures, in addition to the recent issuance of the judicial fees law, which obliges the plaintiff to pay fees for filing any lawsuit at the rate of 1 to 1.5 percent of the value of the case, so arbitration is better than the courts in terms of speed in resolving cases. It does not require a long time as in the courts, and it also gives guarantees for the implementation of judgments, through the presence of Aladal (an amount of money that is paid as a guarantee), or even through the strength of social pressure for the members of the tribe or the prerogative of the arbitrator, and the law has stipulated the jurisdiction of the courts to implement the rulings of arbitrators. The tribal customs on which arbitrator's rulings are based are inherited customary controls that are not written to be used to resolve disputes ( <sup>22</sup>), and many customary terms have been used

21- Aref Ahmad Al-Mikhlaft and others, Handbook of customary terms used in dealing with local conflicts, Adra Organization, Sana'a, 208 AD, p. 48.

22- <https://:raseef22.com/politics/2015/08/11/many-yemenis-prefer-arbitration-to-rules-of-law/>



in them and these norms are resolved in many cases above the law, and sometimes the state, with its agencies and government, resort to it to solve a complex and thorny issue as a result of its weak control over the tribes.

The weak position of the judiciary in Yemen was one of the most important weaknesses argued by the opposition for the Yemeni government, and one of the most important tools it uses to gain supporters by intervening in cases of outstanding disputes with the judiciary for years, and the speed of implementation to extend the power and reduce crime.

### 3 - Social engineering and conflicts

*A short introduction to social engineering*

*regarding influencing unruly and unwanted social situations*

Social engineering is the result of mediation practice. The method was developed for highly complex cases of standard mediation techniques, where not all parties can sit around the discussion table because there are too many parties, or because the parties are too large or the dynamics are too complex, the method may be appropriate. So, social engineering is used in socially undesirable and undisciplined situations in which groups differ in their intentions, goals, and tactics. In these situations, one no longer comes to a compromise by talking to each other.

Sometimes interpersonal tension rises when the arrangement of parties is not fixed, and the tension concerns all residents of a city or country but it is not clear who can be invited to the table as the representatives of the parties. These are situations where large groups of people have different views and opinions without direct contact with one another. The tensions cause unrest, which causes society to lose quality. Mediation is not an option here. Social engineering here can be a modus operandi that can positively influence a situation.

Deep differences between groups of people can be addressed by presenting an original idea on which all groups can agree. The original idea - a new narrative - creates a new area for behavior and/or discussion. It gives all parties the opportunity to re-explore themselves outside of their comfort zone: what would the feature look like in the new situation?

For each side, there are certain aspects of the narrative that can change their perception of the problem or issue. This is precisely the aspect that makes it possible to take a new path that can lead to a satisfying approach. At the same time, all other parties are also finding themselves in a new situation and want to contribute to it so that new solutions are possible. The result of this process is that (almost) all actors have to relate to the new idea again. This is how changing social dynamics arise.

An important aspect of designing a narrative is that something must be requested



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from each party and something given to each party. You should assign and deliver. For example, you ask each party to walk away or let go of one thing and move on to something else.

Social engineering is used in socially undesirable situations. The approach includes influencing the actors' perspective on the situation and influencing actual conditions. Specifically, the following stages can be distinguished:

1. Collecting information on the historical, political, economic, anthropological, demographic, ecological, social, cultural, and societal situation of the actors and their environment.
2. Collecting information from the perspectives and motivations of all actors on the situation or problem.
3. Gathering information about the day-to-day issues of the position (how it is developed).

Development of work perspectives that are fine-tuned with existing information, taking into account the dynamite among the actors.

In practice, action perspectives can roughly be divided into two categories: First, interventions to change the actors' reality perspective. Second, interventions that actually change the conditions in which actors find themselves.

Social engineering requires a lot from the practitioner. In addition to seeking, correlating, analyzing, and clarifying information, it requires realistic, critical, and strategic vision. Regardless of his own assessment of social phenomena, the social engineer plans how to structure the dynamics in a situation and where the strategic and tactical opportunities for change emerge.

Required:

- Form an image of social engineering as a way of thinking and acting.
- The examples below show a recurring pattern of narration that influences the actors' perspective and the circumstances in which the actors find themselves in.

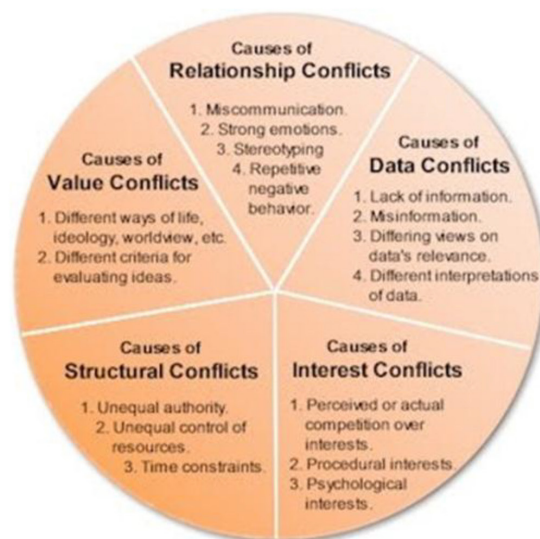
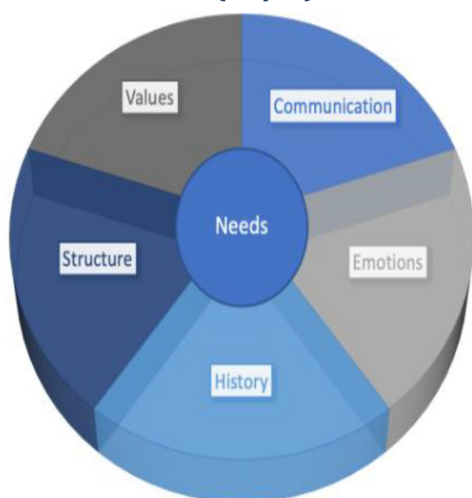
Types of violence at the community level

- The importance of understanding mindsets and coping mechanisms becomes apparent.
- New concepts are being utilized in which critical thinking in human relations can advance societies forward.
- A sense of language is created, which can introduce new concepts (a real man, a fighter for peace, for example).





Wheel of conflict (Mayer)



Types of violence	Physical violence	Cultural violence	Structural / Organizational Violence
Family	<ul style="list-style-type: none"> <li>Beating</li> <li>Child labor</li> <li>Threats</li> <li>Imprisonment</li> <li>Food deprivation / starvation</li> </ul>	<ul style="list-style-type: none"> <li>Banning girls from education</li> <li>Prevent children from giving their opinions</li> <li>Respect / follow inappropriate habits</li> <li>Respect / follow superstitions</li> <li>Differentiate between children</li> </ul>	<ul style="list-style-type: none"> <li>Negligence</li> <li>Suppressing thoughts</li> <li>Not taking care of others</li> <li>Rights</li> <li>Poverty</li> <li>Food scarcity</li> </ul>
School	<ul style="list-style-type: none"> <li>Beating</li> <li>Hitting with a stick</li> <li>Cursing</li> <li>Torture</li> <li>Punishment</li> <li>Imprisonment</li> <li>Physical torture</li> <li>Abuse of power</li> </ul>	<ul style="list-style-type: none"> <li>Messages denigrating children</li> <li>Bias for a specific educational system</li> <li>Considering the student just a piece of paper on a notebook</li> <li>Discrimination and prejudice</li> </ul>	<ul style="list-style-type: none"> <li>Study materials containing hate issues</li> <li>Complex issues that cannot be easily understood</li> <li>A weak curriculum</li> <li>Lack of facilities for students</li> </ul>



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Community	Threat Sexual torture Abuse of power Killing Beating Torture Isolation	Compulsory marriage Wasting money Excluding women and children when making decisions Tribal discrimination Differentiating between men and women Excluding women from the right to inherit	Public negligence of benefits Poverty Exploitation Abstaining from rights
State	Killing Arresting Beating Torturing Slaughtering live-stock Lack of concern for human rights Home demolition / destruction Sexual torture Drug smuggling	Media restrictions Discrimination at the state level Excluding women from working in government jobs Preference for private benefits over public goods	Exclusion of people from social affairs Exploitation Inappropriate division of resources Excluding people from political and economic affairs Poverty

### 3- Levels of conflict in society

#### Mediation

#### Differences between mediation, reconciliation, and negotiation

#### Force:

Force is usually a struggle, in which a person or group imposes his / her thoughts/ ideas on the other person or group using force. The other weak party accepts it, the conflict is ostensibly resolved, but hatred is formed in one party’s mind, and when you get close to the power/authority you reopen the conflict. Therefore, the power/ authority of action is also called the conflict crush.



**Verdict:**

A verdict can come when two parties refer to the authority (the referee), the judge, who enjoys judicial and legal support. After hearing the dispute from the two parties, the Public Prosecution Office and the judiciary consult the laws and make a decision based on investigations and witnesses. There is a possibility that one of the parties will not be happy with the decision and will think they are still right, as a result, this side waits for the right time for revenge, but sometimes a good decision becomes a solution to the conflict.

**Authority:**

Authority is an action imposed by a person who has influence over others. As both parties refer to the third reference (refer to the court), the court has technical support and hears the dispute from both parties and then makes a decision. Based on authority, most often conflict is resolved outwardly. But the roots of this conflict are still in the same place. If the decision is made fairly between the parties concerned, the dispute and quarrel are also resolved.

**Mediation:**

Mediation occurs when two parties request help from a third party in order to balance the two parties in negotiations. Certainly, there is no provision in mediation, but the parties concerned are inspired to solve their problem by themselves and the third party only facilitates negotiations.

**Communication (negotiation):**

Negotiation takes place without the presence of a third party. Each party tries to solve its own problems, but usually, the stronger side tries to influence the weaker side and force it to comply and accept the solution.

**Settlement:**

In such cases, an attempt is made to solve the problem in such a way that the relationships of both sides are altered towards improvement. In this method, each party tries to find different ways to resolve their conflict and with the consent of both parties, they choose a permanent method of solution and impose it.



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**Reconciliation:**

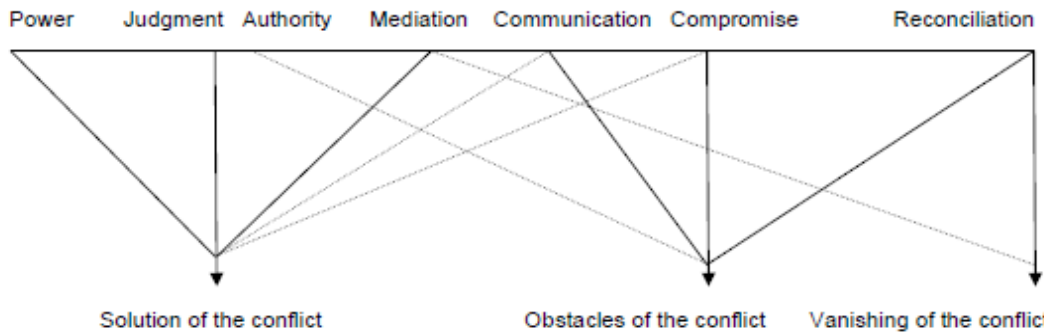


Figure 4.1.1 Different methods/ ways for the solution of conflicts

Happens when both parties knowingly decide to discover new and better relationships. It should be noted that conflict resolution methods should always be constructive and that any resolution must be keen on analyzing conflicts from the roots. (JSPR).

**Gender Mainstreaming:**

Gender mainstreaming is an internationally recognized strategy for achieving gender equality. The United Nations Economic and Social Council defines “gender mainstreaming” as the process of assessing the repercussions on men and women of any planned action, including laws, policies or programs in all regions and at all levels. It is a strategy to make the concerns and experiences of women, as well as men, an integral dimension of the design, implementation, monitoring, and evaluation of policies and programs in all political, economic, and social fields. So that there is an equal benefit for men and women, and there is no practice of inequality. For CARE, the term gender mainstreaming means applying gender analysis to all aspects of the work we do, including advocacy and communication. Taking into account that the gender perspective is not a separate issue, but rather intertwines with other issues in all sectors.

YLDF’s policy on gender equality is rooted in the following principles:

1. Gender equality should be considered an integral part of all YLDF policies, programs, and projects. In addition to being one of the YLDF’s program priorities, gender equality is also an overarching goal. Addressing gender equality as an overarching goal requires that women’s perspectives, interests, and needs, shape the development agenda as much as men and that the development agenda support progress towards more equal relationships between women and men.
2. The gender-based empowerment of youth includes gender-sensitive awareness-raising, building self-confidence, expanding options, increasing access



to and control over resources, and actions to change structures and institutions that reinforce and perpetuate gender discrimination and inequality. Empowerment comes from within. Women empower themselves. Increase women’s power through ability.

### **Gender principles in the YLDF**

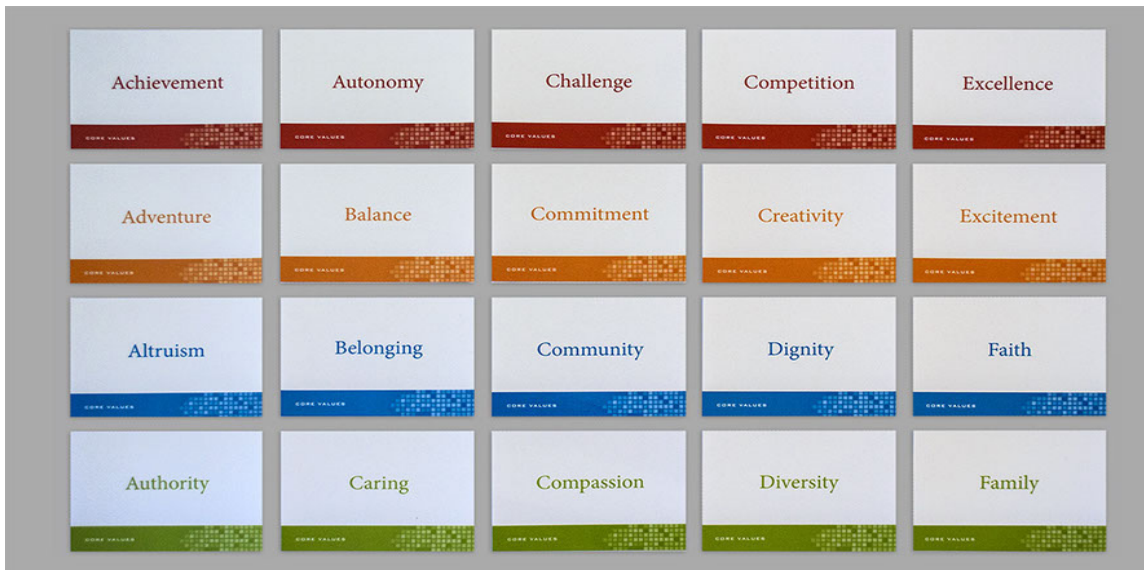
1. Gender equality should be considered an integral part of all YLDF policies, programs, and projects.
2. Achieving gender equality requires recognition that every policy, program, and project affects women and men differently. Women and men are not homogeneous groups.
3. Achieving gender equality does not mean that women become like men.
4. The gender-based empowerment of youth is fundamental to achieving gender equality.
5. Promoting equal participation of women as agents of change in economic, social, and political processes is essential for achieving gender equality.
6. Gender equality can only be achieved through a partnership between women and men, civil society organizations, government, the private sector, and all actors in society.
7. Achieving gender equality will require specific measures designed to eliminate gender inequality.
8. YLDF policies, programs, and projects must contribute to gender equality.
9. Youth - women and men - and civil society organizations are an effective vehicle for ensuring the implementation and sustainability of gender equality in society.
10. Saving people’s lives through impartial, gender-sensitive, accountable, and continuously improving humanitarian actions



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# Materials & tools

## Value cards and mood cards





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### Practical considerations

#### Where:

Choosing a venue can have a big impact on how successful your training is.

- **Accessibility:** Is it easily accessible for participants, including the participants with different abilities?
- **Spaces and surroundings:** What space can you use? Do you have outdoor spaces that you can use? Can you divide your group into groups using different spaces if needed? Is the place surrounded by a noisy environment that could affect your training session? Is it a public place where people move in and out and can easily distract your group? Is there a light shining inside (participants may get tired very quickly in a dark place or artificial light)?
- **Food:** Does the place provide food or do you need to get it from another place? Does the place offer vegetarian or halal options? Don't forget to ask participants about their food preferences and/or allergies/anaphylaxis.
- **Safety:** Is it a safe place for all participants to go? Is it a place/space affiliated with or under the control of a security force (is it controlled for example by the army or the police) or a specific religious/ethnic group that may make some people hesitate to participate?



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Training Kit (3)  
Social Engineering and  
Gender – Sensitive  
Peacebuilding

### **Training room:**

- Is the training room aligned with your program, methodology, and group size? Can you move chairs and / or tables?
- Equipment: Does your venue have the sounds/lighting equipment you might need? If not, you can of course always bring it yourself but be sure to put it on your to-do list.
- Materials: Don't forget to buy, borrow, or collect all the materials needed for your program. This should be based on developing your session outline indicating the materials required for each session. The basic materials we usually need in training are:
- Markers, Paper Boards, A4 Papers, Color Papers, Scissors, Glue, Sticky Tape, Notebooks, Pens, Stickers, Flash Cards, etc. Don't forget to print out the program/course, evaluation forms, etc.





The hand that rocks the cradle

**The hand that rocks the cradle is the hand that rules the world**

**The role of women in improving community security**

In 2002 Liberian women, tired of war, wanted their men to arrange an agreement on the negotiating table. They followed the call of Leymah Gbowee to no longer have sex with their husbands. What was the strength of that intervention? They had a good view on the driver that in this case shaped reality: the hunger for power. They understood that the fight for power fails when women embarrass men by talking to the media about the “powerless” situation of their men in the bedrooms of their homes. The women also were aware of the possibilities of solidarity, because together one can achieve more. So, what in fact did these women do?

Agnes Dinkelman, August 2014

The Liberian women took the space they had to influence their world. Beyond that, they understood how to effectively address the issue from the position they were in, knowing what they stood for together and determined: to bring an end to violence and rape, to bring peace and to work on dignity from there. So what can we say about “their position”, “their space” and about “understanding the drivers that shaped reality” to effectively address an issue?

The combination of danger and violence causes a strong increase of dopamine and adrenaline to the brain. It makes the archetype “warrior” feel strong and valuable, helps him to move away from fear but also disconnects him from other human beings, according to Bourke (1999). Men who live in hostile situations are therefore dominantly led by gaining control and managing risks. The hunger for power as the dominant value decreases if the circumstances change: no more war, no more fights, decreasing hostility. I have observed this in my encounter with former DRC warriors and in my work with European policing officers who returned from Afghanistan. The change of circumstances did its work on the value level: there was mistrust and alertness before, back in a safer environment their base attitude towards the world around them changed. In the new situation we saw cooperativeness and openness for the rules and codes of the society in a calm and responsible way.

So how are women to cope with situations of violence? Women have the beautiful position to really make a difference in community security. They are married to the men, mothers of the children and sisters of each other, and have intimate relationships with all of them. From their position they can sense, pre-sense, see and foresee, interpret and monitor what is happening in their communities, and their interpretations are therefore insightful into the development of conflict. After all,



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given this position they are well positioned to give meaning to what they sense and see and so develop a deep understanding into the context of which they live.

Women can also use their space to become educated, to give impulses for change, and to take leadership in their communities. The space of women is often limited in comparison to the male position due to traditions, law, and determination of men, external family or religion. So what can women do, given the position they have, acting within the space they have, to improve the situation of community security? My writing is based on my experience as an analyst and practitioner on social dynamics, community security and women leadership. I will share observations from real cases without disclosing identities of actors for reasons of confidentiality. I would like to explore here examples of how women can use a limited space to leverage the situation in conflict. Such examples provide insight into the leadership of women to create community security on a personal, communal and national level.

### **Coping with hostility**

Safe places hardly exist. I learned this by working with a diverse group of people around the globe, either in groups or with individuals, in villages, offices and institutions. I am always struck when people mention the hostility they meet in their lives. Mothers and daughters-in-law might fight over homework, power and privileges. In companies and institutions, I have seen people fighting for the better-paid job, competing in a way that leaves no space for collaboration. In every environment there is insecurity.

We have to face the truth; safe places hardly exist, so there is no other way than to purposefully deal with hostility. So then what is a secure community? I consider a secure community a safe place which can have the size of a country or can be as small as a family, where people can trust each other, where they know that no one will harm them, cheat on them or betray them. In a safe place there is dignity, respect and support. We have to face the truth; safe places hardly exist, so there is no other way than to purposefully deal with hostility. Hostility makes people cautious and withholds themselves from developing talents and sharing thoughts and ideas. In the end, an unsafe human environment is costing us what we so desperately need: trust and inclusiveness in an emotional, social, economic and spiritual way for peace and prosperity.

Some people confront unsafe places heads up and with stretched backs; ready to act, gain control and diminish risks that they feel can undermine their status. Others lay back and act cautiously because they don't want to get involved in any serious threats. Young girls living in communities where violence is common often behave this way. When I describe their behavior as “as an attempt to be invisible”



they laugh, recognizing it. Some people measure their position carefully, consider the situation, calculate, avoid hostility as much as possible, and at some point take their chances to avoid the next violent threat. These are all responses to cope with hostility. A child soldier from Sierra Leone according to Mooy’s work shows this in a clear way by stating, “I ate from the human heart so the ones who saw me were frightened...as everybody was aware that I was a bad person they wouldn’t dare to hurt me” (Mooy, 2008, pp.19)

Some people confront unsafe places heads up and with stretched backs; ready to act, gain control and diminish risks that they feel can undermine their status. Others lay back and act cautiously because they don’t want to get involved in any serious threats.

All warriors share the desire to come to grips with insecurity through power and control. But unguided warriors are dangerous warriors. Thomas Sankara, the murdered visionary president of Burkina Faso, stated that a warrior without education is a potential criminal, according to the video Thomas Sankara: The Upright Man (Pan African Markets 2006). We therefore need to consider more carefully the coping mechanisms employed to address insecurity and hostility.

People are coping with hostility at all levels. World leaders avoid threats too and try to stay in control. Opponents of Stalin in Russia were executed and not allowed to become a threat. Later Breznjev made his competitors retire while Chroestjov sent them to far away countries as ambassadors for Russia, as mentioned by Yeltsin (1990). Gorbachov allowed his opponents to come back in politics to show the world that he was serious about the idea of “glasnost”, meaning openness. In the same spirit, Obama asked his direct opponent within the Democratic Party, Hillary Clinton, to be his Secretary of State and overcame their antagonism by offering her a position next to him. World leaders act like all humans by having a personal view on the feeling of safety for themselves and their position. In geopolitical interaction, Gorbachov and Obama tried to let cooperation prevail. Their challenge was to cope with an environment that forced them to take position in a world shaped by hostility, control and power.

### Identifying values as a basis for coping mechanisms

Coping with control, power and hostility can be done in different ways motivated by different values and according the circumstances. Mwenda put it this way: “It is possible that a corrupt dictatorship in one country at a given time is what is necessary to achieve rapid change. But it can become dysfunctional in another country with different social and political dynamics. The building of a national identity and an effective state in homogenous Rwanda under a Tutsi president may demand honest government; but in heterogeneous Nigeria or DRC, corruption may be the glue



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to bring and hold diverse interests of powerful elites together. There is no one size that fits all.” (Mwenda, 2014, p. 1).

My argument is that in order to improve safety and security in communities it is crucial to understand that there is no standardized way to respond to violence. Circumstances differ, issues disputed over are not the same, cultures may differ and people respond in different ways. In trying to address hostility, a range of coping mechanisms can be used that are motivated by different values. Human behavior originates in values. In order to increase the range of coping responses to hostility we need to review the values that underpin behavior. In our attempt to understand a situation we should observe and assess the values of that community. This profile of values can provide us with the information needed to determine what kind of interventions may be effective.

Human behavior originates in values. In order to increase the range of coping responses to hostility we need to review the values that underpin behavior. Let me give you an example. I worked in the Netherlands with minority leaders that have an African or Asian background. These leaders perceived reality in a total new way once they understood how to use the perspective of values and worldviews, considering the circumstances they were in.

The younger leaders longed for more influence. They wanted to lead their community towards more involvement in the Dutch postmodern society. The elderly leaders didn't let them and they withheld information from the next generation and prohibited their actions or ignored their requests. During our meetings it was identified that one of the crucial issues for the elderly leaders was the item of a dignified retirement. They felt responsible for the fact that they took their families to a new world and didn't succeed in their goals of pride, honor, and prosperity. Without addressing these items properly, the elders stayed unwavering in post-modern questions and attempted to stay in control and by doing so, they withheld the youngest generation to fit into society. The younger leaders in our sessions understood they had to earn their leadership position by gaining the trust of the elders by honoring them. They had to make clear that the experience and knowledge of the elderly would be part of their moral compass while navigating a new world. Only addressing the need for tradition and cherishing the culture and honoring the families wouldn't be enough to change leadership positions. We had to understand also the need for dignity and respect so that the elders could retire in an honorable manner. It would help them to be proud of their offspring to take leadership and behave in ways they felt were correct. In unsafe places the urge for power and control is a dominant value. To increase women's leadership in community safety, it is important that women can identify how values impact choices and behavior, knowing that everybody is coping



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with power and control in their own interest.



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## Women’s involvement in early warning in radicalization

The region of the Middle East, North Africa and Sub-Saharan Africa are threatened by terrorist groups like ISIS, Boko Haram and Al Shabaab movement. According to Kwok, these groups are growing steadily and financed by wealthy sources in the Middle East or Indonesia (2014). The extremists are receiving funds from Southeast Asia through oil in the Caliphate or kidnappings in Africa. This extremism threatens women and men with their liberty and independence.

The geographical playing fields of these groups transcend the borders of nations. The Islamic State (IS) Caliphate creates a situation that leads to a new possibility for meeting, talking and collaboration between the West and the Arab world. African leaders also have to decide on a strategy and to overcome differences so that they may act jointly and quickly before the situation gets out of hand.

Looking at it from the perspective of values, the members of the terrorist organizations are motivated by a desire for more power and control. The urge for power and control leads to the law of the jungle that is full of concepts as “eat or be eaten”, instant satisfaction, honor, pride, brotherhood and the idea of following leaders without questioning.

We have to understand the degree of attraction that these groups exert on young people. The attraction can lie in the idea of adventure, of being invincible, untouchable, unbeatable, and being a part of the winning team. These groups offer young people a way to make the world understand that they are fed up with what they see as humiliation through Western oppression.

They find the legitimacy of their actions in the Quran. The groups take the view that everyone must take the holy book literally without interpretation. This view gives them full control over what they want civilians to think and how they want civilians to act. The similarity with the Christian Inquisition is rising. In late medieval times the Inquisition had the exclusive right on setting the standards and judging and punishing people. We are seeing today in IS a new manifestation of the values and behavior that fit with dominance, male superiority and the value of hunger for power. We need to deal with this trend. Women are crucial in this process.

Young people who are considering joining terrorist groups need counterforce. They need to be firmly corrected by the people around them that can address and contradict both the defected logic and the urge for control. In these young people we have potential warriors that are falsely informed and who need proper firm guidance and adequate information which are well adjusted to their goals and values. Mothers should be encouraged to pick up on early signs and to observe and reflect on new ideas of their sons and daughters. Communities can contribute by organizing an early warning service for policing forces and the military. Governments and donors



could invest in television programming with debates that include experts on the issue as well as young people. This will help identify the defects in the logic of the jihadist movement, to prevent young people to become criminals.

Being mothers and sisters, women have the best position to sense and pre-sense changes as their sons and brothers become attracted to the jihadi movement. The men in the family can become informed by the narratives that are spread by fundamentalists in real life or through the internet. Mothers need to know (and should be informed) that they have the power to intervene. They have the position to help their children to see what is right and what is wrong. There are too many women who do not understand that this is within their power, especially when it comes to their sons. These mothers and sisters need to become the first responders. We could facilitate meetings where women can learn what the first signs are, how to respond and what to do. Community leaderships should support women so they can start to provide deprogramming training and provide psychological and spiritual support.

**The hand that rocks the cradle**

The challenges to community security are serious. They have to be addressed with an understanding that values drive behavior. To diminish hostility, values need to be shaped or reshaped. Community processes that intervene at the level of values to shift identity are therefore key to promote long-lasting community security.

At the local level women can play a very important role in resetting the value systems that define boys and men and identify new male identities that allow men to be valuable for the community in a non-violent way. Using their space, they can make an important contribution to improve community security, like the Liberian women who responded to the call of Leymah Gbowee in 2002. The examples of the identity shift for men after conflict and the undermining of the support of extremism show how women can address hostility in a constructive way. In early warning, which is increasingly relevant within the expansion of extremist terrorist organizations looking to recruit young people, women have an important role to play in education, identifying young people attracted to these organizations and addressing, as a community, effective responses. Men have an important role to play as peers, demanding non-violent behavior that is valued and respected by the community as positive masculinity.

Unsafe places can become less unsafe over time, with leaders who respect their people and demand non-violent, constructive behavior. The more secure society is, the more people can feel safe to work on social and economic perspectives. Women leaders can initiate this process and increase the number of women leaders leading communities, institutions and homes. Women can educate their children to become real men and strong heroes and heroines that understand how to intervene on the



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hunger for control and power. As the poet William Ross Wallace wrote: “The hand that rocks the cradle is the hand that rules the world” (1890).

Also published in *Woman’s Leadership in Peace Building – Conflict, Community and Care*, edited by prof. dr. M. van Reisen, Africa World Press, Inc.

**Ten: Mechanisms of the Peacebuilding Process**

Mechanisms include: Promoting a culture of coexistence and integrating it into education, culture, and the media through international partners, local community organizations, and local authority. Promoting a culture of coexistence, the values of brotherhood and tolerance, which are considered the most urgent need for world societies in general and Yemen in particular, calls for collective participation of men and women alike. Rather, women may have a more important role in this process due to the important educational role they play and their direct influence on creating moral values among young people. The issue of empowering women and obtaining their rights in society is a cornerstone of any equation that seeks to achieve coexistence, justice, and social peace. It is not possible to talk about serious efforts to create the values of coexistence, brotherhood, and equality if women (who are half of the society) are not part of those endeavors, either in terms of their rights as a major component of society, or in terms of their role and responsibilities entrusted to them in this regard.

**Promoting, disseminating, and publicizing the rule of law culture and strengthening law enforcement institutions<sup>23</sup>.**

In 2004, the international community agreed on the following practical definition of the rule of law: “One of the principles of governance, whereby all persons, institutions, and entities, public and private, including the state itself, are accountable to laws that are publicly issued and applied on the basis of the principle of equality. The litigation is conducted independently and is consistent with international human rights principles and standards. In addition, it requires putting in place the necessary measures to ensure compliance with the principles of the rule of law, equality, responsibility before the law, fairness in law enforcement, separation of powers, participation in the decision-making process, legal certainty, avoiding arbitrariness, and the existence of procedural and legal transparency. For the rule of law to exist, people must believe in it and comply with it, and they must take it as a self-evident part of their political-legal system, and this trend is not a legal rule in and of itself, but a common political conception that reaches the point of a cultural belief. And if this cultural belief permeates society, the rule of law can respond quickly to changes, extend across generations, and withstand periods when government officials underestimate the rule of law, but when this cultural belief is not

23- A Practical Guide to a Rule of Law Culture - Exploring Effective Responses to Challenges in Implementing Justice and Security, Leanne McKay - United States Institute of Peace, Washington.





pervasive as previously mentioned, the fate of the rule of law will be weakened, or it will not exist at all.”

**Societal change and inclusion to enhance the participation of women in various areas of life.** Crises can also provide opportunities to address inequalities and promote transformational change. The crisis is rapidly changing social and cultural structures, and this may constitute an opportunity to redefine gender norms and contribute to the balance of power in relation to gender relations. The potential for transformational change addresses the structural causes and consequences of gender equality. With the aim of achieving lasting and impactful change in the lives of women, girls, men, and boys. Various strategies and approaches can be adopted to ensure the equal promotion of the human rights of women and girls, men and boys, and the achievement of gender equality. The ability of women in local communities and women’s organizations to play an active and pioneering role in the aftermath of the crisis is evidence of the potential for a transformational change.

**Developing strategic plans** in the fields of: economic recovery, improvement, and strengthening of the national economy (the field of infrastructure), reconstruction of schools and hospitals, repair of transportation routes and communication networks) the military field (demining, disarmament, demobilization or rehabilitation of combatants and their reintegration / guaranteeing regular forces) field of addressing the effects of conflict (issues of property, displaced persons, and reconstruction) in the field of human rights, coexistence and citizenship, and consolidating the principle of the rule of law.

**Achieving transitional justice and reparation:** Transitional justice, in general, has become a technical term used in the fields of rule of law, human rights, justice, and security, and it signifies the variety of mechanisms through which past violations are addressed. Transitional justice looks at how society suffers from violent conflicts and finds out what really happened and why it happened. Transitional justice goes beyond judicial mechanisms, such as holding perpetrators accountable and placing them in prisons, or providing compensation to victims. There are also a number of mechanisms that focus on the psychosocial component, as they look at the social fabric torn apart by conflict - and they include things like psychological counseling for recovery from trauma, memorials that people can visit, or museums for memorials. For example, in Ayacucho, Peru, there is a museum of remembrance, which contains objects related to the bloody conflict that citizens have suffered from - everything such as the victims’ photos, their stories, their clothes, as well as a historical analysis of the conflict.

**Strengthening the civil society system and women’s support networks** by building the capacities of organizations through holding training workshops on aware-



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ness-raising concepts and skills in networking and advocacy to support women in the peacebuilding phase.

**Building community capacity to deal constructively with conflicts:** Through international partners and civil society organizations in building the capacities of young men and women, men and women, by holding training workshops in the concepts and skills of constructive dealing with conflicts.

**Promote the participation of women in various fields:** The significant and sustainable impact that has been achieved in fragile countries that have been exposed to disasters and conflicts requires complementary actions from humanitarian and development actors. Hence, the empowerment of women and girls should not be limited to activating their roles in responding to crises, but should also extend to activating their role in development aid, peace and security building, mediation, reconciliation and reconstruction, and conflict and crisis prevention. The involvement of women at the local level and giving them a leadership role is critical to the success of the results of these efforts, and this should be facilitated and empowered.



**Eleven: Women’s participation in building gender-sensitive peace**

**The importance of women’s participation in peacebuilding**

The participation of women in the peacebuilding process is not a matter of their right or equality in terms of the concept of gender, rather it is vital because of the important role of women, whether in tribal society or civil society organizations in conflict areas, and the importance of including women in peacebuilding negotiations stems from the danger of excluding urgent priorities of women for long periods, as women are half of the society, so any peace process must respond to their concerns and problems, as women are from the vulnerable groups in society, so it is inconceivable that women are half of the society and are not represented in the peacebuilding process. Resolution 1325 constitutes the strongest and binding legal ground for the inclusion of women in the peacebuilding process, which would enhance democracy and realize women’s rights and their impact on rebuilding a post-conflict society, and prevent further violence as women are the main actors in the implementation of peacebuilding work.

**Mechanisms for women’s participation in peacebuilding:**

**These mechanisms are expressed through political tools and procedures as follows:**

**Political tools for women’s participation in peacebuilding (24)**

- Developing action plans for the participation of women in the peacebuilding process, provided that they are meaningful, including: a specific time frame, clear goals, a clear accountability mechanism for non-compliance and implementation, a budget allocated to these plans, a transparent mechanism for monitoring and raising the results, knowledge of the role and effectiveness of civil society organizations and feminist networks within the plan.
- Develop the map of women’s groups and civil society organizations in the conflict zone at an early date and what role can be played according to special skills and experience and benefit from international expertise in this field.
- Support networking between women’s organizations in conflict areas to reach common proposals by providing financial funding for effective communication and travel, opening and strengthening communication channels on the ground, and supporting the role of women’s organizations as mediators.
- Capacity building and skills development for each of the women’s organizations in the areas of negotiation and advocacy, supporting the establishment of a group of qualified mediators and gender experts, and training male mediators from a gender perspective in order to raise awareness of the importance



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24- Making Room for Peace, Isabel Nelson, Kvinna till Kvinna Foundation 2011, Sweden, p. 11-15.



- of involving women in peacebuilding.
- Providing the necessary funding for sustainable work for women civil society organizations working in the field of peacebuilding, because work in the field of peace is a medium-term work that gives the effect after five years or more, and its impact is cumulative and according to successive programs and projects.
  - Documenting and analyzing the contributions of civil society organizations in the field of peacebuilding and setting up mechanisms to monitor the impact of agreements and the progress achieved in order to transfer expertise and exchange knowledge with other experiences.
  - **Procedures for achieving women’s participation in peace negotiations (25)**
    - Determining a percentage of financial support for peace talks linked to the participation of women, at least 30% by international supporters, through lobbying and advocacy from active women’s networks.
    - Establishing conditions by the United Nations and the countries that support any peace process for the negotiation team to be representative of both sides of society, women and men.
    - Putting women’s issues among the priorities in peace negotiations through mediators, facilitators of communication channels, coordinators, and mediators of sub-agreements, who must be qualified in the field of gender.
    - Establishing a second track for the consultative process in peace negotiations that is linked to women’s groups.
    - The peace process is not considered verifiable by the United Nations unless it was gender-sensitive when ratified by the Security Council or by the guarantor countries of the agreement.

25- Making Room for Peace, Isabel Nelson, Kvinna till Kvinna Foundation 2011, Sweden, p. 11-16.



## Appendices

### Appendix: Template for Embedding Conflict Sensitivity in Peacebuilding<sup>26</sup> (Program / Project) Interventions

Conflict Sensitivity and Inclusion Analysis Template			
<p><b>Guidance:</b></p> <ul style="list-style-type: none"> <li>The purpose of this checklist is to ensure that conflict sensitivity is addressed throughout your proposal submission. Please complete this document alongside your proposal submission.</li> <li>Specific Sectional guidance is provided in the sections below.</li> </ul>			
<p><b>SECTION A: CONFLICT ANALYSIS CHECKLIST</b></p> <ul style="list-style-type: none"> <li>If you answered 'No' to any of the questions below without providing an explanation, please review each section of your proposal until you are satisfied that you can answer 'Yes'.</li> </ul>			
Questions	Yes	No	Comments
1. Has a conflict analysis been carried out yet? If related documents are available, please attach			
2. How will you use the findings from the conflict analysis to review and inform the project objectives and implementation strategy?			
3. Have you explained how the project objectives are linked to a deep understanding of the conflict?			
4. Have you identified all potential stakeholders and how you will engage them?			
5. Do you have clear criteria for selecting participants, staff and partners which take into account conflict dynamics?			
6. Did you consult both potential participants and other stakeholders in the design of the project?			<b>Identify the participants &amp; stakeholders</b>



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<sup>26</sup>- Joint Peace Fund Application Process, translated into Arabic.

7. Have you considered how the project will affect women and men and other groups differently?			
8. Does the project help marginalized groups inclusion in decision making?			
9. Does the location for the project take into account power, ethnic, religious and social dynamics?			
10. Have you explained how the project will engage with relevant authorities?			
11. Have you explained why your organization is the right one to do the project in this area?			
12. Have you identified areas for extra support and training?			
13. Does the project have monitoring indicators related to conflict?			
14. Are you able to measure how the project interacts with the context?			
15. Have you explained potential risks of the project related to conflict and how you will manage them?			
16. Have you explained how your communications plan will be sensitive to conflict issues?			
17. Are you and all stakeholders satisfied that your project will make a positive impact and not negatively affect the conflict dynamics in the area or at a higher level?			



**SECTION B: OTHER COMMENTS**

- If you have answered yes to every question, or answered no but have given a clear explanation, please write here, why your project is, and will be, conflict sensitive and inclusive.
- **Please take into account *all the factors above and consider every section of your proposal.***
- ***Explain how your project understands the context you want to work in and how it will engage with it.***
- ***Explain potential challenges and risk and how you will address them.***
- ***Please include information on how you will ensure you remain conflict sensitive throughout the duration of the project.***




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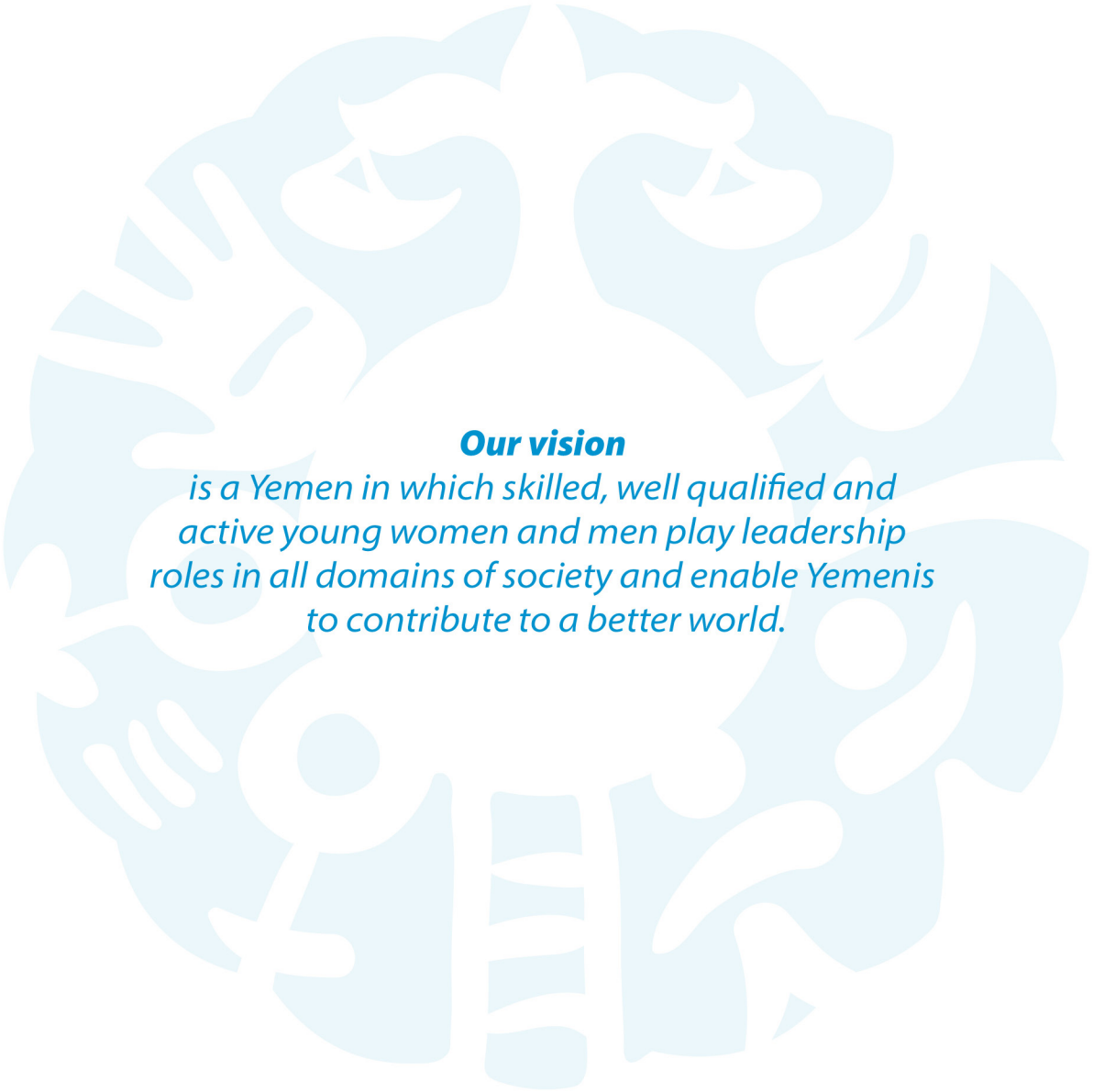
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**Our vision**

*is a Yemen in which skilled, well qualified and active young women and men play leadership roles in all domains of society and enable Yemenis to contribute to a better world.*