

# Conflict Resolution Skills

Community  
Appraisal &  
Motivation  
Programme



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**Community Appraisal & Motivation Programme (CAMP)**  
**Conflict Resolution Training Manual**

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**Conflict Resolution**

This training manual was developed after a detailed consultative workshop with members of Community Based Organizations from the FATA, in November 2009. The other four thematic areas that were prioritized during the consultation included: Advocacy and Lobbying, Communication and Presentation, Human Rights and Democracy, and Project Planning and Management.

Keeping in mind that emerging grassroots organizations have little or no exposure to training in these areas, this training manual and the workshop that was conducted based on this guide, are a first step towards creating better understanding of conflict resolution.

We hope this manual and the others in the same series will be as useful for you and your organization, as they have been for CAMP and its partners.

We regret any errors, and look forward to receiving feedback at:  
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## Introduction

### 1.1 Introduction

The conflict resolution through formal legal system is a time-consuming and expensive process. Alternative Dispute Resolution (ADR) through mediation or reconciliation is not a new phenomenon in our society but the traditional and customary practices influence this process. Although Jirga and Panchayat have always existed in the society, the ADR has introduced a new, neutral and quick solution to disputes in less time. Because of disappointment with the traditional institutions, most of the people in Pakistan still prefer courts for resolution of disputes. In some areas people take their cases to traditional system that is Jirga and Panchayat. Although mediation is a profession in many western countries and the government of Pakistan also introduced it in the Local Government Ordinance 2000. The system was introduced with name of Musalihat Anjuman/ Musalihat Jirga as volunteer body at the union council level.

This manual is aimed at enabling the maximum number of people to acquire the skill of Alternative Dispute Resolution so that they may be given a chance to resolve disputes through positive, practical and collaborative means to ease tense situations.

**The system in vogue to resolve disputes can be divided into three parts:**

1. Traditional Jirga/Panchayat
2. Court system
3. Musalihat Anjuman/Jirga

**Traditional Jirga:** The traditional Jirga/Panchayat has been known and acknowledged in South Asia since long as a method to resolve the disputes ranging from family to social levels. A person becomes a member of the Jirga or Panchayat on the basis of the clan or family or an exalted social status. The structure of the Jirga or Panchayat is such that only a few people are empowered to resolve the dispute, who wields influence within this structure. The Jirga and Panchayat are always portrayed as judges in the society based on truth and justice. But the same institutions deny the right of participation to women in the decision making process.

**Court system:** This system was introduced in the South Asia with the advent of the British rule in the region. The laws which were introduced during the British rule pertained to land and property. Qazi Courts were put in place to deal with such cases. Later family laws and other disputes were also taken up by these courts. The system is in force in Pakistan even today with some changes. Up to great extent the cases are resolved through Musalihat on the court orders by mediation and reconciliation laws.

**Musalihat Anjuman/Jirga:** A coordinated strategy has been evolved by strengthening the system of alternative dispute resolution to end gender-based violence. The Musalihat Anjuman formed under the LGO have the power to resolve disputes with the consent of parties through mediation and reconciliation. However, these bodies are not authorized to resolve criminal disputes through mediation or reconciliation. These bodies cannot take up cases relating to civil Procedure Code and those pertaining to Law of Evidence.

The sources from where Musalihat Anjuman/Jirga can receive cases for solution;

- Court
- Union Council
- Justice Nazim
- Individual (man and woman)
- Two parties
- Police
- Suo moto action by Musalihat Anjuman

### Instructions for Facilitator & Management

<b>Venue</b>	<p><b>Venue Light, spacious training space:</b> a hall large enough for 25-30 participants, with <i>good natural light</i>, comfortable seating, and enough space up-front for arrangement of the multi-media, a white board and a flip chart stand.</p> <p><b>Refreshments:</b> Running tea/coffee so that participants can help themselves.</p> <p><b>Confirm</b> booking of venue in writing as early as possible &amp; <b>reconfirm</b> all workshop arrangements with the venue shortly beforehand.</p>
<b>Facilitation aids</b>	<p><b>Facilitation aids</b> Arrange for: Multi-media/Over-head projector &amp; screen Flip-chart board/s Check that all of these are operational at least half hour before start of the session.</p>
<b>Participants</b>	<p>Formal invitation letter: this should explain the purpose of the training &amp; outline administrative issues venue, timing, etc. It should be sent out as early as possible, since participants require adequate notice.</p> <p><b>Participants' confirmation:</b> Include in the letter a confirmation slip for participants to return to you (this could simply state: "I confirm I will be attending the training on [date]", with name, organization &amp; full contact details).</p> <p><b>Background material:</b> once participants have confirmed, send them a copy of the agenda with information about the venue &amp; timing.</p> <p><b>Registration:</b> Even though the participants may not formally register, it should be ascertained that their cards and contact details are taken so that the participants list is complete for insertion in the end of activity report.</p>
<b>Stationary</b>	<p>Bold black markers (90 cut corner) Flip charts Spiral-bound notebooks 25 (i.e., some spare) Ball points 25 Flipchart paper 3 pads</p>
<b>Facilitator's</b>	<p>Workshop Program Copy Photo copies of slides For each participant Folders- For each participant, Name cards</p>

**Workshop for the Capacity Building of Community Workers for Conflict Resolutions**

<b>Day 1</b>	<b>Time</b>
Registration	09:00-09:30
Introduction	09:30-10:10
Expectations	10:10-10:30
<i>Tea Break</i>	10:30-10:45
Understanding Conflict	10:45-12:00
Approaches to Resolving Conflict	12:00-01:30
<i>Lunch Break</i>	01:30-02:30
Mediation	02:30-04:00
<i>Tea Break</i>	04:00-04:30
<b>Day 2</b>	<b>Time</b>
Recap	9:00-9:30
Negotiation	9:30-10:45
<i>Tea Break</i>	10:45-11:00
Conflict Resolution: Mock Exercise-1	11:00-12:45
Session processing	12:45-01:30
<i>Lunch Break</i>	01:30-2:30
Mock Exercise – Part 2	02:30-03:15
Session Processing	03:15-04:30
<i>Tea Break</i>	04:30-05:00
<b>Day 3</b>	<b>Time</b>
Recap	9:00-9:30
Traditional Mechanism for Conflict Resolution; Impact on Women (Video)	09:30-11:00
<i>Tea Break</i>	11:00-11:15
International Instruments and State responsibilities	11:15-12:00
Agreement	12:00-1:00
<i>Lunch Break</i>	1:00-2:00
Workshop Evaluation	2:00-3:30
<i>Tea Break</i>	3:30-4:00
Workshop Closing	4:00-5:00

## Introduction



### Objectives:

To increase group cohesion and enable participants to become better acquainted with one another



### Duration:

40 minutes



### Methodology:

Writing on cards



### Material/ Equipment:

- Flip charts
- Whiteboard
- Markers
- Overhead projector or multimedia

<input type="checkbox"/> Slides/Transparencies	Trainer's Notes
	TN 1.1 CAMP Introductory Brochure TN 1.2 Registration Form TN 1.3 Instructions for Exercise on self Analysis

### Steps:

1. Before starting session, the co-facilitators should help the participants to fill out the registration forms.
2. After the registration, introduce yourself and your profession and ask participants to introduce themselves and their professions briefly.
3. After the introductions, tell the participants that we are here for three days and it is better to know a bit more about each other.
4. Ask the participants to sit quiet for five minutes and tell them to identify three things which they cannot tolerate. Use TN 1.3 for the exercise.
5. After their sharing, tell them to paste cards on the wall.
6. Conclude the session by sharing your own experience.

TN 1.2: Registration Form

**Name** \_\_\_\_\_

**Designation** \_\_\_\_\_

**Organization** \_\_\_\_\_

**Address** \_\_\_\_\_

**Phone** \_\_\_\_\_

**Fax** \_\_\_\_\_

**Mobile** \_\_\_\_\_

**Email** \_\_\_\_\_

TN 1.3: Instructions for Exercise for Self Analysis

1. Ask participants to identify three situations which they cannot tolerate.
  2. Tell the participants to write on Zop cards and ask them if some of them may share one or two situations.
- I felt hurt .....
  - I felt anger.....
  - I can't tolerate.....

Expectations



**Objectives:**

To assist participants in identifying and articulating their expectations for the training workshop



**Duration:**

20 minutes



**Methodology:**

Exercise




**Material/  
Equipment:**

- Flip charts
- Whiteboard
- Markers
- Overhead projector or multimedia
- Zop cards



## Conflict Resolution Skills

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<input type="checkbox"/> Slides/Transparencies	 Trainer's Notes
S/T 2.1 Workshop Objectives S/T 2.2 Workshop Program	

### Steps:

1. Tell participants that the next exercise will help us to know what expectations they have brought with them for the workshop.
2. Give one Zop card to each participant to write one or two expectations from the workshop.
3. After five minutes tell participants to paste cards on the charts provided.
4. Read some Zop cards and conclude the process.
5. Present them the objectives of workshop.
6. Tell participants that to achieve these objectives we have planned this workshop in such a way that it will be interesting and will also have a lot of learning for them. Present them workshop agenda and conclude the session.

## What is Right



**Objectives:**

To understand basic human rights in relation to basic human needs for each person on the basis of his or her inherent dignity as a human being



**Duration:**

01:30 minutes



**Methodology:**

Exercise



**Material/  
Equipment:**

- Flip charts
- Whiteboard
- Markers
- Overhead projector or multimedia
- Zop cards

<input type="checkbox"/> Slides/Transparencies	Trainer's Notes
S/T 3.1 Definition	
S/T 3.2 Properties of Rights	TN: 3.1 Rights and Needs
S/T 3.3 Understanding Conflicts	TN: 3.2 Nature of Conflict
S/T 3.4 The Conflict Core	
S/T 3.5 The Conflict Triangle	

**Steps:**

1. Tell participants what is conflict; for understanding conflict it is necessary to understand "What is Right".
2. Ask participants to define right and write down on cards.
3. Read some cards for participants, present S/T 3.1 definition and explain with TN: 3.1 Rights and Needs.
4. Conclude discussion on what is right linking with what is conflict and violation of basic human rights.
5. Explain the conflict core to participants.
6. Please facilitate participants for discussion and sharing of their point of views.

**S/T 3.1 Definition:**

1. A claim of a person that is socially and morally correct.
2. The rights people have by virtue of their being human, irrespective of nationality, race, colour, social status, gender, age, political beliefs, wealth, or any other differentiating characteristic.

**S/T 3.2 Properties of Rights:**

- Universal
- Fundamental

## Conflict Resolution Skills

- Inherent
- Indivisible
- Equal

### TN: 3.1 Rights and Needs:

#### Basic Human Rights

<b>Shelter</b>	<b>Food</b>	<b>Identity</b>	<b>Money</b>
<b>Water</b>	Freedom	Participation	Understanding
<b>Subsistence</b>	Recognition	Love	Protection
<b>Community</b>	Respect	Clothing	Free movement
<b>Education</b>	Health	Creation	Resources

#### Basic Human Needs

<b>The right to life, liberty, and security of person</b>	the right not to be subjected to slavery; to torture, cruel, inhuman or degrading treatment
<b>The right not to be subjected to arbitrary arrests, detention, or exile</b>	the right to be recognized as a person before the law; presumed innocent until proven guilty
<b>the right to freedom of movement</b>	the right to own property; to work; to free choice of employment; to just conditions of work
the right to freedom of opinion and expression; and of thought, conscience, and religion	the right to freedom of peaceful assembly and association
the right to take part in the government of one's country; to equal access to public service	the right to an adequate standard of living (including food, shelter, water, medical care)
the right to education: to freely participate in the cultural life of the community	the right to marry and to raise a family

**S/T: 3.3**

**Understanding Conflict**

**Conflict**

The conflict is a result of opposing interests, cultural differences, dislikes, insults and difference of opinion. The conflict exists in Family, Community, and State and between States on the basis of violation of fundamental Human Rights;

**Violation of Fundamental Human Rights**

- freedom of movement
  - freedom from slavery
  - bodily harm
  - inhuman and degrading treatment
  - employment rights
  - right of access to health
  - right of access to education (for minors)
  - right to life
  - right to equality

**TN: 3.2**

**Nature of Conflicts**

- **Family**
  1. Equality
  2. Right to education
  3. Right to choice
- **Community**
  1. Cast
  2. Class
  3. Resources
  4. Culture & Traditions
  5. Ethnic
  6. Sectarian
  7. Religious
- **State**
  1. Freedom of movement
  2. Access to resources
  3. Access to health & education
  4. Violation of basic human rights
  5. Citizenship

## S/T: 3.4

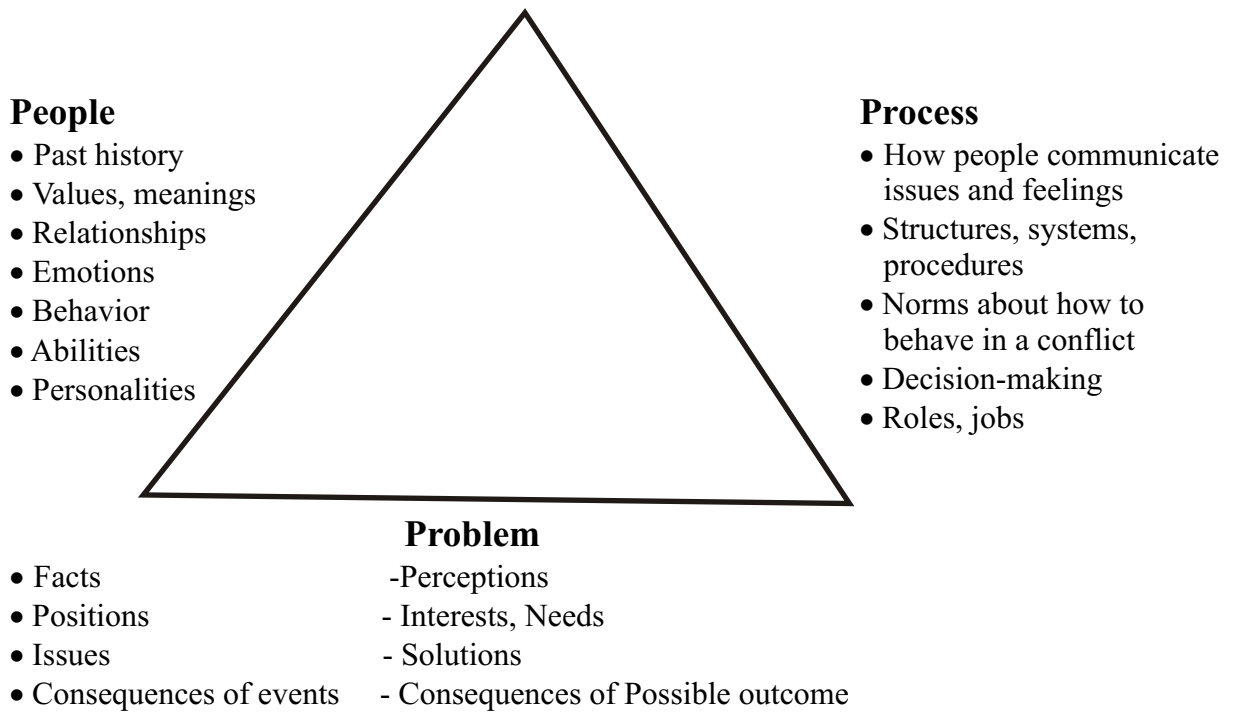
### The Conflict Core<sup>2</sup>



<sup>2</sup>1997 Friends Resolution Programs

S/T: 3.5

**The Conflict Triangle<sup>3</sup>**



<sup>3</sup>1997 Friends Resolution Programs

## Different Approaches to Deal with Conflicts



**Objectives:**

To learn different approaches to deal with conflicts and techniques for different situations.



**Duration:**

01:30 minutes



**Methodology:**

Presentation



**Material/  
Equipment:**

- Whiteboard
- Markers
- Overhead projector or multimedia

<input type="checkbox"/> Slides/Transparencies	Trainer's Notes
S/T 4.1 Different Approaches to Deal with Conflicts	TN: 4.1 Preliminary meeting
S/T 4.2 Conflict detail	TN:4.2 Mediatory meeting
S/T:4.2 Stages of Mediation	

### Steps:

1. Tell participants there are different methods to deal with conflict. But it depends on human behavior and time of conflict.
2. According to available material and equipment (Multi-media/Charts) present Approaches to deal with conflicts and appropriate use.
3. Tell participants that before conflict resolution it is better to know conflict detail and present S/T: 4.2 conflict detail.
4. Along with conflict detail present preliminary meeting, skills for mediation and stages of mediation.
5. Present stages of mediation through chart or multimedia to the participants.
6. After presentation give time to participants for discussion and tell them that there will be chance to utilize this information on 2<sup>nd</sup> day of workshop. Please insist them to listen carefully and encourage them for questions and clarifications.

## S/T 4.1

### Different Approaches to Deal with Conflicts

#### 1. Competition Approach (WIN/LOSE)

An attempt at complete dominance. Position is 'winner takes all'. The focus usually is on winning the conflict at all costs rather than searching for the most appropriate solution for everyone involved.

Appropriate use:

- In emergencies, when quick, decisive action is needed.
- When other methods have been tried and failed.

#### 2. Accommodation (WIN/LOSE)

Accommodation is the opposite of the competition approach. In this method you are willing to yield your position to the other person. Although this may appear to be a non-assertive behavior, it really isn't.

Appropriate uses:

- When it is more important to preserve the relationship, than argue the issue.
- When you want to encourage others to express their point of view.
- When you want others to learn by their own choice and actions.

#### 3. Avoidance (LOSE/LOSE)

When you use the avoidance approach, you forfeit personal gain as well as any potential contribution to the working relationship. It is referred to as the lose/lose outcome, because neither party is able to even deal with the issue, much less manage it or resolve it.

Appropriate uses:

- If others can resolve the conflict more effectively.
- If both parties see the issue as a minor one.
- If both parties need a chance to cool off.

#### 4. Compromise (WIN/LOSE-WIN-LOSE)

The compromise approach to conflict resolution involves negotiation, trade offs, swapping, and a high degree of flexibility. It is referred to as the win-lose-win/lose position because, though you will get some of what you want, you will also have to give up something else in the process.

When using compromise to resolve differences, you indicate concern not only for your own objectives, but also for the maintenance of the relationship. Compromise is an attempt to find the common ground of an agreement.

Appropriate uses:

- To reach agreement when both sides have equal power.
- To find a common ground when both parties have competing goals.
- To maintain personal objectives while preserving the relationship.
- To reach a solution under difficult circumstances or time pressure.

#### 5. Collaboration (win/win)

Collaboration is usually considered best, but is the most difficult and time consuming method. When using collaboration to resolve conflict, there is a maximum concern for the issue, as well as for the maintenance of the relationship on the both sides, it is both an assertive as well as a collaborative approach.

This kind of problem solving requires an atmosphere of trust, the surfacing of hidden agendas,



# Conflict Resolution Skills

and the willingness to be creative in order to reach solutions.

### Appropriate uses:

- For preserving important objectives that can't be compromised while still maintaining the relationship
- For indicating creativeness by being willing to explore alternatives together that neither party might have thought of individually.
- To get at unresolved root problems that may have hindered the working relationship over a long period of time.

TN: 4.2

### Conflict details

- What is the problem and conflict (write in the circle).
- How many parties are involve, enlist information about every important person.
- Write down anxiety and fears of each person. (Is anxiety, fear influencing the process)
- Enlist common benefits.
- What would be the way out and method?

The diagram is a large square divided into four quadrants by two diagonal lines. In the center of the square is a smaller square containing a circle. Each quadrant is labeled with 'Who', 'Interest', and 'Fears' followed by dotted lines for writing. The central circle is intended for writing the problem and conflict.

**TN: 4.2****Preliminary meeting**

It is always appropriate to meet parties before mediatory meeting. But it depends on situation and how much time you have; and how much benefit you can achieve. It is better to collect some basic information before meeting;

**Objectives:**

- Their point of view
- Help them in problem identification
- Identification of acceptable solution
- Detail of mediation
- Next Step

**Procedure:**

- Introduction (if necessary)
- Consult parties
- What happen or conflict details
- Feelings and emotions at the time of conflict
- Important issues and fears of both parties.
- Mutual interests of the parties, any possibility for solution.
- Code of ethic for mediation.
- Next step with consent of parties
- Agreement on next step.

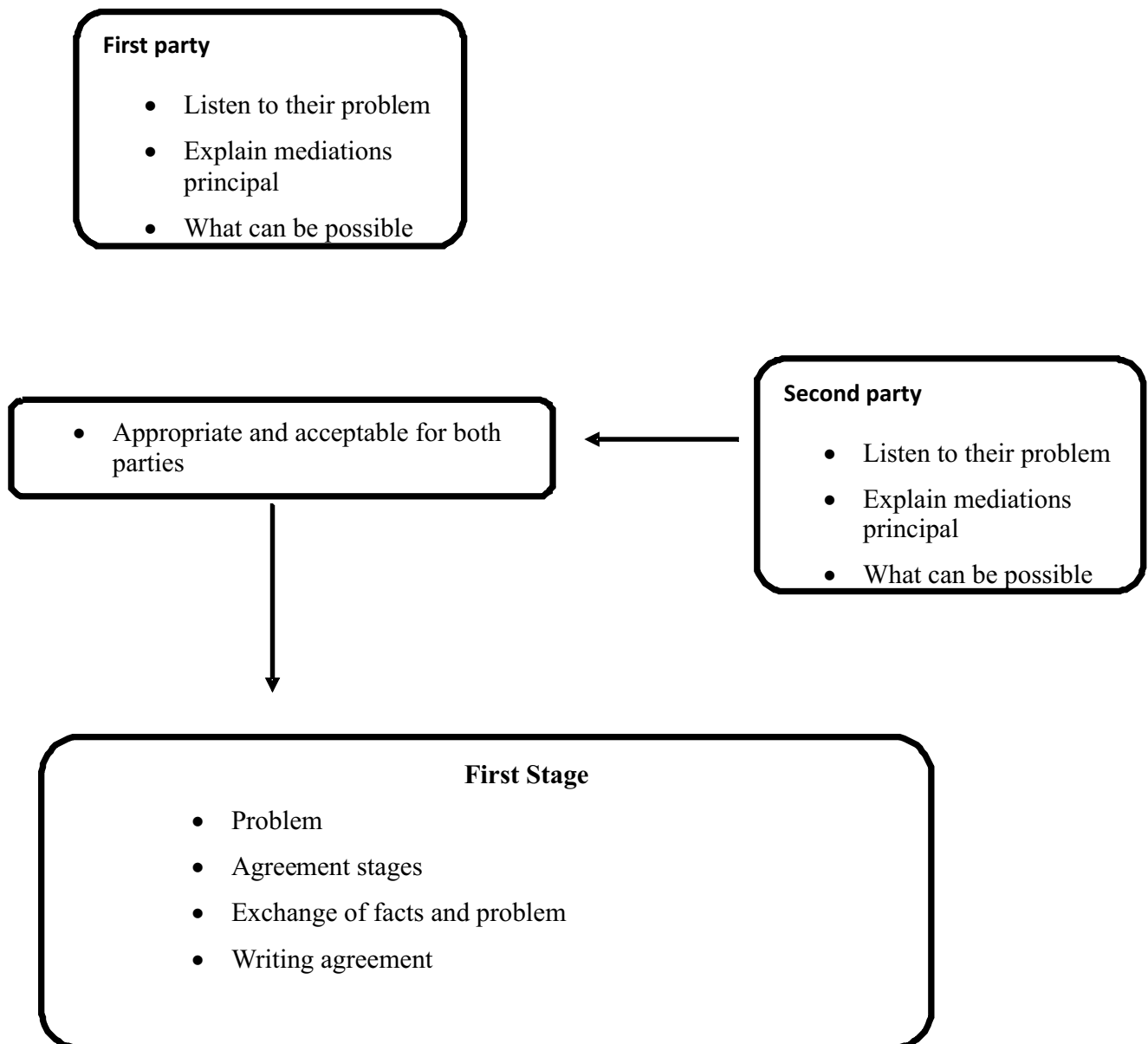
## S/T: 4.2

### Mediation Skills

- Active listening
- Rephrasing
- Explanation
- Try to understand
- Question
- Possible alternative solutions
- Clarity on mediation

## S/T: 4.3

### Stages of Mediation



TN: 4.2

### **Mediatory meeting:**

#### **First stage:**

Opening statement

- Objective and role of mediator
- Detail of incident (share summary of preliminary meeting with parties)
- Confidentiality and code of conduct
- Practical points
- Parties agreement on procedure

#### **Second Stage:**

Problem listening

- Explain to them how much time they have for problem sharing
- Mediator may present the summary of problem

#### **Third Stage:**

Question & Answers

- Every person has a right to seek clarification for conflict details
- Agreeing on future plan
- Mediator needs to prepare points for discussions
- Consent of the parties on priority points

#### **Fourth Stage:**

Preparation of agreement:

- Consultation with parties for appropriate solution
- Consent of the parties for possible solution

#### **Fifth Stage:**

Writing of Agreement

- Analysis of mutual points from parties (What would be/what is acceptable)
- Writing agreement (confirmation of points and words)
- Details for next step
- Signature of parties and personal copies

### Mediation

- Mediator should be impartial and responsible for process
- Focus on problem, not on parties
- Future
- Taking to Win /Win situation
- Voluntary participation and acceptance from parties

### S/T: 5.4

#### Mediator qualification and role

- Good listener.
- Able to be direct and to confront.
- Respected and trusted.
- Comfortable with high emotions, arguments, interruptions, tears.
- Imaginative in solving problems.
- Patient as disputants inch their way towards resolution.
- Able to empathize and be gentle, to withhold judgment.
- Impartial, putting aside one's own opinions, reactions and even some principal.
- Low need of recognition, credit, having things turn out your way.
- Maintain communication between parties.
- Balance between parties for their benefits.
- Avoid giving advice.
- Not behave as dictator.
- Not be a partisan.

## S/T 5.5

### Mediation skills

- Attentive.
- Summarizing.
- Keeping fact and emotion separately.
- Identification of interests and needs.
- Questioning.
- Harmony.
- Impartial.
- Joint planning, inform.
- Giving knowledge about conflict resolution to both parties.
- Presenting different options to parties.
- Mentally prepare to face any emotions, unexpected situation.
- Can assess power and inequality.

### TN: 2.1

### Disputes Resolved through Mediation

- Domestic violence
- Marital disputes
- Conflict related to Property
- Women's right of inheritance
- Beggary from disable, children and women.
- Customary Practices (Marriage with Quran, exchange marriages, Sawara/vanni etc)
- Considering women (enemy's family) as property.
- Forced marriages
- Human trafficking
- Dishonoring women at public place
- Sexual harassment with women
- Forced Labour
- Divorce, dowry and dower related conflict.
- Road and water channel
- Small matters relating with money

## Conflict Resolution Skills

Note: The above mentioned criminal cases should be dealt through court.



**Objectives:**

To learn negotiation for dealing with conflict as effective tool and where parties want to compete each others.



**Duration:**

01:15 minutes



**Methodology:**

Presentation



**Material/  
Equipment:**

- Whiteboard
- Markers
- Overhead projector or multimedia

<input type="checkbox"/> Slides/Transparencies	Trainer's Notes
S/T: 6.1 Negotiation	
S/T: 6.2 Strategy	
S/T: 6.3 Problem solving	
S/T: 6.4 Agreement	
S/T: 6.5 Stages of agreement	
S/T: 6.6 Preparation of agreement	
S/T: 6.7 Writing agreement	
S/T: 6.8 Sample agreement	

## Negotiation

### Steps:

1. Tell participants that negotiation is a voluntary process and also art.
2. Ask from participants have they ever tried to resolve any dispute through negotiation.
3. Pick some examples of negotiation from participants and note down on the board/chart.
4. After listening to participants experiences, explain negotiation and important points from strategy through multimedia/chart.
5. Tell the participants how it is important to write detail of problem.
6. At the end of the session explain problem solving and agreement.

### S/T: 6.1

### Definition

Negotiation is a voluntary process for conflict resolution those take in the result of competition and reaching to goal. Through this process both the parties may reach to final agreement.

### S/T: 6.2

### Strategy

- Consult parties for their positions and how it is important for them and listen attentively.
- Don't solve problem on the basis of Win-Lose; facilitate parties for solutions.
- Separate person from problem, stick on solution not person.
- Identify solution with mutual consent which is beneficial for both parties (Win/Win)
- Accept criticism of strategy and avoid defending, instead trying to know why it is not acceptable and listening attentively to their interests.
- Chalk out some basic principles that facilitate decision-making process.
- Mutual interests
- Do not be judgmental and avoid giving quick solutions.
- Prepare assessment on the basis of human right standard.
- Select a neutral person who is part of problem and partisan.
- Review solution during experimental stages to include the best options.

### S/T: 6.3

### Problem Solving

Before resolving a problem, there is a need to keep in view some basic details of the issue that will facilitate different stages of the reconciliation. The first step would be writing down the details of the conflict such as

- Writing details of problem



- Appropriate questions relating to the problem
- Negotiation Terms
- Interest/benefits
- Position (problem need reconciliation)
- Reframing
- Exploring the alternatives
- Identification of alternatives
- Review the agreement

### **S/T: 6.4**

#### **Agreement**

To resolve conflict, mediation and reconciliation is not enough. It should be written down on the basis of which parties may reach conclusion.

#### **What is Agreement**

A process through two or more than two parties should be asked to do or refrain from doing a work legally.

### **S/T: 6.5**

#### **Stages of Agreement**

- Identification and assessment of each option.
- Negotiation should be on the basis of parties' interests.
- Tentative/sample agreement
- Reaching a conclusion while retaining the confidence of parties.

### **S/T: 6.6**

#### **Preparation for Agreement**

- Enlist each problem.
- Exploring ideas.
- Evaluate and refine alternatives.
- Test agreement and explore consequences.

- Write down basic terms.
- Keep discussion on track.

### **S/T: 6.7**

#### **Writing Agreement**

- Review each point of agreement.
- Workable for both parties.
- Appropriate wording.
- Acceptable to both parties.

### **S/T: 6.8**

#### **Sample Agreement**

- Read out the agreement to the parties
- Inclusion of important points and copies to the parties
- Presence of parties and their signature on it

## Mock Exercise



**Objectives:**

To validate skill and knowledge through exercise with the support of given situations.



**Duration:**

01:30 minutes



**Methodology:**

Role play



**Material/  
Equipment:**

- Whiteboard
- Markers
- Overhead projector or multimedia

<input type="checkbox"/> Slides/Transparencies	Trainer's Notes
S/T: 7.1 Type of conflicts	TN:7.1 Group Instructions

**Steps:**

1. Present some conflict situations to the participants and tell them to select one conflict situation for applying skill and knowledge.
2. Divide participants into groups according to their number.
3. Give some time to participants for role play preparation.
4. Tell them to review role play on the basis of information given in the workshop.
5. Ask participants to share their observations on role play.
6. Conclude session by repeating some skills.

**TN: 7.1**

**Group Instructions**

- Select one situation for role play.
- Consult the conflict detail.
- Preliminary information.
- Stages of mediation

Note: Please see Problem solving for more information.

S/T: 7.1

### Situations

1. Razia wants admission in college and her brother is not allowing her. Razia is the first educated girl in the family and her parents also want to educate her but don't want to annoy their son. He is the bread winner for the family. Razia's parents are also scared from their family. They are also reluctant to face family due to their conservative behaviors.
2. Arshad and Zahid are neighbors and Arshad's wall is getting damaged due to Zahid's tree. Zahid was requesting to cut tree since long time but Arshad is not ready to listen. There was no response of several complains so today Zahid decide to cut the tree.
3. The local Mullana through criticizing local NGO working for girls' education instigated unrest against them. As a result of that few local community members decide to ask NGO for evacuate their area and NGO workers and administration are worried, how to resolve this problem. People of the city decided to arrange peace walk in down town. The local administration is not allowing them due to increasing incidents of terrorism. The peace walkers are also aware of the fact that a political group is influencing district administration office, because they are threatened from their popularity.

### Traditional Mechanisms for Conflict Resolution; Impact on Women



**Objectives:**

To provide opportunity to participants to access impact of traditional mechanisms for conflict resolution on women.



**Duration:**

60 minutes



**Methodology:**

Video



**Material/  
Equipment:**

- TV/CD player or multimedia
- Whiteboard
- Markers

### Steps:

- Tell participants, there will be documentary and they should watch carefully.
- Ask participants how they are feeling about issue in the documentary.
- Ask participants, if they have knowledge of such cases. If they want to share, give them chance.
- Concluding discussion ask participants if they come across this situation, how they would resolve conflict.
- At the end of the session present poster on Sawara.

**Note:** Poster and documentary may ask from Aurat Foundation or ASR Resource Center and Shirkat Gah or slide/visual may prepare on available material /equipment.

## Agreement



### Objectives:

To provide opportunity for applying knowledge and skill through exercise for sample agreement.



### Duration:

60 minutes



### Methodology:

Group work



### Material/ Equipment:

- Flip charts
- Whiteboard
- Markers
- Overhead projector or multimedia

## Steps:

1. Tell participants that why agreement is so important and a good agreement may avert conflict.
2. Ask from participants what are the basic elements for best agreement.
3. Tell participants to go back into previous groups and prepare agreement for selected situations (Linked with yesterday role play).
4. Ask groups to present their agreement for other participants.
5. At the end of the session repeat basic element of agreement and encourage them to share their opinion.

### International Instruments and State Responsibilities



**Objectives:**

The participants will be able to understand International Instruments perspective to deal with conflict arising on the basis of human rights.



**Duration:**

01:30 minutes



**Methodology:**

Presentation



**Material/  
Equipment:**

- Flip charts
- Whiteboard
- Markers
- Overhead projector or multimedia

#### Steps:

1. Tell the participants about International Instruments and their importance.
2. Explain that instruments are not prepared on the basis of religion, race and countries.
3. The Instruments are prepared on the basis of universal principals for rights.
4. Tell the participants that you have already learnt human rights instruments in previous workshop and we will discuss few articles related to conflicts.
5. Articles from instrument may be presented through flip charts/multimedia.
6. After presentation give time to participants for explanation and questions.

The United Nations, International Covenant on Civil and Political Rights

**The General Assembly of the United Nation through Resolution 2200A (XX1) passed United Nations International Covenant on Civil and Political Rights, and on March 23, 1976 recognized legally.**

***Article 1***

1. All peoples have the right of self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.
2. All peoples may, for their own ends, freely dispose of their natural wealth and resources without prejudice to any obligations arising out of international economic co-operation, based upon the principle of mutual benefit, and international law. In no case may a people be deprived of its own means of subsistence.
3. The States Parties to the present Covenant, including those having responsibility for the administration of Non-Self-Governing and Trust Territories, shall promote the realization of the right of self-determination, and shall respect that right, in conformity with the provisions of the Charter of the United Nations.

***Article 3***

The States Parties to the present Covenant undertake to ensure the equal right of men and women to the enjoyment of all civil and political rights set forth in the present Covenant.

***Article 5***

1. Nothing in the present Covenant may be interpreted as implying for any State, group or person any right to engage in any activity or perform any act aimed at the destruction of any of the rights and freedoms recognized herein or at their limitation to a greater extent than is provided for in the present Covenant.
2. There shall be no restriction upon or derogation from any of the fundamental human rights recognized or existing in any State Party to the present Covenant pursuant to law, conventions, regulations or custom on the pretext that the present Covenant does not recognize such rights or that it recognizes them to a lesser extent.



### Optional Protocol to the International Covenant on Civil and Political Rights

**On September 19, 2006 General Assembly of the United Nations passed a resolution for the reinforcement and implementation of United Nations Covenant on civil and Political Rights.**

#### ***Article 1***

A State Party to the Covenant that becomes a party to the present Protocol recognizes the competence of the Committee to receive and consider communications from individuals subject to its jurisdiction who claim to be victims of a violation by that State Party of any of the rights set forth in the Covenant. No communication shall be received by the Committee if it concerns a State Party to the Covenant which is not a party to the present Protocol.

#### ***Article 2***

Subject to the provisions of [article 1](#), individuals who claim that any of their rights enumerated in the Covenant have been violated and who have exhausted all available domestic remedies may submit a written communication to the Committee for consideration.

International Covenant on Economic, Social and Cultural Rights

**International Covenant on Economic, Social and Cultural Rights, G.A. res. 2200A (XXI), 21 U.N.GAOR Supp. (No. 16) at 49, U.N. Doc. A/6316 (1966), 993 U.N.T.S. 3, entered into force Jan. 3, 1976.**

The States Parties to the present Covenant, Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Recognizing that these rights derive from the inherent dignity of the human person,

Recognizing that, in accordance with the Universal Declaration of Human Rights, the ideal of free human beings enjoying freedom from fear and want can only be achieved if conditions are created whereby everyone may enjoy his economic, social and cultural rights, as well as his civil and political rights,

Considering the obligation of States under the Charter of the United Nations to promote universal respect for, and observance of, human rights and freedoms,

Realizing that the individual, having duties to other individuals and to the community to which he belongs, is under a responsibility to strive for the promotion and observance of the rights recognized in the present Covenant,

**Article 1**

1. All peoples have the right of self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.
2. All peoples may, for their own ends, freely dispose of their natural wealth and resources without prejudice to any obligations arising out of international economic co-operation, based upon the principle of mutual benefit, and international law. In no case may a people be deprived of its own means of subsistence.

**Article 3**

The States Parties to the present Covenant undertake to ensure the equal right of men and women to the enjoyment of all economic, social and cultural rights set forth in the present Covenant.

**Article 5**

1. Nothing in the present Covenant may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights or freedoms recognized herein, or at their limitation to a greater extent than is provided for in the present Covenant.

2. No restriction upon or derogation from any of the fundamental human rights recognized or existing in any country in virtue of law, conventions, regulations or custom shall be admitted on the pretext that the present Covenant does not recognize such rights or that it recognizes them to a lesser extent.

## Convention relating to the Status of Refugees

Adopted on 28 July 1951 by the United Nations Conference of Plenipotentiaries on the Status of Refugees and Stateless Persons convened under General Assembly resolution 429 (V) of 14 December 1950 and entry into force 22 April 1954.

- *Considering* that the *Charter of the United Nations* and the *Universal Declaration of Human Rights* approved on 10 December 1948 by the General Assembly have affirmed the principle that human beings shall enjoy fundamental rights and freedoms without discrimination.
- *Considering* that the United Nations has, on various occasions, manifested its profound concern for refugees and endeavored to assure refugees the widest possible exercise of these fundamental rights and freedoms,
- *Considering* that it is desirable to revise and consolidate previous international agreements relating to the status of refugees and to extend the scope of and the protection accorded by such instruments by means of a new agreement,
- *Considering* that the grant of asylum may place unduly heavy burdens on certain countries, and that a satisfactory solution of a problem of which the United Nations has recognized the international-scope and nature cannot therefore be achieved without international co-operation,
- *Expressing* the wish that all States, recognizing the social and humanitarian nature of the problem of refugees, will do everything within their power to prevent this problem from becoming a cause of tension between States,

### **Article 3 Non-discrimination**

The Contracting States shall apply the provisions of this Convention to refugees without discrimination as to race, religion or country of origin.

### **Article 4 Religion**

The Contracting States shall accord to refugees within their territories treatment at least as favourable as that accorded to their nationals with respect to freedom to practice their religion and freedom as regards the religious education of their children.

### **Article 5 Rights granted apart from this Convention**

Nothing in this Convention shall be deemed to impair any rights and benefits granted by a Contracting State to refugees apart from this Convention.

### **Article 38 Settlement of disputes**

Any dispute between Parties to this Convention relating to its interpretation or application, which cannot be settled by other means, shall be referred to the International Court of Justice at the request of any one of the parties to the dispute.

### **Protocol relating to the Status of Refugees**

The Protocol was taken note of with approval by the Economic and Social Council in resolution 1186 (XLI) of 18 November 1966 and was taken note of by the General Assembly in *resolution 2198 (XXI)* of 16 December 1966 and entry into force 4 October 1967.

*Considering* that new refugee situations have arisen since the Convention was adopted and that the refugees concerned may therefore not fall within the scope of the Convention

### **Article IV Settlement of disputes**

Any dispute between States Parties to the present Protocol which relates to its interpretation or application and which cannot be settled by other means shall be referred to the International Court of Justice at the request of any one of the parties to the dispute.

### ***United Nation Security Resolution 1325***

***Security Council Resolution 1325 was passed unanimously on 31 October 2000. Resolution (S/RES/1325) is the first resolution ever passed by the Security Council that specifically addresses the impact of war on women, and women's contributions to conflict resolution and sustainable peace.***

The unanimous adoption of **United Nations Security Council Resolution 1325** on 31 October 2000 was a watershed in the evolution of international women's rights and peace and security issues. It was the first formal and legal document from the United Nations Security Council that requires parties in a conflict to respect women's rights and to support their participation in peace negotiations and in post conflict reconstruction.

UNSC Resolution 1325 was the first Security Council Resolution specifically addressing the disproportionate and unique impact of war on women, and women's special under-valued and under-utilized contributions to conflict resolution and sustainable peace. It urges women's equal and full participation as active agents in peace and security.

SCR1325 was initiated in 2000 by Netumbo Nandi-Ndaitwah, then Minister of Women's Affairs in Namibia when that country took its turn chairing the Security Council. After lobbying by dozens of women's organizations and UNIFEM the resolution was adopted unanimously.

Among other recommendations to UN and national entities, the Resolution calls for:

- Prosecuting people for crimes against women (often such crimes are committed with impunity);
- Extra protection of girls and women in war zones as they are more often deliberately victimized;
- Appointing more women for peacekeeping operations; and
- Involving more women in negotiations, peace talks and post-war reconstruction planning.

***Bearing*** in mind the purposes and principles of the Charter of the United Nations and the primary responsibility of the Security Council under the Charter for the maintenance of international peace and security,

***Expressing*** concern that civilians, particularly women and children, account for the vast majority of those adversely affected by armed conflict, including as refugees and internally displaced persons, and increasingly are targeted by combatants and armed elements, and recognizing the consequent impact this has on durable peace and reconciliation,

***Reaffirming*** the important role of women in the prevention and resolution of conflicts and in peace-building, and stressing the importance of their equal participation and full involvement in all efforts for the maintenance and promotion of peace and security, and the need to increase their role in decision-making with regard to conflict prevention and resolution,

**Reaffirming** also the need to implement fully international humanitarian and human rights law that protects the rights of women and girls during and after conflicts,

**Emphasizing** the need for all parties to ensure that mine clearance and mine awareness programmes take into account the special needs of women and girls,

**Recognizing** the urgent need to mainstream a gender perspective into peacekeeping operations, and in this regard noting the Windhoek Declaration and the Namibia Plan of Action on Mainstreaming a Gender Perspective in Multidimensional Peace Support Operations (S/2000/693),

**Recognizing** also the importance of the recommendation contained in the statement of its President to the press of 8 March 2000 for specialized training for all peacekeeping personnel on the protection, special needs and human rights of women and children in conflict situations,

**Recognizing** that an understanding of the impact of armed conflict on women and girls, effective institutional arrangements to guarantee their protection and full participation in the peace process can significantly contribute to the maintenance and promotion of international peace and security,

**Noting** the need to consolidate data on the impact of armed conflict on women and girls,

1. **Urges** Member States to ensure increased representation of women at all decision-making levels in national, regional and international institutions and mechanisms for the prevention, management, and resolution of conflict;

# سوارا

## A PENALTY FOR BEING A WOMAN



GIVING A WOMAN TO AN ENEMY'S FAMILY AS A PART OF A SETTLEMENT

WOMAN AS THE PROPERTY

WOMAN AT THE DISPOSAL OF THE FAMILY

WOMAN AS AN UNPAID SERVANT OR FOR SEX

WOMAN GIVEN TO A MAN IN SWARA

WHERE THE SWARA WAS SETTLED THROUGH THE 'JIRGA'

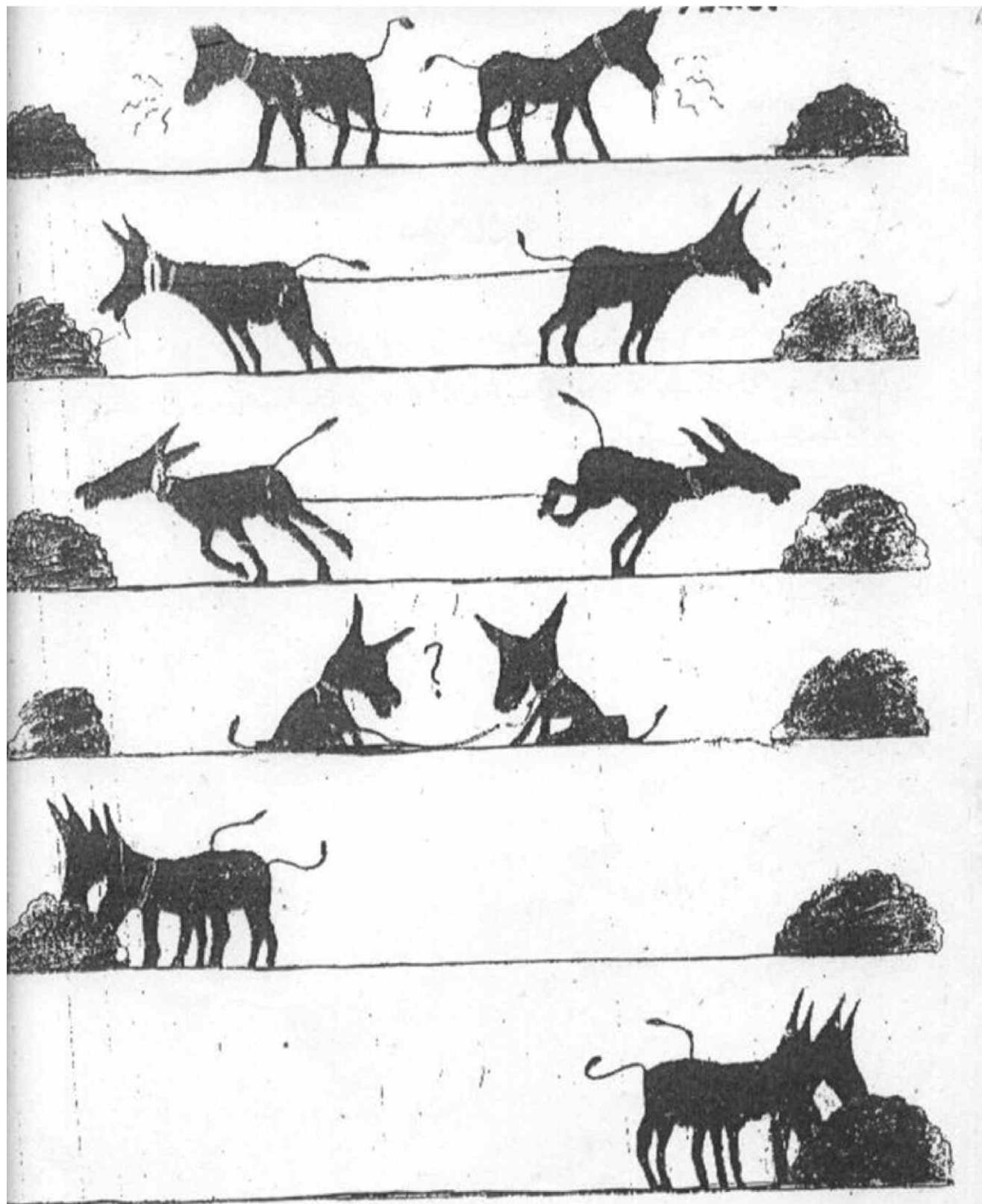


عورت فاؤنڈیشن



**What do you see?**





**(CAMP)** Community Appraisal and Motivation Programme is a national non-profit and non-governmental organisation established and registered in May 2002. We work with some of the most underprivileged communities in the Federally Administered Tribal Areas (FATA) and North West Frontier Province (NWFP) of Pakistan; responding to emergencies, improving access to quality health and education, creating livelihood opportunities and working closely with communities and government departments to promote human rights, peace and security.

## **Communities for Change Project: Laying the Grassroots Foundation for Political Reform in FATA**

Policies for FATA are made at the Federal level, leaving very little opportunity for the people of FATA to voice their needs and demands. And although the Government of Pakistan is taking steps to increase development spending in FATA, there is a need to facilitate and create a sustained and viable grassroots movement, which would assert and protect the social, political and economic rights of the people.

With support from the Embassy of the Federal Republic of Germany, CAMP initiated a 21-month project in May 2009, titled 'Communities for Change'. The objective of this project is to empower the people of FATA to claim and defend their social, political and economic rights, as well as actively develop their resilience to sectarian and inter-tribal conflict and influences.

The project will form and strengthen a sustained network of Community Based Organizations (CBOs) of local leadership in FATA, and build grassroots level capacity to tackle issues that are contributing to poor governance, underdevelopment, radicalization, deteriorating law & order, and violation of human rights, through partnership and networks. The project strategy will be CAMP's underlying strategy in all its work: to encourage active participation from all community members without any discrimination.

By the end of January 2011, the Project aims to:

1. Facilitate and transform a sustained network of Community Based Organisations (CBOs) of local leadership in FATA.
2. Establish local facilities for building grassroots level capacity to tackle issues that are contributing to poor governance, underdevelopment, radicalization, deteriorating law & order, and violation of human rights through partnership and networks.
3. Support and enhance advocacy efforts at the grassroots level for pressing social issues that affect the local communities in FATA.
4. Facilitate conditions for community mobilization, ownership and control of local resources.



## **Community Appraisal & Motivation Programme**

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