NATIONAL OPEN UNIVERSITY OF NIGERIA

PCR 115

Introduction to Conflict Resolution Processes I

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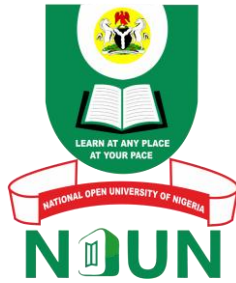Dr. Samuel O. Iroye, National Open University of Nigeria.

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Contents

💡 Course Blub

Conflicts resolution processes I is a very important course for all students of PCR to learn. It is very important in the sense it helps you to learn the skills of conflict resolution which will guide you in your profession. The ultimate goal is to bring parties involve to resolve their differences to build a society where all will live peacefully.

🔨 Ice Breaker

It is expected that as a student in the department of peace studies and conflict resolution, your aim is to become a peace agent anywhere you find yourself and ultimately get employed based on the skills you would have garnered from studying this course and other assigned courses.

Introduction

This is a Semester course of the programme in the Department of Peace Studies and Conflict Resolution. This course is suitable for any foundation student seeking to understand conflict resolution processes issues in the field of Peace Studies, Conflict Resolution, Political Science and International relations. This course consists of 5 modules with a total of 19 Units, encompassing the following key areas, namely, the meaning of conflict, processes of conflict resolution, cooperative versus competitive conflict styles, conflict transformation, conflict resolution strategies, the meaning and process of mediation, who the mediators should be, skills and strategies of mediation, the meaning and processes of negotiation, bargaining, vulnerable, Alternative Dispute Resolution, international law and humanitarian principles. There are no compulsory prerequisites for this course. The course guide tells you briefly what the course is all about, what you are expected to know in each unit, what course materials you need to use and how you can work your way through these materials. It also emphasizes the necessity for tutor–marked assignments. There are also periodic facilitation online classes that are linked to this course. In this new module, students will be exposed to skills used in the conflict resolution processes.

Course Competencies

By the end of this course, you will be able to:

- Analyse basic concepts in conflict resolution and conflict transformation
- Develop major strategies for conflict management, resolution and communication skills
- Apply basic standards of international law and humanitarian principles to real-life situations
- Demonstrate conflict resolution skills in tackling humanitarian crises

Employability Skills

The following are the employability skills you are expected to demonstrate at the end of the course.

- Analytical Skill
- Communication Skill
- Conflict Resolution Skill

Working through this Course

To complete this course, you are required to read the study units and read recommended books provided in the module and online as the case may be. Each study unit contains multiple-choice questions and self-assessment

exercises and at some points in the course, you are required to study cases or scenarios as it is required. The purpose of this creates familiarity and effective communication skills with the contents of the module. At the end of this course, there is a final examination for all the students to participate. Stated below are the components of the course and what you are expected to do.

Course Modules and Units

Module 1   Concept of Conflict Resolution
Module 2   Strategies for Conflict Management
Module 3   Communication in Conflict Resolution
Module 4   Basic Standards in International Law and Humanitarian Principles
Module 5   Conflict Resolution and Humanitarianism

Module 1   Concept of Conflict Resolution

Unit 1   The Meaning of Conflict Resolution
Unit 2   Processes of Conflict Resolution.
Unit 3   Stages of Conflict Transformation.
Unit 4   Major Strategies for Conflict Resolution.

Module 2   Strategies for Conflict Management

Unit 1   What is Mediation?
Unit 2   Negotiating Conflict.
Unit 3   Role of Mediation in Conflict Resolution.
Unit 4   Conditions for Successful Mediation.

Module 3   Communication in Conflict Resolution

Unit 1   What is Communication?
Unit 2   Principles of Negotiation.
Unit 3   The Framework of Negotiation in Conflict Resolution Processes.
Unit 4   Alternative Dispute Resolution.

Module 4   Basic Standards in International Law and Humanitarian Principles

Unit 1   What is International Law?
Unit 2   Understanding Humanitarianism.
Unit: 3   Vulnerable.

Module 5   Conflict Resolution and Humanitarianism

Unit 1   Women in Peace Building and Reconstruction.
Unit 2   Protection of Civilians and Vulnerable Groups.

Unit 3   What it means to Build Lasting Peace.
Unit 4   Peace Building Agents.

Course Requirements

To complete this course, you are expected to read all the study units, suggested books and other relevant materials to achieve the objectives. Each unit contains discussion, and self-assessment exercises, and you are required to practice and work on all the assignments. There will be an examination at the end of the course. The course should take you a total of 15 weeks to complete. Please find below a list of the major components of the course.

Course Materials
The major components of the course are:
Course Guide
Study Unit
References/Further Readings
Assignment Files
Presentation Schedule

References/Further Readings

Adebajo, Adekeye. (2000) *"Building Peace in West Africa: Liberia, Sierra Leone and Guinea-Bissau." African Studies Quarterly-Online-Journal of African Studies. http://www.africa.ufl.edu/asq/v7/v7i4a11.htm*
    Ashworth, J. (2014), The Voice of the Voiceless the Role of the Church in the Sudanese Civil War 1983-2005 (Nairobi: Paulines Publications Africa, 2014)

Chand, D, (1999), *Khartoum Peace Agreement and the Prospect for Peace. Journal of Peace and Development Research. JPDR. Vol. 2. No. 1 University of Juba, 1999.*

Collier, Paul. (2000), *Economic Causes of Conflicts and their Implications for Policy World Bank Policy Research Report. 2000.*

Hoile, D. *"The (2002) Search for Peace in the Sudan: A Chronology of the Sudanese Peace Process 1989-2001 (London: The European-Sudanese Public Affairs Council 2002)*
Institute for Peace and Conflict Resolution (2003). *Strategic Conflict Assessment of Nigeria. Abuja: IPCR.*

Isard, W. (1992). *Understanding Conflict and the Science of Peace. Cambridge, M. A.: Blackwell.*

Jabri, V. (2007). *War and the Transformation of Global Politics. London: Paigrave.*

Jega, A. (2004). *Democracy, Economic Crisis and Conflicts; A Review of the Nigerian Situation. Quarterly Journal of Administration, 32(1).*

Marc Howard Ross, (2014), *'Creating the conditions for peacemaking: theories of practice in ethnic conflict resolution', Ethnic and Racial Studies 23, no. 6 (2000): Serbia (Stanford, CA: Stanford University Press, 2014).*

Montaque, Dena. (2000) *"The Business of War and Prospects for Peace in Sierra Leone." The Brown Journal of World Affairs, (Spring 2000, Volume IX, Issue 1) http://www.worldpolicy.org/projects/arms/news/brown.pdf*
    Mukhtar, A and A. Badawi, (1989) "The National Dialogue for Peace." Sudan Now, Vol. 14 Issue No. 3

Protocol of the Establishment of a Conflict Early Warning and Response Mechanism for the IGAD Member States. *Published with the assistance of the Deutsche Gesellschaft fuer Technische Zusammenarbeit (GTZ) 2002.*

Reychler, L., (1998), Democratic Peace-building and Conflict Prevention: The Devil is in the Transition, CPRS University of Leuven.

Romano, A., (1998), "Peace is Possible: Lessons From the Mozambique Peace Process", Paper for the Workshop on "Learning From Conflict Resolution in Africa", held in Arusha, Tanzania.

Online Facilitation

There are 15 hours of online synchronous and asynchronous tutorials provided in support of this course. You will be notified of the dates, times and location of these tutorials, together with the name and phone number of your tutor, as soon as you are allocated a tutorial group. Your tutor will mark and comment on your assignment, and keep a close watch on your progress. And on difficulties you might encounter and provide assistance to you during the course. Do not hesitate, to contact your tutor by telephone if you need help.

You should try your best to attend the synchronous online tutorials. This is the only way to have real-time live contact with your tutor and ask questions which are answered instantly. You can raise any problem encountered in the course of your study. To gain the maximum benefit from course tutorials, prepare a question list before attending them. You will gain a lot from participating actively.

Presentation Schedule

The weekly activities are presented in Table 1 while the required study hours and activities are presented in Table 2. This will guide your study time. You may spend more time in completing each module or unit.

Week	Activity
1	Orientation and course guide
2	Module 1 Unit 1
3	Module 1 Unit 2
4	Module 1 Unit 3
5	Module 1 Unit 4
6	Module 2 Unit 1
7	Module 2 Unit 2
8	Module 2 Unit 3
9	Module 2 Unit 4
10	Module 3 Unit 1
11	Module 3 Unit 2
12	Module 3 Unit 3
13	Module 4 Unit 1
14	Module 4 Unit 2
15	Module 4 Unit 3
16	Module 4 Unit 4
17	Module 5 Unit 1

18	Module 5 Unit 2
19	Module 5 Unit 3

Table I: Weekly Activities

The activities in Table 1 include facilitation hours (synchronous and asynchronous), assignments, and Discussion forums. How do you know the hours to spend on each? A guide is presented in Table 2.

S/N	Activity	Hour per Week	Hour per Semester
1	Synchronous Facilitation (Video Conferencing)	1	8
2	Self-Study and Asynchronous Facilitation (Read and respond to posts including facilitator's comment, self-study)	2	22
3	Assignments, Discussion Forum, and portfolios	1	11
4	Examination		2
	Total	4	43

Table 2: Required Minimum Hours of Study

Assessment

Table 3 presents the mode you will be assessed.

S/N	Method of Assessment	Score (%)
1	Portfolios	0
2	Discussion Forum	0
3	Tutor Marked Assignments (TMAs)	30
4	Final Examination	70
Total		100

Table 3: Assessment

There are 19 Self-Assessment Exercises in this course. Try to attempt them before you go to the end of each unit to check the correct answers to all the questions. They are meant to strengthen your understanding of the units and prepare you for other graded assessments.

There are three tutor-marked assignments in this course. You only need to submit all the assignments. Each assignment will count 10 % towards your total course mark. This implies that the total marks for the three assignments will now be 30% of your total course mark. The Assignments for the units in this course are contained in the Assignment File. You will be able to complete your assignments from the information and materials contained in your set books, reading and study units. However, it is always desirable at this level of your education to research more widely, and demonstrate that you have a very broad and in-depth knowledge of the subject matter.

Ensure that you do each assignment on or before the deadline given in the Assignment File. If, for any reason, you cannot complete your work on time, contact your tutor before the assignment is due to discuss the possibility of an extension. Extensions will not be granted after the due date unless there are exceptional circumstances warranting such.

The final examination for PCR115: Introduction to conflict resolution processes I will be of one and a half hours duration and have a value of 70% of the total course grade. The examination will consist of multiple-choice questions (MCQs) a fill-in-the-blank (FBQs) questions which reflect the practice exercises and tutor-marked assignments you have previously encountered. All areas of the course will be assessed. Use the time between the completion of the last unit and sitting for the examination, to revise the entire course. You may find it useful to review your tutor-marked assignments and comment on them before the examination. The final examination covers information from all aspects of the course.

How to Get the Most from the Course

In distance learning, the study units replace the university lecture. This is one of the great advantages of distance learning; you can read and work through specially designed study materials at your own pace, and at a time and place that suits you best. Think of it as reading the lecture instead of listening to the lecturer. In the same way, a lecturer might give you some reading to do, the study units tell you when to read, and which are your text materials or set books. You are provided exercises to do at appropriate points, just as a lecturer might give you an in-class exercise.

Each of the study units follows a common format. The first item is an introduction to the subject matter of the unit, and how a particular unit is integrated with the other units and the course as a whole. Next to this is a set of learning objectives. These objectives let you know what you should be able to do by the time you have completed the unit. These learning objectives are meant to guide your study. The moment a unit is finished, you must go back and check whether you have achieved the objectives. If this is made a habit, then you will significantly improve your chances of passing   the course.

The main body of the unit guides you through the required reading from other sources. This will usually be either from your set books or from a Reading section. The following is a practical strategy for working through the course. If you run into any trouble, you could put a call across to your tutor. Remember that your tutor's job is to help you. When you need assistance, do not hesitate to call and ask your tutor to provide it.

1.   Read this Course Guide thoroughly, it is your first assignment.

2. Organize a Study Schedule: Design a 'Course Overview' to guide you through the Course. Note the time you are expected to spend on each unit and how the assignments relate to the units. You need to gather all the information in one place, such as your diary or a wall calendar. Whatever method you choose to use, you should decide on and write in your own dates and schedule of work for each unit.

3. Once you have created your own study schedule, do everything to stay faithful to it. The major reason that students fail is that they get behind with their coursework. If you get into difficulties with your schedule, please, let your tutor know before it is too late for help.

4. Turn to Unit 1, and read the introduction and the objectives for the unit.

5. Assemble the study materials. You will need your set books and the unit you are studying at any point in time.

6. Work through the unit. As you work through the unit, you will know what sources to consult for further information.

7. Well before the relevant due dates (about 4 weeks before due dates). Keep in mind that you will learn a lot by doing the assignment carefully. They have been designed to help you meet the objectives of the course and, therefore, will help you pass the examination. Submit all assignments not later than the due date.

8. Review the objectives for each study unit to confirm that you have achieved them. If you feel unsure about any of the objectives, review the study materials or consult your tutor.

9. When you are confident that you have achieved a unit's objectives, you can start on the next unit. Proceed unit by unit through the course and try to pace your study so that you keep yourself on schedule.

10. When you have submitted an assignment to your tutor for marking, do not wait for its return before starting on the next unit. Keep to your schedule. When the Assignment is returned, pay particular attention to your tutor's comments, both on the tutor-marked assignment form and also the written comments on the ordinary assignments.

11. After completing the last unit, review the course and prepare yourself for the final examination. Check that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed in the Course Guide).

Tutors and Tutorials

There are 15 hours of tutorials provided in support of this course. You will be notified of the dates, times and location of these tutorials, together with the name and phone number of your tutor, as soon as you are allocated a tutorial group. Your tutor will mark and comment on your assignments, keep a close watch on your progress and on any difficulties, you might encounter and provide assistance to you during the course. You must mail your tutor-marked assignments to your tutor well before the due date (at least two working days are required). They will be marked by your tutor and returned to you as soon as possible.

Do not hesitate to contact your tutor by telephone, e-mail, or discussion board. The following might be circumstances in which you will find help necessary. Contact your tutor if –

- You do not understand any part of the study units or the assigned readings.
- You have difficulties within the exercises.
- You have a question or problem with an assignment, with your tutor's comments on an assignment or with the grading of an assignment.

You should try your best to attend the tutorials. This is the only chance to have face to face contact with your tutor and ask questions which are answered instantly. You can raise any problem encountered in the course of your study. To gain the maximum benefits from course tutorials, prepare a question list before attending them. You will learn quite a lot from participating in the discussions.

Online Facilitation

The Online Facilitation offering is an opportunity for students to engage with facilitators on the course materials. Typically, the facilitation exercise comprises of two main activities:

1. Video Conferencing Sessions: Here the facilitator will come online for one hour based on a predetermined schedule. The facilitator will briefly explain concepts in a course module or unit under consideration after which he/she answers questions students may have on the course material. All the video conferencing session will be recorded and made available on the NOUN Learning Space for review and the benefit of those that could not join the sessions.

2. Discussion Forums: An online discussion forum is a learning tool that gives students a place to express their opinion and understanding regarding the topic outlined for discussion. Students will be able to challenge one another to think deep on the course. The online facilitator will guide the process.

MODULE 1: CONCEPT OF CONFLICT RESOLUTION

Module Introduction

In this module, various aspects of the issues related to the concept of conflict resolution and the processes of conflict resolution that will reduce and transform the universe for a better place for all to live are discussed. Also, the aim of this module is to make you familiar with the major strategies in which conflict can be resolved when there is a need. Therefore; being a learner of peace studies and conflict resolution, this is the first concept to understand.

Unit 1   The Meaning of Conflict Resolution

Unit 2   Processes of Conflict Resolution

Unit 3   Stages of Conflict Transformation

Unit 4   Major Strategies for Conflict Resolution

Unit 1: The Meaning Of Conflict Resolution

Unit structure

1.1   Introduction
1.2   Learning Outcomes
1.3   The Meaning of Conflict Resolution
         1.3.1   Introduction to Conflict
         1.3.2   Understanding Conflict Resolution
         1.3.3   Differences between Dispute Settlement and Conflict Resolution.
1.4   Summary
1.5   References/Further Readings
1.6   Answers to the Self-Assessment Exercises

1.1 Introduction

As human beings, you must have been involved in disagreement with other people in your community or the society. When human beings come together there is bound to be conflict. This is because human beings have different backgrounds, interests and worldviews. These lead to differences in opinion. These differences in opinion could sometimes degenerate into aggression and violence. This conflict may first be noticed at the individual level, but may eventually spread to the larger society. But it is important to note that just as peace and cooperation are desirable, conflict too could be progressive when not allowed to become destructive. However, when it does get out of hand, it is necessary to break a long-term resolution base on an understanding of its underlying causes. This will ensure that resurgence does not arise.

There are many definitions of conflict, which you should endeavour to seek out. However, conflict is commonly defined as an open clash between two opposing groups or individuals. Usually, the disagreement may be a result of the   incompatibility of views, opinions or access to shared resources. In Nigeria, many of the conflicts bedevilling the polity have been communal and ethnic-based. Where there is incompatible interest there are tendencies to be conflict. For example, there is a stream of water or a pond where two communities go to fetch water. There are tendencies for conflict to arise. In this case, the elders or chiefs of the two communities must call for a meeting on how the reoccurring conflict must be resolved. (Students should suggest a way out to resolve the conflict)

1.2 Learning Outcomes

By the end of this unit, you will be able to:

- Explain the concept of conflict resolution
- Differentiate between Dispute Settlement and Conflict Resolution

1.3 The Meaning of Conflict Resolution Content

1.3.1 Introduction to Conflict

To define conflict, you have to examine the concept from various perspectives. To start with, conflict can be defined as an extended struggle: fight, or battle. A clashing or sharp disagreement that is, between ideas, interests, or purposes. Conflict could also be a state of mental struggle resulting from needs, drives, wishes, or demands that are in opposition or are not compatible.

Furthermore, competitive or opposing actions of incompatible interests can result in conflict. An antagonistic state or action as of divergent ideas, interests, or persons can lead to conflict.

Lastly, conflict is defined as a serious difference between two or more beliefs, ideas, or interests as indicated in Figure 1.

Figure 1: Conflict

In the figure 1 above, if two beliefs, ideas, or interests are in conflict, they are very different. Probably, there is a conflict between what they are doing and what you want.

In conclusion, where there are humans, their interests can never be the same. In addition, based on the fact that nature is not even and natural endowments are not evenly distributed, there are tendencies to always clash of interest which results in conflict.

1.3.2 Understanding Conflict Resolution

Conflict is defined as a clash between individuals arising out of a difference in thought processes, attitudes, understanding, interests, requirements and even sometimes perceptions. A conflict results in heated arguments, physical abuses and definitely loss of peace and harmony. Understanding Conflict. Conflict is an inevitable fact of life. It is borne out of differences and will arise in any situation where people are required to interact with one another. Conflict is generally regarded as an impediment to progress.

Whenever two individuals opine in different ways, a conflict arises. In layman's language, conflict is nothing but a fight either between two individuals or among group members. Therefore, conflict is an active disagreement between people with opposing opinions or principles:

What is conflict resolution?

When conflict occurs within society, there should be a way to resolve it. So, what is conflict resolution?

Figure 2: Conflict Resolution

Conflict resolution, as you can see in figure 2, is a way for two or more parties to find a peaceful solution to a disagreement between the parties. The disagreement may be personal, financial, political, or emotional. Let us examine it further by looking at some of the most common forms of conflict resolution which are negotiation, mediation, arbitration and mediation-arbitration, and all of them focus on solving the conflict between and among parties in the best interests of all parties involved in mind and avoiding court.

Why is understanding conflict important?

As you can see from our discussions so far, conflict is inevitable within society and for us to holistically resolve conflict every hand must be on deck. Click on the link below to learn more about why conflict is inevitable in society.
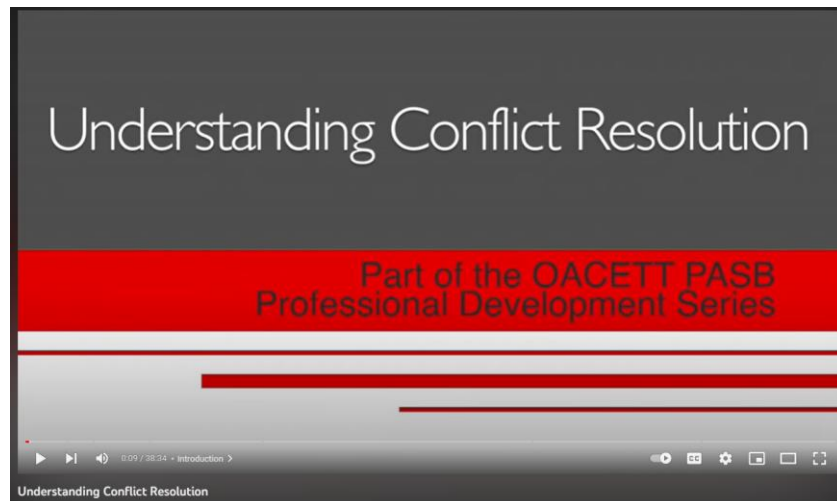
Figure 3: Please click to watch video https://youtu.be/_Rhp6qcTDQc

What then is conflict? It is the expression of disagreement over something important to both (or all) sides of a dispute. The first important thing to grasp is that it is entirely dependent on the people involved. It depends on their having a particular point of view, which may or may not have independent facts and evidence to support it, and on how they behave when they encounter an opposing point of view. Violence is only one kind of conflict behaviour.

Furthermore, understanding conflict is important as it increases awareness of problems that exist and provides a reason for finding a better way forward. When conflict is valued it encourages an environment where change is seen as positive – a way of making things better.

Conflict is a process that involves people disagreeing. Researchers have noted that conflict is like the common cold. Everyone knows what it is, but understanding its causes and how to treat it is much more challenging. As we noted earlier, conflict can range from minor disagreements to workplace violence.

Understanding Conflict provides crucial tension in any story and is used to drive the narrative forward. It is often used to reveal a deeper meaning in a narrative while highlighting characters' motivations, values, and weaknesses.

Starting to understand conflict

Figure 4 : Please click to watch video
https://www.youtube.com/watch?v=fdDQSHyyUic

The video link above explains further the need for a better understanding of the conflict. Can you now define conflict in your own words?

Now, let us continue to define conflict.

The structure and process of conflicts are much the same, whether a conflict is between individuals or between groups and nations. The first thing to look for is the immediate cause, the event that triggered it off. You can also draw from your personal experiences for a better understanding of the conflict. Which I believe you might have been involved in the past. Then it's necessary to look for the underlying causes the state of affairs which makes that explosion likely. It is the underlying causes that are particularly important to understand.

1.3.3 Differences between Dispute Settlement and Conflict Resolution

Based on the above discussion on the causes of conflict, it is very important to know that, to end or resolve a long-term conflict, a relatively stable solution by a party who is neural to identify and deal with the underlying sources of the conflict must be found. This is a more difficult task than simple dispute settlement because resolution means going beyond negotiating interests to meet all sides' basic needs, while simultaneously finding a way to respect their underlying values and identities.

Furthermore, true conflict resolution requires a more analytical, problem-solving approach than dispute settlement. The main difference is that conflict resolution requires identifying the causal factors behind the conflict, and

finding ways to deal with them. On the other hand, conflict settlement is simply aimed at ending a dispute as quickly and amicably as possible. This means that it is possible to settle a dispute that exists within the context of a larger conflict, without resolving the overall conflict. This occurs when a dispute is settled, but the underlying causes of the conflict are not addressed.

There are many reasons why underlying causes of conflict may not be addressed. Often, the underlying causes of conflict are embedded in the institutional structure of society. Achieving complete resolution of a conflict can require making significant socioeconomic or political changes that restructure society in a more just or inclusive way. Changing societal structures, such as the distribution of wealth in society, is a difficult thing to do and can take decades to accomplish. Thus, fully resolving conflict can be a long, laborious process. As a result, there are other conceptions or ways of doing this.

1.   What examples of immediate causes can you think of that can   lead to conflict? When discussing underlying causes afterwards, you'll be able to understand better how the 'triggers' came about.

Discussion: What must have led two people into argument as indicated in figure 5?

In not less than 100 words, post you contribution to discussion forum Figure 5 and comment on 2 other posts.

Self-Assessment Exercise(s)

1. Conflict is the _____ between parties or people.
   (a) disagreement   (b) agreement (c)   fair play (d) wealth
2. _____ is inevitable in society.
   (a) peace (b) materials (c) Conflict   (d) mediation.

3. Why do you think conflict is inevitable in society?
   (a) based on incompatible interests (b) false (c) all of the above (d) none of the above.

1.4 Summary

In summary, you have been put abreast of vital points in the definitions of conflict. Links and videos are also provided for profound knowledge of the subject matter of the unit. Therefore, these unit has shed more light on conflict resolution processes. Subsequently in other units, deeper explanations will be provided.

In this unit one module one, we have exploited a lot of the definitions of conflict, causes of conflict, and conflict resolution among others. It is important that should be able to analyse the concepts and the differences between the concepts. Special attention you should pay to the underlying causes of conflicts, especially in Africa.

📖 1.5 References/Further Readings/Web sources

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Amason, A.C. & Schweiger, D.M. (1994). Resolving the paradox of conflict, strategic decision making, and organizational performance. International Journal of Conflict Management.

Barki, Hahartwick, J. (2004). Conceptualizing the Construct of Interpersonal Conflict. International Journal of Conflict Management 15 (3),

Wilmont, W. W., & Hocker, J. L. (2001). Interpersonal conflict. New York, NY: McGraw-Hill

WEBSITE RESOURCES

https://books.google.com.ng/books?id=yM6JtAEACAAJ&dq=conflict&hl=en&sa=X&redir_esc=y

https://dx.doi.org/10.4135/9781446279366

📱 1.6 Answers to the Self-Assessment Exercise(s)

1. A 2. C 3. A

Unit 2 : Processes of Conflict Resolution

Unit structure

2.1 Introduction

Have you imagined a society without a third party to resolve conflict among people? What do you think will happen in such situation? In the previous unit, we discussed conflict resolution extensively. Now, have you ever witnessed a situation where parties to the conflict resolved their differences with help of a third party? How cooperative approach help to end a dispute? Therefore, in this unit, we will discuss two major orientations in the processes of conflict resolution.

These are the cooperative and competitive approaches to the permanent settlement of conflicts in the communities or in the nations where conflict is raging. Often, the effects of pain may make it difficult for parties to the conflict to cooperate during negotiations. Nonetheless, the parties have to be resolved in the resolution one way or the other. You are enjoined to explore other possible processes of conflict resolution, especially African traditional/indigenous processes of conflict resolution. Finally, we will also discuss the importance of having mutual gains with competitive negotiation tactics.

2.2 Learning Outcomes

By the end of this unit, you will be able to:

- Apply conflict resolution tactics to resolve conflict
- Use mutual gains in negotiating tactics
- Distinguish between mutual gains with competitive negotiation tactics
- Mediate in a post-conflict peacebuilding reconciliation

2.3 Processes **of** Conflict Resolution

2.3.1 Cooperative Approach to Conflict Resolution

Have ever been involved in a deal with anyone in the past for the purpose of benefiting from him or from each other? What have been the outcome of good cooperation? Now, think of it, if there is cooperation either between people or among groups of people, how will the world be in all ramifications? To start with, we shall examine the definitions of the cooperative approach and the benefits of cooperation among people when there is conflict.

A cooperative approach to conflict resolution can be defined as when different groups of people often come into conflict when a problem cannot be solved when values clash, or when there is ambiguity over ownership of land and resources. Diplomacy, the art of maintaining peaceful relationships without the use of violence, can help turn conflict into cooperation.

The video below talks more about the importance of the cooperative approach to conflict resolution. https://youtu.be/NJH0XV9jGIE

Please click or Copy the video link into your browser. You can discuss the number of techniques highlighted in it to ascertain how far you have learnt.

Fig. 4: Competition in Conflict Management

Then, what is the meaning of competition?

Competition: means "to compete" -striving to gain or win something by defeating or establishing superiority over others who are trying to do the same. On the other hand, Cooperation: is "working together for a common purpose; activity shared for mutual benefit as you can see in figure 4.

When individuals or parties enter into a negotiation process to resolve conflict, they will bring a certain orientation to the table in their effort to settle the conflict. The two most basic orientations when people enter into negotiations are "cooperative" or "competitive". A cooperative approach leads parties to seek win-win solutions in which both sides to the conflict feel they have won and, as such, any resolutions to the conflict are likely to be accepted voluntarily.

Disputants that work cooperatively to negotiate a solution are more likely to develop a relationship of trust and come up with mutually beneficial options for settlement. The mutual gains approach is considered a constructive resolution process.

There is a major focus postulated to resolve conflict in African states. What is this mechanism? Copy the video into your browser and get more information about the mechanisms to resolve conflicts in Africa.

Please click here to learn how understanding conflict can improve lives
https://youtu.be/TUHbk688Exo

2.3.2 Competitive Approach to Conflict Resolution

Competitive approaches align with the distributive bargaining process, resulting in win-lose outcomes. A competitive approach to conflict tends to increase animosity and distrust between parties and is generally considered destructive. Competing is a style in which one's own needs are advocated over the needs of others. It relies on an aggressive style of communication, low regard for future relationships, and the exercise of coercive power. Those using a competitive style tend to seek control over a discussion, in both substance and ground rules.

The Thomas-Kilmann Conflict Mode Instrument, identifies five conflict styles – competing, compromising, collaborating, avoiding, and accommodating – and provides guidelines regarding when each is appropriate in conflict situations. The conflict style profiles by Kenneth W. Thomas and Ralph H. Kilmann portray competing as a power-driven mode, high in assertiveness and low in cooperativeness. It puts parties in a win/loses relationship where one attempts to achieve his/her goals at the expense of another. It may involve "hard bargaining" or the use of a person's authority, position, wealth, or other forms of influence. There is not much consideration for the feelings, views or goals of the other party nor is there interest in collaboration or compromise. The goal is to win or succeed in achieving one's desired outcome when pitted against that of another who desires something different.

The strategy of "competing" as a means of gaining power and control stems from early childhood and is reinforced throughout our years in school and college. Many children learn that they can obtain material objects as well as social control over people by using assertive, demanding or aggressive

behaviour. As they mature, they use their talent to compete to "be the best" student, athlete, musician, etc. or to socially compete to be popular and have status among peers. Some youth learn to deal with disagreements by persuading others to accept their position. Others use power negatively in the form of arguments, threats, intimidation, or physical fighting. Youth who are effective at competing are deemed to be successful. Children and youth who do not stand up for themselves in conflicts may be seen as weak. Many video games and other media directed at youth promote the thrill of engaging in conflict with the goal of defeating the "enemy", often using any means possible. All of these dynamics promote the use of competitiveness. While parents and teachers also instruct children to be kind, considerate, and cooperative there remains a strong inclination toward using competitiveness as a means of solving problems and achieving success.

2.3.3 Compare Mutual Gains with Competitive Negotiation Tactics

Researchers have identified five major conflict management styles based on a continuum from assertive (competitive) to cooperative as indicated in figure 5:

A competing style -high on assertiveness and low on cooperativeness.
An accommodating style -low on assertiveness and high on cooperativeness.

An avoiding style - low on both assertiveness and cooperativeness.
A collaborating style - high on both assertiveness and cooperativeness.
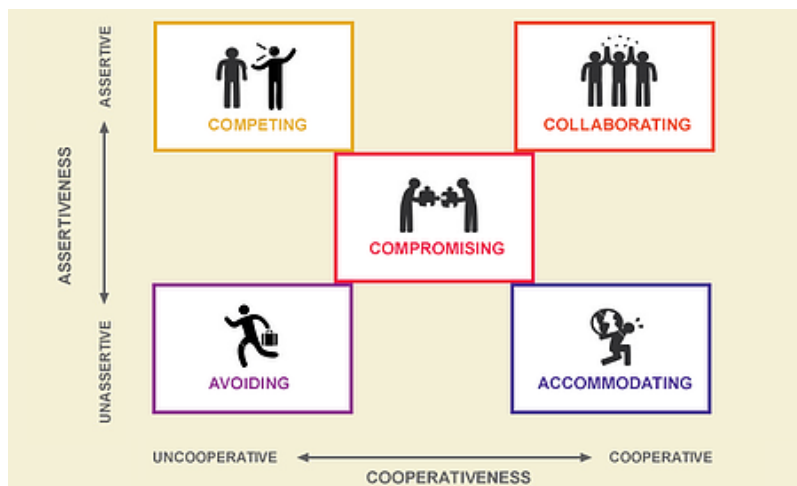A compromising style - moderate on both assertiveness and cooperativeness.

Fig. 5: Conflict Management Styles

Let us consider the Rwanda conflict resolution and see how cooperative and competitive approaches helped in conflict resolution.

An insight from the video below will aid your understanding.
https://youtu.be/ubV7vC88REc

Regional Cooperation in Africa: Full Lesson
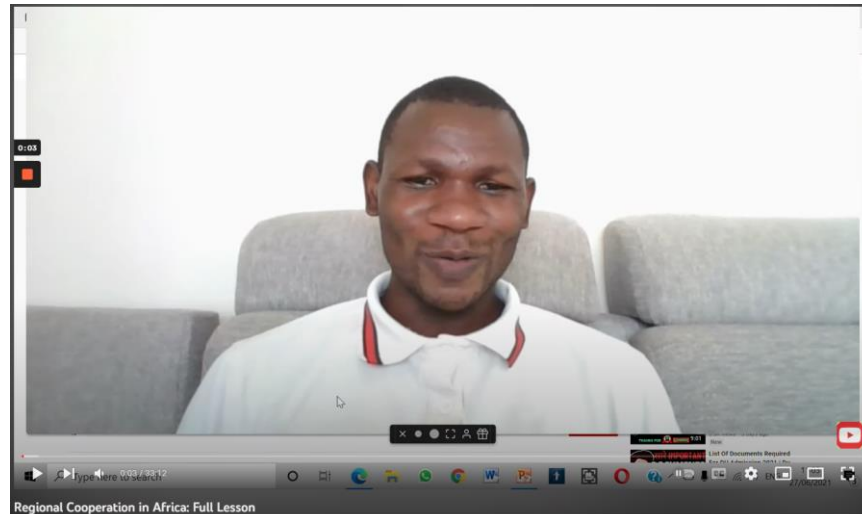
What do you think could be the impact of these two approaches?
Effects of Cooperative and Competitive Approaches on Conflict Management

Morton Deutsch's theory of cooperation and competition includes predictions about what sort of interactions will occur between negotiating parties as a result of their disputing style.

Cooperative styles are characterized by:

Effective communication: is where ideas are verbalized, group members pay attention to one another and accept their ideas and are influenced by them. These groups have fewer problems communicating with and understanding others.

Friendliness, helpfulness, and less obstructiveness: is expressed in conversations. Members tend to be generally more satisfied with the group and its solutions as well as being impressed by the contributions of other group members.
Coordination of effort, division of labour, orientation to task achievement, orderliness in the discussion, and high productivity" tend to exist in cooperative groups.
A competitive process will most likely have the opposite effects on the parties:

- Communication is obstructed as the conflicting parties try to gain an advantage by misleading each other through false promises and misinformation. Communication is ultimately reduced as the parties realize they cannot trust one another's communications as honest and informative.

- "Obstructiveness and lack of helpfulness lead to mutual negative attitudes and suspicion of one another's intentions. One's perceptions of the other tend to focus on the person's negative qualities and ignore the positives."

- The parties are unable to effectively divide their work and end up duplicating efforts. When they do divide it, they continuously feel the need to check each other's work.

Self-Assessment Exercises

1. How many conflict techniques are discussed in the first video?
   (a) four (b) one (c) three (d) none
2. Which of these techniques according to the video is the best to resolve conflict? (a) accommodating (b) avoiding (c) compromising (d) none
3. What is the mechanism for African conflict resolution?
   (a) contemporary (b) African traditional Methods (c) ancient methods (d) European methods

2.4   Summary

In this unit, we have examined two basic orientations of parties to a conflict in the negotiation process that lead the conflict resolution. These are the Mutual Gains and a win-lose situation.

Note that during negotiations for the resolution of conflicts, each party come to the table ready to sacrifice certain advantages without which a resolution will be difficult. Oftentimes, failure to make sacrifices results in the intensification of conflict once the initial efforts at resolution fail. Overall, the cooperative approach as against competitive negotiation tactics should be encouraged.

2.5 References/Further Readings

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Morton Deutsch, "Cooperation and Competition," in The Handbook of Conflict Resolution: Theory and Practice, eds. Morton Deutsch and Peter Coleman (San Francisco: Jossey-Bass Publishers, 2000), 22.

Roy J. Lewicki, David M. Saunders and John W. Minton, Negotiation, 3rd Edition (San Francisco: Irwin McGraw-Hill, 1999), 358. The other ideas comprising this section were also drawn from this work, pp. 358-361.

Web Resources

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https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj9grOOuOf8AhW5gv0HHWfdANQQFnoECBwQAw&url=https%3A%2F%2Fwww.amanet.org%2Farticles%2Fthe-five-steps-to-conflict-resolution%2F&usg=AOvVaw2UALfVg1hbxUkVcsz1G6tT

2.6 Answer to the Self-Assessment Exercise

1. A 2. C. 3. A

Unit 3: Stages of Conflict Transformation

Unit Structure

3.1   Introduction
3.2   Learning Outcomes
3.3   Stages of Conflict Transformation
       3.3.1   What is Conflict Transformation?
       3.3.2   Emerges of Conflict.
       3.3.3   Escalation.
       3.3.4   Post-Conflict Peacebuilding and Reconciliation.
3.4   Summary
3.5   References/Further Readings
3.6   Answer to the Self-Assessment Exercise

3.1 Introduction

Now, we come to unit three of this module. In the last two units, we have explained the concept of conflict, its definitions among other things. Likewise, in unit two, we have discussed the processes of conflict resolution through various mechanisms. Therefore, when conflict begins, it starts from small unit or between small groups of people, but if it is not resolve, it can spread to other parts. With this, we can say it transform or escalate. That is what we shall discuss in this unit.

This unit, however, focuses on the meaning of conflict transformation, how conflict emerges and the escalation of conflict cum post-conflict peacebuilding and reconciliation between/among the parties involved. It is important, therefore, that we examine profoundly these concepts when addressing the issue of conflicts and how they can be resolved.

3.2 Learning Outcomes

By the end of this unit, you will be able to:

•   Explain the various stages of conflict transformation
•   Discuss the emergence of conflict
•   Explain the concept of escalation
•   Describe post-conflict peacebuilding and reconciliation.

3.3 Stages of Conflict Transformation

3.3.1 What is Conflict Transformation?

You have read from the introduction that if conflict is not address at the earlier state, it can escalate or go beyond what it is expected to be. Therefore, Conflict transformation refers to the process of moving from conflict-habituated systems to peace systems. This process is distinguished from the more common term of conflict resolution because of its focus on systems change.

Johan Galtung one of the experts in this field says that conflict transformation puts an emphasis on the process of dealing with conflict, and is, therefore, in my eyes, preferable to the other terms. It touches all three corners of the famous conflict triangle that he has defined. The process of dealing with the conflict then moves around the triangle.

Furthermore, As John Paul Lederach describes, conflict can be a gift. Conflict helps keep relationships and social structures honest, alive, and responsive to human needs and aspirations. For scholars, the field of conflict transformation (CT) explores how destructive conflicts can change and become relatively constructive. Open the link below, you will discover John Paul Lederach's big picture on conflict transformation.

https://youtu.be/28zLKo43aLw?t=5

Conflict transformation begins with a central goal: to build constructive change out of the energy created by conflict as indicated in figure 3. By focusing this energy on the underlying relationships and social structures, constructive changes can be brought about. As it is demonstrated in the Figure 6.

Fig. 6: Conflict Transformation

3.3.2   Emergence of Conflict

The emergence of the conflict arrives when the latent conflict has transformed to become visible in the sense that it is 'out in the open', which is also called the phase of dispute. At this point the conflict can either be settled or resolved, or escalate/transform into a crisis

FIVE STAGES OF CONFLICT:

Latent Stage: Participants not yet aware of conflict.
Perceived Stage: Participants aware a conflict exists.
Felt Stage: Stress and anxiety.
Manifest: Conflict is open and can be observed.
Aftermath: Outcome of conflict, resolution or dissolution.
Five causes of conflict

There are five main causes of conflict: information conflicts, values conflicts, interest conflicts, relationship conflicts, and structural conflicts. Information conflicts arise when people have different or insufficient information, or disagree over what data is relevant.

The Top 5 Conflict Resolution Strategies
Don't Ignore Conflict.
Clarify What the Issue Is.
Bring Involved Parties Together to Talk.
Identify a Solution.
Continue to Monitor and Follow Up on the Conflict.

3.3.3   Escalation

Conflict escalation is *the process by which conflicts grow in severity or scale over time*. That may refer to conflicts between individuals or groups in continuum of force.

Escalation refers to an increase in the intensity of a conflict and in the severity of the tactics used in pursuing it. It is driven by changes within each of the

parties, new patterns of interaction between them, and the involvement of new parties in the struggle.

De-escalation is a human behavior that is intended to prevent escalation of conflicts. It may also refer to approaches in conflict resolution. People may become committed to behaviours that tend to escalate conflict, so specific measures must be taken to avoid such escalation.

A conflict has an early quiet stage. In conflict resolution theory it is called the latent stage, meaning the participants are not yet aware of the conflict, but there may be hidden frustrations and they may surface at any time.

How to de-escalate conflict

The video link above demonstrates the narration below.

Remain Calm: A purposeful demonstration of calmness and composure can enable de-escalation. Change the Setting: If possible, remove people from the area. This could involve parties to the conflict and onlookers. Respect Personal Space: Maintain a safe distance and avoid touching the other person.

The video link below explains further how conflict can be de-escalated
https://www.youtube.com/watch?v=U0qQzPFZ2pM

DIFFUSE the DISPUTE: 8 WAYS to DE-ESCALATE a heated ARGUMENT

De-escalation techniques and resources
Move to a private area.
Be empathetic and non-judgmental.
Respect personal space.
Keep your tone and body language neutral.
Avoid over-reacting.
Focus on the thoughts behind the feelings.
Ignore challenging questions.
Set boundaries.

3.3.4   Post-Conflict Peacebuilding and Reconciliation

In peacebuilding, reconciliation incorporates the search for truth, justice, forgiveness and accommodation between conflicting groups or people.

Reconciliation is generally understood to be the reestablishment of friendly relations, though it assumes different forms and roles in different contexts.

The report defined post-conflict peacebuilding as an "action to identify and support structures which will tend to strengthen and solidify peace in order to avoid a relapse into conflict".

Fig. 7: Round Table Discussion

Round table discussion by the parties to the conflict on how conflict can be de-escalated as you can see in figure 7.

Post-conflict rebuilding requires reconciliation if societies are to move from a divided path to a shared future. While democratic compromise resolves the issues which cause conflict, reconciliation addresses the relationship between the people who will have to make these compromises work.

The three stages for reconciliation are:
-replacing fear by non-violent coexistence;
-building confidence and trust; and
-developing empathy.

Coexistence, trust and empathy develop between individuals who are connected as victims, beneficiaries and perpetrators. This is reconciliation at the interpersonal and national levels.

Post-Conflict peacebuilding encompasses the full range of non-military commitments undertaken by the international community to assist countries to achieve self-sustaining peace and socioeconomic development.

The link below explains further on how post-conflict peacebuilding can be achieved.
https://youtu.be/LHFY6L5ZT6w?t=43

The three stages for reconciliation are: replacing fear with non-violent coexistence; building confidence and trust, and developing empathy. Coexistence, trust and empathy develop between individuals who are connected as victims, beneficiaries and perpetrators. This is reconciliation at the interpersonal level.

The four major parts of the sacrament of Reconciliation are: 1) contrition, 2) confession, 3) penance, 4) absolution.

Self-Assessment Exercise(s)

After watching the video above (https://youtu.be/LHFY6L5ZT6w?t=43), answer the following questions.

1. What is the tool that IOM used to prevent violence and restore peace?
    (a) armed soldiers (b) community-based conflict management (c) treaties (d) constitution

2. What is the function of Information and Referral service?
   (a) To register former fighter for training (b) send to prison (c) recruit into main stream army (d) send to industries
3. IOM's peace building programmed work in concert with (a) stabilization (b) disaster rick reduction (c) development goals
   (d)   all of the above

3.4   Summary

We have examined the concepts of conflict transformation, conflict resolution and conflict emergence, post-conflict peacebuilding for the sake of building a better community and nation safe for all to live.

It is necessary that you clearly understand the three major concepts – conflict transformation, the emergence of conflict, escalation and post-conflict peacebuilding and reconciliation. Understanding these concepts and their individual importance that will help in analyzing the stages of conflict transformation, and strategies for dealing with conflict situations.

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Website Resources
https://journals.sagepub.com/home/jcr

https://www.communicationandconflict.com/link-to.html

3.6 Answer to the Self-Assessment Exercises.

1. B. 2. A 3. D

Unit 4: Major Strategies for Conflict Resolution

Unit Structure
4.1   Introduction
4.2   Learning Outcomes
4.3   Major Strategies for Conflict Resolution
        4.3.1   Strategies for Conflict Resolution
        4.3.2   What is Conciliation and Mediation?
        4.3.3   What is Litigation?
4.4   Summary
4.5   References/Further Readings
4.6   Answers to the Self-Assessment Exercise

4.1 Introduction

Now, we come to the last unit in this module. Here, we will discuss the strategies for conflict resolution. Can someone briefly tell us what a strategy is? Likewise, in unit one, we have discussed the causes of conflict. Imagine, where there is conflict, what readily comes to your mind? I believe is to look for the ways in which such conflict will be resolved. That is the focus of this unit. Strategy is the method of carrying out a plan or plans. Therefore, in this last unit of module one, we will examine the different strategies that could be used for conflict resolution. We shall likewise define these concepts conciliation, mediation, arbitration and litigation, and understand their role in the field of conflict resolution. Though arbitration and litigation have legal moorings, all are used interchangeably during the resolution of conflicts at individual, state and international levels.

4.2 Learning Outcomes

By the end of this unit, you will be able to:

- Analyse the strategies of conflict resolution.
- Explain specific strategies for conflict conciliation and mediation.
- Describe arbitration and litigation.

4.3   Major Strategies for Conflict Resolution

4.3.1   Strategies for Conflict Resolution

Let us start by examining the methods or modalities to resolve conflict when it occurs which is very important. However, proper conflict resolution skills are designed to keep disagreements from escalating while continuing to discuss each point of view and eventually reach a collaborative conclusion.

A number of strategies exist for the purposes of conflict resolution. One such strategy is Conciliation which is a process whereby the parties to a dispute agree to utilize the services of a conciliator, who then meets with the parties separately in an attempt to resolve their differences.

4.3.2   What are Conciliation and Mediation?

Conciliation differs from arbitration in that the conciliation process, in itself, has no legal standing, and the conciliator usually has no authority to seek evidence or call witnesses, usually writes no decision, and makes no award. Conciliation differs from mediation in that the main goal is to conciliate, most of the time by seeking concessions. In mediation, the mediator tries to guide the discussion in a way that optimizes parties' needs, takes feelings into account and reframes representations.

If the conciliator is successful in negotiating an understanding between the parties, the understanding is almost always committed to writing (usually with the assistance of legal counsel) and signed by the parties, at which time it becomes a legally binding contract and falls under contract law. Most successful conciliators are highly skilled negotiators, their roles prevent what the figure 8 below displayed.

Fig. 8: Conflict Situation that Requires Mediation

https://www.youtube.com/watch?v=aZznuAMeV38

This link above provides an insight of definition of conciliators, and explain the role of a conciliator.

Fig. 9: The role of a mediator as a third party in conflict resolution recognised parties to the conflict.

From the Figure 9 and video clip above. What role do you think the person standing in between is doing?
What is mediation?

Mediation is a process in which a neutral third party, the mediator, assists two or more parties in order to help them negotiate an agreement on a matter of common interest. Mediation applies to different fields, with some common peculiar elements and some differences for each of its specialties. The main fields of application of mediation are business commerce, legal dispute and diplomacy, but minor forms can be found in other fields too. Mediation in marriages is technically admitted in the category, even if it follows its own history since the times of ancient Greeks. This is also the position of a mediator in a conflict. The motive is to resolve conflict but he or she must be a trained mediator before this can be carry out effectively.

Now, how do international arbitration work?

Arbitration, in the law, is a form of legal alternative to litigation whereby the parties to a dispute agree to submit their respective positions (through agreement or hearing) to a neutral third party (the arbitrator(s) or arbiter(s)) for resolution. Since arbitration is based upon either contract law or the law of treaties, the agreement between the parties to submit their dispute to arbitration is a legally binding contract. All arbitral decisions are considered to be "final and binding." This does not, however, void the requirements of the law. Any dispute not excluded from arbitration by virtue of law (e.g., criminal proceedings) may be submitted to arbitration.

Arbitration exists under national and international law, and arbitration can be carried out between private individuals, between states, or between states and private individuals. In the case of arbitration between states, or between states and individuals, the Permanent Court of Arbitration and the International Center for the Settlement of Investment Disputes (ICSID) are the predominant organizations. Arbitration is also used as part of the dispute

settlement process under the WTO Dispute Settlement Understanding. International arbitral bodies for cases between private persons also exist, the International Chamber of Commerce Court of Arbitration being the most important. Arbitration also exists in international sports through the Court of Arbitration for Sport.

Arbitrators are not bound by precedent and have great leeway in such matters as active participation in the proceedings, accepting evidence, questioning witnesses, and deciding appropriate remedies. Arbitrators may visit sites outside the hearing room, call expert witnesses, seek out additional evidence, decide whether or not the parties may be represented by legal counsel, and perform many other actions not normally within the purview of a court. It is this great flexibility of action that, combined with costs usually far below those of traditional litigation, makes arbitration so attractive. The link in Figure 8 explain what international arbitration mean.

https://youtu.be/9HAJrkzWgXA

To ensure effective arbitration and to increase the general credibility of the arbitral process, arbitrators will sometimes sit as a panel, usually consisting of three arbitrators. Often the three consists of an expert in the legal area within which the dispute falls (such as contract law in the case of a dispute over the terms and conditions of a contract), an expert in the industry within which the dispute falls (such as the construction industry, in the case of a dispute between a homeowner and his general contractor), and an experienced arbitrator as depicted in Figure 10.

Fig. 10: Arbitration role is practiced in the court of law as this figure 10 displayed.

4.3.3   What is Litigation?

Litigation is a lawsuit or a civil action brought before a court in which the party commencing the action, the plaintiff, seeks a legal remedy, usually for an offence. If the plaintiff is successful, judgement will be given in the plaintiff's favour, and a range of court orders may be issued to enforce a right, impose a penalty, award damages, impose an injunction to prevent an act or compel an act, or to obtain a declaratory judgement to prevent future legal disputes.

 Discussion

In the recent past, the cases of farmers/herder has brought untold hardship to Nigerians. Based on the knowledge/skills acquired in this unit, recommend the strategies to resolve this conflict and why? In 100 words, post your contribution on discussion forum and comment on 2 other posts.

Self-Assessment Exercise

Watch the video above (https://youtu.be/9HAJrkzWgXA) and answer the following questions.

1. When did international arbitration began? (a) 1945 (b) 2000 (c) 1999 (d) 1938
2. Where is the headquarter of international arbitration located? (a) USA (b) Nigeria (c) London (d) Paris
3. The benefits of arbitration are … (a) a secure legal system (b) a neutral tailored speciation judge (c) a flexible procedural framework (d) all of the above

4.4.   Summary

This unit familiarized you with the concepts of conciliation, mediation, arbitration and litigation as major strategies of conflict resolution.

What is important in this unit is to be aware of and conversant with the different strategies of conflict resolution, and the levels at which they may be applied. Determining the best strategy to use at any point in time is important. Hence, anyone involved in conflict resolution must be very discerning.

4.5   References/Further Readings

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4.6   Answer to the self-assessment exercises

1. A 2. D 3. D

MODULE 2: STRATEGIES FOR CONFLICT MANAGEMENT

Module Introduction

Strategies for conflict management is the vital factor to examine in this module. However, in the last module, we discuss briefly the definition of strategy. Now, how will you define the concept of strategies? What are the strategies for conflict resolution?

Strategies for conflict resolution are important due to the fact that conflict is an issue in communities today. The concern of peace studies and conflict resolution scholars is to find adequate mechanisms to manage conflict. Therefore, in this module issues to be discussed are stated in the four units such as negotiating conflict, roles of mediation in conflict resolution and conditions for successful mediation. Each of these units is further broken into sub-units for profound understanding.

Unit 1   What is Mediation?
Unit 2   Negotiating Conflict
Unit 3   Roles of Mediation in Conflict Resolution
Unit 4   Conditions for Successful Mediation

Unit 1   What Is Mediation?

Unit structure

1.1   Introduction

I will like us to discuss how disputes can be resolved. From your previous experience, when you were trying to settle dispute between two or more people, what role did you think you were playing? If that is the case, the role of a third party is called a mediator. Therefore, we shall discuss the concept of mediation in conflict resolution. Mediation is of particular importance in long-running, deep-rooted conflicts, as this type of conflict is rarely resolved without such outside assistance. Even if the full range of grievances cannot be resolved, mediation is often useful for dealing with particular limited aspects of the wider conflict.

1.2   Learning Outcomes

By the end of this unit, you will be able to:

Explain mediation.
Explain Factors Affecting mediation.
Discuss the challenges Road in mediation

1.3 What Is Mediation

1.3.1 What is Mediation?

In brief, we shall discuss and examine what mediation means. Therefore, mediation is a structured, interactive process where an impartial third-party neutral assist disputing parties in resolving conflict through the use of specialized communication and negotiation techniques. In fact, mediation is a flexible and highly varied process that includes any situation in which a person gets involved in a conflict between two or more other people to help them resolve it, but has no power to make anyone do anything in particular. Like a facilitator, the mediator is primarily a "process person," helping the parties define the agenda, identify and reframe the issues, communicate more effectively, find areas of common ground, negotiate fairly, and hopefully, reach an agreement.

Mediation is widely used in all sorts of disputes, ranging from divorces to civil lawsuits to very complex public policy problems to international conflicts. Even when conflicts are seemingly intractable, they sometimes yield to mediation. All participants in mediation are encouraged to actively participate in the process as indicated in Figure 11.

Fig. 11 The concept of mediation.

A mediator in the middle of the parties to the conflict, settling the dispute between them.

Mediation consists of negotiation between disputing parties, assisted by a neutral third party and it is defined as: "The intervention into a dispute or negotiation by an acceptable, impartial and neutral third party (with no decision-making power) to assist disputing parties in voluntarily reaching their own mutually. Mediation is a process wherein the parties meet with a mutually selected impartial and neutral person who assists them in the negotiation of their differences.

An unbiased mediator without any decision-making power helps those involved to understand each other's point of view and come to an agreement. Equal opportunities for all participants to speak and explain their perspectives. All relevant information is being shared. A shared agreement between the parties.

Mediation is the process whereby two or more parties engaged in a dispute, decide, usually voluntarily, to utilize the services of a neutral third party to help them settle their personal. professional or legal differences to try to reach a fair and just resolution.

In conclusion, Mediation is another of the methods of alternative dispute resolution (ADR) available to parties. Mediation is essentially a negotiation facilitated by a neutral third party.

Can you think of some elements that make up mediation?

1.3.2 Elements of mediation

They are basic elements that ought to be considered in mediation. The seven primary elements include interests, legitimacy, relationships, alternatives, options, commitments, and communication. A seven-elements approach can be particularly helpful during pre-negotiation preparation. As a mediator, these elements are employed to lead the parties to resolve the conflict holistically.

There are numerous advantages and a few disadvantages to mediating a dispute. Advantages include Control, Costs, Privacy, and Relationships. The primary disadvantage is that there is no certainty of resolving the matter.

1.3.3 Process of Mediation

Although a mediator cannot force an outcome, the process is very often effective. The key is the ability of the mediator to create a more productive discussion than the parties could have had by themselves. To do this, mediators help the parties determine facts; they show empathy and impartiality with the parties, and they help the parties generate new ideas. Mediators also exercise political skills and use persuasion to get people to soften hard-liners' positions. Often, though not always, they have a lot of background knowledge of the issues and type of dispute. Though many mediators are highly trained and experienced, not all are professionals, and they come from many different walks of life.

1.3.4   Who are the Mediators?

It is useful to think of all potential mediators in conflicts as falling into one of the following three categories:

1.3.5   Individuals

The traditional image of mediation, one nurtured by the media and popular accounts, is that of a single, usually high-ranking, individual, shuttling from one place to another, trying to search for understanding, restore communication, or help settle the conflict. This image is only partly accurate. In many instances, a mediator is an individual who does not have an official role, or who does not represent his/her country in any capacity. Leaders such as Olusegun Obasanjo, Abdulsalami Abubakar, Thabo Mbeki and Jimmy Carter have intervened in conflicts in different parts of the world as respected persons with a strong commitment to conflict resolution as indicated in figure 3. They do not do so as government officials.

Fig. 12 Obasanjo mediates between Ethiopia Government and Tigray Group

Individual mediators may hold different beliefs, values, and attitudes, and their mediation strategies may exhibit greater flexibility than official state mediators. What they all have in common is knowledge, experience, and commitment to peaceful conflict resolution. Such mediation is normally carried on without the glare of publicity, thus permitting the parties to engage in some meaningful dialogue should they choose to.

1.3.6 States

Today there are 198 sovereign and legally equal states, but with different capabilities, regime structures, and interests, which interact in the international arena. They are major actors in mediation and often find themselves having to mediate a conflict that may otherwise threaten their own interests. Large and small states frequently have a reason or motive to mediate in conflicts, especially when these are in their region or where they may have some interests to promote or protect. Whether it is the United States, Switzerland, Norway, or Algeria, states find themselves very often at the forefront of mediation activities.

When a state mediates a conflict, it does so because it feels the conflict is a genuine threat to international peace and regional stability. When this happens, the state concerned, through its official representatives, may marshal all necessary resources behind a mediation effort and give it all the necessary clout. Unlike other mediators, states have considerable tangible resources,

means of mobilizing them, and leaders with a mandate to use these resources. States that become engaged as mediators in a conflict may find that they have to use all their resources in order to facilitate an agreement.

1.3.7   Institutions and Organizations

The complexity of conflicts is such that states can no longer meet all the mediation requirements, nor facilitate a settlement when conflicts are long, drawn out, and intense. Other bodies and organizations are coming in to offer and deliver different mediation services. We have witnessed phenomenal growth in the number of international, transnational and other non-state actors as mediators in the last decade or so. These functional actors have become an indispensable adjunct to traditional mediation by individuals and states.

Two kinds of actors are important here. They are: (a) specialized non-governmental actors committed to conflict resolution (such as Amnesty International, International Alert, and the Carter Center), and (b) a wide variety of religious (the Quakers, Islamic Conference Organization, the Community of Sante Egidio) and civic and humanitarian organizations (The International Committee of the Red Cross, Center for Humanitarian Mediation, Oxfam) whose main concern is to heal, to deal with some of the basic issues in conflict, and achieve reconciliation, and changed attitudes, not just   of   a   conflict.

All these actors have some decided advantages in conflicts; they operate informally and secretly, thus the parties need fear no loss of face. They offer services that other mediators cannot offer, and they may find it easier to gain access to the parties whereas formal diplomats may be viewed with suspicion if not downright hostility. Such actors can be less inhibited in their approach to a conflict and can afford the luxury of appealing to the parties by promising them to work on all levels of their conflict and to achieve long-lasting solutions to their problems.

1.4   Successful Mediation

Good mediators are seen as friendly, empathetic, and respectful. They listen carefully, appreciate the emotions and needs that underlie each conversation, and come across as genuinely concerned with the well-being of everyone involved.

An alternate view to measuring success in mediation is an analysis of agreements and outcome types and their impact on the conflict in question. Sandu differentiates between resolution and settlement, advising that settlement may be an indicator of success if a resolution cannot be achieved.

Composite skills enable a mediator to "hold two realities" including active listening, empathy (the ability to show parties that you understand their

interests and concerns - through sympathetic explorations of issues, body language, repeating back, etc.) and reframing the problem.

The most difficult part of the mediation process is getting people to accept that mediation can effectively resolve their disputes. Most disputes tend to be very personal; some people want their day in court, whatever the cost.

A well-trained mediator can settle more than 75% of pretrial disputes, and the very best have closure rates approaching 95%. The average success rate for appellate mediations is probably around 50%, and far lower in some jurisdictions.

The most successful mediators are empathetic, non-judgmental, patient and persistent, optimistic, trustworthy, sharp-minded, and creative with good common sense and a good sense of humour.

The most successful mediators are empathetic, non-judgmental, patient and persistent, optimistic trustworthy, sharp-minded and creative and they have good common sense and a good sense of humour.
It can be concluded that an effective and competent mediator has the following attributes:

Fairness (justness): The mediator shall give both parties an equal chance to put forward their arguments;
Impartiality: The mediator shall not favour any particular party, and refrain from doing any act that might give such an impression;

Independence: The mediator must not be linked in any way (like having a previous relation) to any individual or any group involved in the dispute. Though, this quality may be unnecessary when both parties agree to have a known person to act as the mediator); Good listener: The mediator must be a good listener who would patiently listen to both the parties;
Coolness: The mediator must be cool and avoid aggression;
Patience: The mediator must keep the moral of the parties high even if the process is taking long;
Politeness: The mediator must try to be pleasant to the parties, even if it is difficult to do so;
Honesty: The mediator must be honest to both parties about any event relating to the proceeding.
Summarizing: The mediator must have the ability to summary issues.
Click on the link below see the procedures of state mediation in conflict resolution.

https://youtu.be/_Jp7NQZh_Uw

1.4.1 Skills for Mediation and Condition for Mediation.

If you manage people, disputes will show up at your door, and if you fail to address such employee concerns, you've failed as a leader. Mediation skills can defuse tensions and get everyone back to work. Mediation can be effective at allowing parties to vent their feelings and fully explore their grievances.

A mediator needs a range of skills, including:
Active listening skills (see our pages on Listening Skills and Active Listening for more);
Questioning and clarifying skills (see our pages on Clarifying and Questioning for more) to grasp both the facts and the areas of controversy;
Emotional intelligence to understand the underlying emotions.
Summarising skills to set out the main points of controversy, and underlying emotions, and also to help the participants to re-frame issues in less emotive language. See our pages on Communicating in Difficult Situations and Giving and Receiving Feedback for more.
Empathy to help each party to stand in each other's shoes and understand each other's point of view.

Perhaps most importantly, a mediator must not take sides, or be seen to be acting unfairly as indicated in Figure 6. You will therefore need to acknowledge points made by both parties, and spend equal time with each person or on their issues. It's never going to help to point out that someone is being unreasonable, but you can help them take a 'reality check' by asking what they would consider a reasonable outcome, and then asking whether they think the other party would agree.

Fig. A mediator must not take sides in any conflict.

Self-Assessment Exercise

Click this link below and watch a video. After a careful watch. Answer the questions that follow:

https://youtu.be/uqn8Gh4FY2w

1.   What can conflict do as it is demonstrates in the video? (a) destructive (b) develop. (c) profitable (d) advancement.
2.   When a conflict is well managed. What can it lead to? (a)   resolving tension (b) escalate tension (c) build up tension (d) keep peace.
3.   Mention three types of conflict in the video. (a) personal conflict   (b) instrumental conflict (c) conflict of interest. (d) all of the   above.

1.5   Summary

The point to note is that mediators do not necessarily have to be government officials, but individuals with the will and the standing to mediate successfully in conflicts. This unit has described the mediation process. It has also elaborated the role potential mediators. Mediation is used in a variety of conflict situations, which are not confined to national settings only. In the next unit, we will examine the specific skills required to be an effective mediator.

Here we have extensively discussed mediation and the process of mediation at the individual, state, and institutions/organizations levels.

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1.7 Answers to Self-Assessment Exercises

1. A 2. A 3. D

Unit 2:   Negotiating Conflict

Unit structure

2.1   Introduction

In this unit, we are still discussing the strategies of conflict resolution. Building on what you have learnt in the previous unit, here, we are going to examine discuss negotiation which is one of the strategies of conflict resolution. You will discover the concept look similar to mediation but the roles they play are quite different from each other.

2.2   Learning Outcomes

By the end of this unit, you will be able to:

- Explain negotiation as used in conflict management
- Analyse negotiators skills
- Analyse frames of negotiation.

2.3   Negotiating Conflict

2.3.1   What is Negotiation?

In simplest terms, negotiation is a discussion between two or more disputants who are trying to work out a solution to their problem. This process can occur at a personal level, as well as at a corporate or international

(diplomatic) level. Negotiations typically take place because the parties wish to create something new that neither could do on his or her own, or to resolve a problem or dispute between them. The parties acknowledge that there is some conflict of interest between them and think they can use some form of influence to get a better deal, rather than simply taking what the other side will voluntarily give them. They prefer to search for agreement rather than fight openly, give in, or break off contact.

Therefore, negotiation is a strategic discussion that resolves an issue in a way that both parties find acceptable. Note here that we say agreed or acceptable to both parties. Furthermore, compromise is normally the basis of negotiation. Negotiations can take place between buyers and sellers, an employer and prospective employee, or governments of two or more countries.

2.3.2 The Process of Negotiation

When parties negotiate, they usually expect give and take. While they have interlocking goals that they cannot accomplish independently, they usually do not want or need exactly the same thing. This interdependence can be either win-lose or win-win in nature, and the type of negotiation that is appropriate will vary accordingly. The disputants will either attempt to force the other side to comply with their demands, to modify the opposing position and move toward compromise, or to invent a solution that meets the objectives of all sides. The nature of their interdependence will have a major impact on the nature of their relationship, the way negotiations are conducted, and the outcomes of these negotiations.

Mutual adjustment is one of the key causes of the changes that occur during a negotiation. Both parties know that they can influence the other's outcomes and that the other side can influence theirs. The effective negotiator attempts to understand how people will adjust and readjust their positions during negotiations, based on what the other party does and is expected to do. The parties have to exchange information and make an effort to influence each other. As negotiations evolve, each side proposes changes to the other party's position and makes changes to its own. This process of give-and-take and making concessions is necessary if a settlement is to be reached. If one party makes several proposals that are rejected, and the other party makes no alternate proposal, the first party may break off negotiations. Parties typically will not want to concede too much if they do not sense that those with whom they are negotiating are willing to compromise.

The parties must work toward a solution that takes into account each person's requirements and hopefully optimizes the outcomes for both. As they try to find their way toward agreement, the parties focus on interests, issues, and positions, and use cooperative and/or competitive processes to come to an agreement.

2.3.3   Approaches to Negotiation

Negotiation theorists make several overlapping distinctions about approaches to negotiation. Distinctions can be made between positional bargaining, which is competitive and interest-based bargaining or principled negotiation, which is primarily cooperative. One can also make the distinction between soft, hard, and principled negotiation, the latter of which is neither soft, nor hard, but based on cooperative principles which look out for oneself as well as one's opponent.

https://www.youtube.com/watch?v=OXCdAPBpE9g

The above video link teaches the five steps on how to negotiate. Can you discuss these five steps after watching the video?

Fig. 14 a round table discussing on how conflict can be resolved.

The most important factors that determine whether an individual will approach a conflict cooperatively or competitively are the nature of the dispute and the goals each side seeks to achieve and everything ends with a discussion and resolution as indicated in Figure 7. Often the two sides' goals are linked together, or interdependent. The parties' interaction will be shaped

by whether this interdependence is positive or negative, according to Deutsch:

"Goals with positive interdependence are tied together in such a way that the chance of one side attaining its goal is increased by the other side's attaining its goal. Positively interdependent goals normally result in cooperative approaches to negotiation, because any participant can "attain his goal if, and only if, the others with whom he is linked can attain their goals."

Fig. 15 Outcome of a Negotiation

Parties to conflict resolution demonstrate good spirit of conflict resolution after parties have resolved their differences. Figure 15 is a true outcome of a good negotiator. The primary goal is for both parties in the conflict to have win-win set objectives.

On the other hand, negative interdependence means that the chance of one side attaining its goal is decreased by the other's success. Negatively interdependent goals force competitive situations, because the only way for one side to achieve its goals and "win" is for the other side to "lose."

In the process of negotiation, the tension that exists between cooperation and competition in negotiation is known as "The Negotiator's Dilemma:" If both sides cooperate, they will both have good outcomes.

If one cooperates and the other competes, the co-operator will get a terrible outcome and the competitor will get a great outcome.

If both compete, they will both have mediocre outcomes.

In the face of uncertainty about what strategy the other side will adopt, each side's best choice is to compete.

However, if they both compete, both sides end up worse off. In real life, parties can communicate and commit themselves to a cooperative approach. They can also adopt norms of fair and cooperative behaviour and focus on their future relationship. This fosters a cooperative approach between both parties and helps them to find joint gains.

2.3.4 Integrative or Interest-based Bargaining (Principled Negotiation)

Integrative bargaining (also called "interest-based bargaining," or "win-win bargaining") is a negotiation strategy in which parties collaborate to find a "win-win" solution to their dispute. This strategy focuses on developing mutually beneficial agreements based on the interests of the disputants.

Principled negotiation is an interest-based approach to negotiation that focusses primarily on conflict management and conflict resolution. Principled negotiation uses an integrative approach to finding a mutually shared outcome.

There are four main elements of principled negotiation:

- Separate the people from the problem. ...
- Focus on interests, not positions. ...
- Invent options for mutual gain. ...
- Insist on using objective criteria.

Principled negotiation allows you to leverage the principles of your opponent to win a negotiation. Parties can often reach a better agreement through integrative negotiation—that is, by identifying interests where they have different preferences and making tradeoffs among them.

For example, if one person wants the window open and the other person doesn't, a positional negotiation might lead to the window being open or closed or perhaps open halfway. An interest-based negotiation might go as follows: Why do you want the window open? Because it is stuffy in here and I want some fresh air.

Steps in an Integrative Negotiation

Step 1: Identify and define the interests in conflict.
Step 2: Assess your BATNA with regard to the alternative interests.
Step 3: Determine your reservation point, but do not reveal it.
Step 4: Determine your target point (be realistic, but optimistic).

Fig. 16 The conflict resolution approach must integrative

I think that in every conflict resolution, Figure 16 depicts the right approach to conflict resolution. The conflict resolution approach must integrative.

2.3.5 The Frames of Negotiation

The concept of framing in negotiation describes the fact that the way we describe our offers strongly affects how others view them. For example, research by Max Bazerman, Margaret Neale, and Tom Magliozzi finds that people tend to resist compromises—and to declare impasse—that are framed as losses rather than gains. Framing is building a perspective. It's how you package or back up your request.

According to Schön, the framing process typically happens in loops of four steps: 1) naming the situation, 2) suggesting a framing of the situation, 3) testing the frame through research or prototyping and 4) then reflecting on the outcome of the test, as well as a reflection on how the outcome influences the project.

A frame provides a perspective of the problems or issues for a decision maker. One can use a frame to understand the importance of facts or issues in relation to each other. One can use this understanding of the facts or issues to then determine possible outcomes and consider contingency actions to solve a problem.

Reframing is a strategy that people can use, either on their own or in therapy, to help adjust their mindset. It often involves focusing on more positive thoughts, but it can also be centered on changing excessively high expectations to be more realistic.

Framing is the thought process people use to define a situation and decide how they are going to deal with it. Reframing is doing this over again in a different way: – for example, deciding a conflict can be approached in a positive (or "win-win") way, rather than a negative (or "win-lose") way.

A frame is a guide. It directs people where to look, but more importantly, helps them interpret what they see. Every message—whether written, spoken, illustrated, or signed—is presented through a frame of some kind.

Self-Assessment Exercises

Copy the website below into your browser and watch the video. Then answer the questions below.
https://youtu.be/p_EXCT27K3w

1. The goal of negotiation is to ….. (a) to make decisions which are not acceptable (b) to accept all rules (c) to make decisions which are acceptable and even beneficial to both parties (d) none of the above
2. what are the types of negotiation discussed in the video? (a) competitive/distributive (b) collaborative/integrative (c) all of the above (d) none of the above.
3. what happens during negotiation? (a) parties dialogue with other. (b) parties discuss issues (c) parties disagree with others (d) parties are always in accord

2.4 Summary

We have once more revisited the important issue of negotiations in conflict resolution, Note in particular the distinction between positional bargaining and principled negotiation.

In this unit, we have defined negotiations and why oftentimes it is better to engage in negotiations than the alternative of continuing with the dispute. Though, each party will want to get the best out of the negotiations, in reality, a cooperative negotiation outlook is a more productive outcome for all the parties.

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2.7 Answers to Self-Assessment Exercise(s) within the content

1. C 2. C 3. A

Unit 3: Roles Of Mediation In Conflict Resolution

Unit Structure

3.1   Introduction

We can proceed to the next step in conflict resolution which is the role of a mediator in the place where there is dispute. Let us take an example, if you come across a group of people in conflict, what will you do in order to de-escalate the conflict? What you have carry out is the role of a mediator. Your primary objective is to end the conflict. We shall further discuss more roles in which as a mediator ought to know and do.

Therefore, this unit, will provide an insight into the role of mediators in conflict resolution cum the communication-facilitation strategies require for effective use. The essence of these strategies will enhance good communication skills which is the bedrock for proper conflict resolution. The last two issues to discuss are the procedure and direct strategies in the unit.

3.2   Learning Outcome

By the end of this unit, you will be able to:

Critique the roles of a mediator in conflict resolution.

3.3   Roles of Mediation in Conflict Resolution

3.3.1   Roles of a Mediator in Conflict Resolution

As a student of peace studies and conflict resolution, you ought to fully comprehend the role of a mediator in conflict situation. The reason is that you might find yourself performing the role. What is the major concern that you should display to achieve your role in conflict resolution?

The ultimate role of a mediator is to assists and guides the parties toward their own resolution. The mediator does not decide the outcome but helps the parties understand and focus on the important issues needed to reach a resolution.

Mediation simply refers to the process of resolving conflict in which a third party neutral (mediator), assists the disputants to resolve their own conflicts. The disputing parties themselves have control over the agreements to be reached.

The mediator acts to build, maintain, and improve communication between the disputants. The mediator facilitates information to and between the disputants. The mediator must 'befriend' the disputants in the mediation process to enhance trust and confidence.

Even if disputants do not resolve the dispute, mediation frequently will "bring out" the real issues and enhance communications between the parties, fostering an improved working relationship.

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjsrqnIsPT8AhUkhP0HHTRxCQoQtwJ6BAgIEAI&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DjT8xdJpBs9Q&usg=AOvVaw3QYLua802uFptfT_wMQPqI

This link will provide a clearer understanding of the role of a mediator. When a mediator cease from been objective, according to the video link. What has he become?

Six Stages of Mediation

If the mediator obeys and follows the six stages of mediation. There is an assertion that the ultimate goals of conflict resolution will be achieved.

Stage 1: Mediator's opening statement.
Stage 2: Disputants' opening statements.
Stage 3: Joint discussion.
Stage 4: Private caucuses.
Stage 5: Joint negotiation.

Stage 6: Closure.

3.3.2 Communication-Facilitation Strategies

This describes mediator behavior at the low end of the intervention spectrum. Here a mediator typically adopts a fairly passive role, channelling information to the parties, and facilitating cooperation, but exhibiting little control over the more formal process or substance of mediation. This is a very important role in the context of conflicts, where parties in conflict lack direct channels of communication, have different conceptions of the central issues, and/or do not even have the opportunity to explore any options that might benefit both. In such situations, a mediator who can facilitate dialogue and communication, and just carry out information from one to the other, is a prerequisite for an effective process of peacemaking. Norway's intervention in bringing about the Oslo Accords in 1993 (in which in fact) is a good example of what we mean by communication-facilitation strategies.

3.3.3 Procedural Strategies

Enables a mediator to bring both parties together, in some neutral environment, where they (i.e., the mediator) exert some control over the conflict management process. Here a mediator may exercise control over timing, issues on the agenda, meeting place and arrangements, media publicity, the distribution of information, and the formality or flexibility of the meetings. Procedural strategies give a mediator the opportunity to control aspects of interaction. This is very significant for parties in a conflict that may not have had an opportunity to interact together in any other place besides the battlefield. Procedural strategies help to minimize stress and disruption that arise when two or more conflictual parties who have little history of peacemaking get together to deal with their conflict.

3.3.4 Directive Strategies

Are the most powerful form of intervention. Here a mediator works hard to shape the content and nature of a final outcome. This is done by offering each party in conflict incentives, promises of support, or threats of diplomatic sanctions. When a mediator engages in such behavior, the parties are confronted with new resources or the prospect of losing resources. This may change the value they attach to their conflict produce behavior that is more consonant with the requirements of conflict resolution.

Directive strategies are crucial in any conflict. They allow a mediator to break through a cycle of violence by changing the factors influencing the parties' decision making. By making financial or diplomatic support contingent on co-operation, people who are otherwise opposed to settlement might be persuaded to agree to one. Directive strategies take the form of promises of rewards or threats of withdrawals, if certain agreements are not made or actions are not taken. In either case they are significant in getting parties in a conflict to change their values and behaviour.

Fig. 17: The Role of a Mediators

The picture shows the role of a mediator in the conflict. His primary role is to resolve dispute. He is a mediator and not an arbitrator.

Discussion: The video link to the right hand explains the causes of conflicts mostly in Africa?
Based on this video and what you have learnt so far, analyse the best methods to resolve conflict in Africa? Make your Post on the discussion forum in not more than 150 words.

Please click on the link to watch video
https://youtu.be/mLhejtXc060?list=PL9CAA5129BD5E4242

Self-Assessment Exercise

From the first video link, answer the following questions.

1.   Conversation with a mediator is always kept in … (a) open (b) confidential (c) close document (d) classified.
2.   What role did Mary play in the video? (a) lawyer (b) collaborator. (c) mediator (d) teacher
3.   Which of these conflict resolution methods takes time and cost more money? (a) litigation (b) mediation (c) conciliation (d) politics.

3.5   Summary

We have examined the three strategies of mediation, namely, communication-facilitation, procedural strategies and directive strategies.

After examining these strategies, it is evident that a mediator could either remain distantly passive, exert a little control, or strong control over the mediation process. The choice of strategy the mediator decides to use may depend on the nature or stage of the conflict.

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3.7 Answers to Self-Assessment Exercise

1. B 2. C 3. A

Unit 4   Conditions For Successful Mediation

Unit structure

4.1   Introduction
4.2   Learning Outcomes
4.3   Conditions for Successful Mediation
    4.3.1 What is Mediation?
    4.3.2 Involving Two or More Parties in
        Disputes.
    4.3.3 Entirely Voluntary for Non- litigious Disputes and Non-coercive.
4.4   Summary
4.5   References/Further Readings/web sources
4.6   Answers to Self-Assessment Exercise

4.1   Introduction

Today, we shall further discuss other mechanisms that will be of importance to you as learners of Peace and Conflict Resolution Studies. Have you ever witnessed a dispute settlement where someone that is not a part of the conflict trying to bring peace to those who are at dispute? Or it might be you that is trying to bring peace to where conflict has torn apart. Or it might be what you have studied in the past on how peace was restored to a country that has been involved in a war. For example, Sudan, Liberia among others. What do you think can finally resolve the conflict? This is the mechanism we are going to discuss today.

However, understanding mediation is a vital concept in conflict resolution. Mediation is an effective and useful way of dealing with conflicts and conflict resolution in the contemporary world. This is not to suggest that every conflict can be mediated. Many conflicts are just too intense, the parties too entrenched and the behaviour just too violent for any mediator to achieve very much. Example the current war between Russia and Ukraine. Some conflicts go on and on with little signs of abatement. They cease to become intractable only when there is a major systemic change (e.g., change of leaders, collapse of country, etc.). therefore, in this unit, we shall examine how mediation can become successful in conflict resolution.

4.2   Learning Outcomes

By the end of this unit, you will be able to:

- Explain the conditions for mediation in peace management.
- Guide persons that are involve in mediation processes.
- Apply the skills of non-coercive to resolve conflict.

4.3   Conditions for Successful Mediation

4.3.1 What is Mediation?

Mediators can engage in a conflict only after a thorough and complete analysis of the conflict, issues at stake, context and dynamics, parties' grievances, etc. Conflicts are complex and multi-layered. A mediation initiative is more likely to be successful if it is predicated on knowledge and understanding rather than on good intentions only. Good analysis and a thorough understanding of all aspects of the conflict are important prerequisites for successful mediation in conflicts.

The next video link will give you an insight on how mediation process can start.
https://youtu.be/J62o2SGgWq4

When conflict is not adequately resolve on time, it can lead to what was illustrated in Figure 16.

Mediation must take place at an optimal or ripe moment. Early mediation may be premature and late mediation may face too many obstacles. A ripe moment describes a phase in the life cycle of the conflict where the parties feel exhausted and hurt, or where they may not wish to countenance any further losses and are prepared to commit to a settlement, or at least believe one to be possible. In destructive and escalating conflicts, mediation can have any chance of success only if it can capture a particular moment when the adversaries, for a variety of reasons, appear most amenable to change. Timing of intervention in a conflict is an issue of crucial importance and one that must be properly assessed by any would-be mediator.

Given the nature and complexity of conflicts, successful mediation requires a coordinated approach between different aspects of the intervention mediation here requires leverage and resources to nudge the parties toward a settlement, but also acute psychological understanding of the parties' feelings and grievances. The kind of mediation we are talking about here is mediation that is embedded in various disciplinary frameworks, ranging from problem-solving workshops to more traditional diplomatic methods. No one aspect or

form of behaviour will suffice to turn a conflict around. Diverse and complementary methods, an interdisciplinary focus, and a full range of intervention methods responding to the many concerns and fears of the adversaries, are required to achieve some accommodation between parties in a conflict.

Mediating conflicts require commitment, resources, persistence, and experience. Mediators of high rank or prestige are more likely to possess these attributes and thus are more likely to be successful in conflicts. Such mediators have the capacity to appeal directly to the domestic constituency and build up support for some peace agreement. Influential, high ranking or prestigious mediators have more at stake, can marshal more resources, have better information, and can devote more time to a conflict. Such mediators can work toward achieving some visible signs of progress in the short term and identify steps that need to be taken to deal with the issues of long-term peace objectives. Influential mediators can work better within the constraints of conflicts and are more likely to elicit accommodative responses from adversaries.

Mediation in conflicts is more likely to be successful when there are recognizable leaders within each party, where the leaders are accepted as legitimate by all concerned, and where they have considerable control over their territory. A conflict between parties with competing leaders and constituents can prove very difficult to deal with. Where there are recognizable leaders, each from the mainstream of their respective community, and where each embodies the aspirations and expectations of their respective community, provides mediators with individuals who may have a serious impact on official diplomacy. Where there are competing leadership factions, state institutions, and governance capacity are all too uncertain, and the chances of successful mediation decline sharply.

When conflict is successfully resolved. The parties to the conflict will be peaceful and scheme to move forward. Mediation in conflicts is more likely to be effective if there are no sections in each community committed to the continuation of violence. Such parties are usually described as spoilers. Spoilers in such a context have much to lose from a peaceful outcome and much to gain from the continuation of violence. Their presence and activities constitute a major obstacle to any mediation effort.

Where a conflict involves a major power, or major powers have interests (vital or otherwise) at stake, it is very unlikely that mediation will be attempted, and if attempted, very unlikely that it will succeed. The involvement of major powers in any capacity in a conflict poses too serious a constraint on any mediation effort. A major power involvement in a conflict provides a clear indication of the difficulty of initiating any form of mediation.

4.3.2 Involving Two or More Parties in Disputes

Mediation, as used in law, is a form of alternative dispute resolution resolving disputes between two or more parties with concrete effects. Typically, a third

party, the mediator, assists the parties to negotiate a settlement. A neutral person called a "mediator" helps the parties try to reach a mutually acceptable resolution of the dispute. The mediator does not decide the case, but helps the parties communicate so they can try to settle the dispute themselves.

Mediation is a dispute resolution process but can take many forms. It is fundamentally a process where the parties of a dispute come together in one place with an independent person present who will work between the parties to help secure a resolution of the dispute or to narrow the issues between the parties.

So, how do you manage a dispute?

Tips to help you manage a dispute
Compile your facts and evidence. Document the key details of the dispute.
Keep calm and remain objective.
Think of creative solutions.
Talk to the other party.
Formally write to the other party.
Seek assistance.
Contact us.

4.3.3 Entirely Voluntary for Non-litigious Disputes and Non-coercive

Mediation is also an informal alternative to litigation. Mediators are individuals trained in negotiations, who bring opposing parties together and attempt to work out a settlement or agreement that both parties accept or reject. Mediation is not binding.

Mediation proponents often point to self-determination as the key to the broad applicability and acceptance of mediation in courts. While early mediation programs relied on voluntary participation, many courts now require litigants to try mediation before proceeding to court. Even in mandatory mediation, self-determination is essential: disputants are free to leave the process at any point, with or without settlement, and without coercion. While voluntary mediation may be highlighted in policy and theory, it is not always realized in practice. Research and appellate court filings demonstrate that many disputants experience substantial pressure: judges may pressure parties to enter mediation, mediators may pressure them to continue with mediation, and any number of actors and factors may pressure them to settle. Questions remain about the appropriate level of pressure, however: when does encouragement become coercion? Courts must ensure that court-connected mediation is delivered as promised—that self-determination is maintained throughout. This article reviews the philosophical and practical dimensions of this difficult goal, concluding with four recommendations to minimize coercion in mediation.

For more information on the method to resolve conflict, click on the link below to watch a video.

https://youtu.be/ZKDxlIRxIOo

 Discussion:

After the video on methods to resolve conflict, which of these methods will you recommend to resolve the Boko Haram conflict in the North-East Nigeria? Make your post on the discussion forum in not more than 100 words and comment on 2 other posts

Self-Assessment Exercise(s)

1 …. is a dispute resolution process but can take many forms.
   (a) conciliation (b) mediation (c) resolution. (d) litigation
2 Good analysis and a thorough understanding of all aspects of the conflict are important prerequisites for … mediation in conflicts.
   (a) faithful (b) failure (c) Successful (d) good
3 Mediation proponents often point to …. as the key to the broad applicability and acceptance of mediation in courts.
   (a) goodness (b) justices (c) self-determination (d) determination.

4.4   Summary

In this unit, effort has been made to identify and explain different points of mediation; it has also explored situations when mediation may not be possible.

All the factors discussed above provide some guidance on when mediation might make a contribution to conflicts, and when it will be extremely difficult to mediate. Surely other factors are present too, factors such as commitment to mediation and willingness to achieve a suitable outcome, desire to stop a cycle of violence, etc. These may be hard to identify and assess, but their presence or absence will surely affect the process and outcome of any mediation effort.

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https://books.google.com.ng/books?id=cflmDwAAQBAJ&dq=mediation+in+conflict+resolution+youtube+video&hl=en&sa=X&ved=2ahUKEwjxnOvavfb8AhVVgP0HHbI4BFIQ6AF6BAgIEAI

4.6 Answers to Self-Assessment Exercise

1. B 2. C 3. C.

MODULE 3: COMMUNICATION IN CONFLICT RESOLUTION

Module Introduction

We are now in module three of this course and I believe that all we have been discussing are very interesting. You must have at breast with the processes of conflict. We also are sure that these things can be practically be employ into our lives to live in a peaceful society. Can someone tell us in his/her understanding what process is all about? What are the important of peaceful cohabitation universally? Why is the world body like UN seeking for peace and making peace to be the watch word? Can someone list other international organisations that are seeking for peace to be the watch word? Good. Let us proceed.

Therefore, this module has four units, as stated below. The primary objective of this module is to understand the importance of communication in conflict resolution. The reason is that when there is no proper understanding in the linguistic use in resolving conflict, there be escalation of conflict and the objective of the resolving it will be defeated. Therefore, we shall get to comprehend the use of communication in conflict resolution.

Unit 1   What is Communication?
Unit 2   Principles of Negotiation.
Unit 3   The Framework of Negotiation in Conflict Resolution Processes.
Unit 4   Alternative Dispute Resolution

Unit 1:   What is Communication?

Unit structure

1.1   Introduction

We learnt from history that what led to the use of the bombs in Hiroshima and Nagasaki by US during the world war II, was as a result of misconception of language. The outcome caused tremendous loss of lives and millions of properties in Japan. You can also share your experiences with the class on how the wrong use of words or language can lead to conflict if the communication is lacking. Therefore, communication skills are very important. To be a successful businessman, there is what is call intercultural communication skill. These must be learnt and practice to achieve ultimate profits in business. Likewise, to live in peaceful society, communication skills is vital.

Furthermore, a wrong word or misconceived message during a conflict is like gasoline on a fire. Inflammatory language is one of the most common causes of conflict escalation. Avoiding the escalation of arguments requires awareness and self-control. An immense amount of embarrassment and pain could probably be avoided if everyone paused before speaking, heeding the advice to "think before we speak." However, in reality, people are not always calm, rational, or careful. We are emotional creatures and, despite better judgment, our style of communication reflects this. Learning certain principles and techniques of communication can counter this tendency: conflicts already charged with emotion can be kept from escalating and even be defused.

1.2   Learning Outcomes

By the end of this unit, you will be able to:

- Define communication skills
- Explain communication as it relates to conflict resolution
- Examine communication procedure in conflict resolution.

- Discuss the use of communication

1.3   Communication in Conflict Resolution

1.3.1   Skills of Communication

In the first place, listening is the hero of good communication skills. Communication requires at least two parties: one to speak and one to listen; 'good' communication demands that both parties take turns speaking and listening. Many conflicts drag on because one side will not stop until they feel heard and understood -- sometimes that is all they want. Once they feel they have been understood, the conflict dissipates. At other times, a conflict arises because one side didn't hear what the other said, and replied inappropriately in word or action, or didn't respond at all. If one is going to do only one thing to avoid escalation, it should be to listen carefully and make sure the other party knows they are listened to.

https://youtu.be/Kb6BkDMV6Ko

Carefully hook to this video link above, watch and listen. Why is conflict inevitable? What are the best skills in communication?

Defining one's terms is helpful even when one is not in a state of conflict. It may seem awkward at first, but a useful first step in a disagreement is to determine each side's relationship to certain words or phrases. For example, what does a word mean to each person? Does it have negative connotations, and if so, why? Does one party have a strong emotional reaction to a particular word? Often, it is taken for granted that the meanings of words are concrete, but many words have slightly different meanings and varying levels of emotional impact to different people. For example, fundamental phrases such as security and respect need to be investigated. What would it take for one party to feel secure or for another to feel respected? One side may think they are according the other respect, when the latter still feels disrespected. If these differences are not uncovered early in an argument each side becomes convinced that the other side is not making sense or not listening or not caring, and any attempts to unravel or de-escalate the conflict become increasingly frustrating.

How a message is received, however, depends on much more than semantics. The spoken word is heavily influenced by expression, intonation, or body language. Intonation, or tone of voice, is critical. A single word can carry multiple meanings depending on intonation. Think how many ways one can reply to, "How are you?" with just the word "fine." Depending on one's tone of voice, "fine" can mean both "good" and "bad," as well as, "I'm angry," "Why are you asking?" "I'm tired," or "I'm busy," to name just a few possibilities.

Other nonverbal signals fall under the category of body language and include expression, posture, and gestures. Slouching conveys a different message than standing upright; pointing at one's audience is different from scratching one's head. The challenge with all nonverbal behaviour is to interpret it accurately. Often it is not possible for the "receiver" to know if a yawn signals boredom or lack of sleep. Therefore, it is up to the "transmitter" to be aware of all of their communication and to clarify if necessary. Another potential problem is that body language varies by culture. For example, in many Asian countries it is a sign of respect not to look someone in the eye, while in American culture that is taken to be a sign of dishonesty or disinterest.

Finally (and obviously), during any disagreement it is important to exercise common civility. For example, do not insult the other party; do not call them derogatory names or belittle their position; avoid exaggeration and sarcasm; be respectful of those you are dealing with and of their opinions. The harder these practices seem to be in a given situation, the more important they are. If either side has become too emotional to be civil then it is better to wait and continue the discussion when they have had time to calm down.

1.3.2 Processes of communication

The communication process is made up of four key components. Those components include encoding, medium of transmission, decoding, and feedback. There are also two other factors in the process, and those two factors are present in the form of the sender and the receiver.

https://youtu.be/NSEc9_Mavlk

Click on the link above and listen carefully. Can you now analyse the communication strategies in conflict resolution?

Communication is a dynamic process that begins with the conceptualizing of ideas by the sender who then transmits the message through a channel to the receiver, who in turn gives the feedback in the form of some message or signal within the given time frame. Thus, there are seven major elements of communication process:
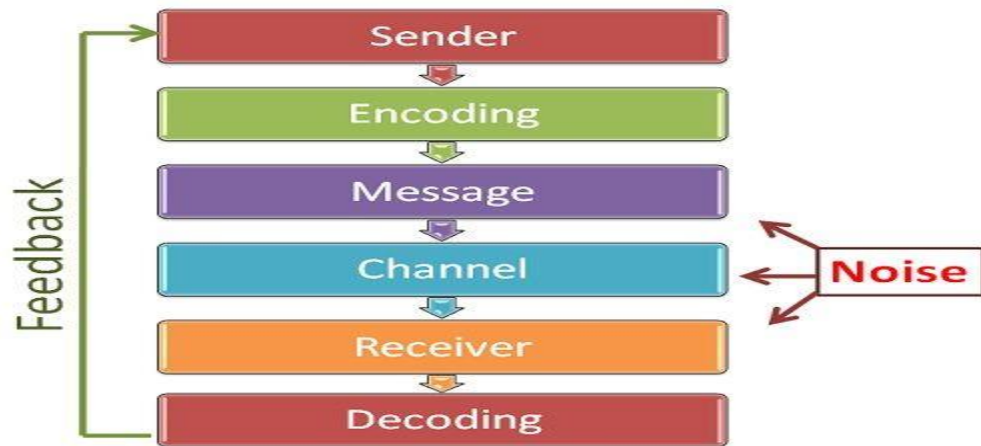

Fig. 18 These are the Processess of Communication in Conflict Resolution.

Sender: The sender or the communicator is the person who initiates the conversation and has conceptualized the idea that he intends to convey it to others as you can see in the Figure 18.

Encoding: The sender begins with the encoding process wherein he uses certain words or non-verbal methods such as symbols, signs, body gestures, etc. to translate the information into a message. The sender's knowledge, skills, perception, background, competencies, etc. has a great impact on the success of the message.

Message: Once the encoding is finished, the sender gets the message that he intends to convey. The message can be written, oral, symbolic or non-verbal such as body gestures, silence, sigh, sounds, etc. or any other signal that triggers the response of a receiver.

Communication Channel: The Sender chooses the medium through which he wants to convey his message to the recipient. It must be selected carefully in order to make the message effective and correctly interpreted by the recipient. The choice of medium depends on the interpersonal relationships between the sender and the receiver and also on the urgency of the message being sent. Oral, virtual, written, sound, gesture, etc. are some of the commonly used communication mediums.

Receiver: The receiver is the person for whom the message is intended or targeted. He tries to comprehend it in the best possible manner such that the communication objective is attained. The degree to which the receiver decodes the message depends on his knowledge of the subject matter, experience, trust and relationship with the sender.

Decoding: Here, the receiver interprets the sender's message and tries to understand it in the best possible manner. An effective communication occurs only if the receiver understands the message in exactly the same way as it was intended by the sender.

Feedback: The Feedback is the final step of the process that ensures the receiver has received the message and interpreted it correctly as it was intended by the sender. It increases the effectiveness of the communication as it permits the sender to know the efficacy of his message. The response of the receiver can be verbal or non-verbal.

1.3.3   Parties Involved in the Act of Communication in Conflict   Resolution

It is generally observed that conflict among individuals arises when they feel neglected or left out. Transparency is essential at all levels for better understanding and avoiding conflicts. Communication must not be done with members separately but must be on a common platform so that everyone gets the same picture. Parties involved in the act of communication in conflict resolution are as follows:

The sender: This is the individual who sends the message to another party or person. The message: This is the information that is being sent to the receiver.

The receiver: This is the person who is receiving the message from the sender. The communication channel: This refers to how the information is transmitted.

Your audience is the person or people you want to communicate with as indicated in figure 3 below. By knowing more about them (their wants, needs, values, etc.), you are able to better craft your message so that they will receive it the way you intended.

Fig. 19 Parties involved in Conflict are invited to traditional conference where conflict is resolved.

All Parties involved in a dispute must be involved also in the conflict resolution. In Africa, this is the usual way of traditional conflict resolution.

Self-Assessment Exercise

1. The communication process is made up of … key components.
(a) three (b) four (c) six (d) one
2. Communication requires at least two parties: one to speak and….

    (a) listen (b) shout (c) fight (d) silent
3. It is generally observed that conflict among individuals arises when they feel….
(a) praised (b) punished (c) neglected   (d)welcome

1.4   Summary

This unit has examined the role of communication in conflict resolution.

In conclusion, communication is very essential during periods of conflict management and resolution. Good communication, the right message, understanding of non-verbal expressions and differences in culture and in the understanding of issues are necessary to the resolution of conflict. The communication channel must be kept open. Though negotiations may be postponed, it should never be totally abandoned.

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1.6 Answers to Self-Assessment Exercise

1. B 2. A 3. C

Unit 2:   Principles Of Negotiation

Unit structure

2.1   Introduction

When you are making an effort to resolve conflict, you may be confronted with different methods based on the situation that might cause it. In this unit, Integrative bargaining (also called "interest-based bargaining," "win-win bargaining") is a negotiation strategy in which parties collaborate to find a "win-win" solution to their dispute. This strategy focuses on developing mutually beneficial agreements based on the interests of the disputants. Interests include the needs, desires, concerns, and fears important to each side. They are the underlying reasons why people become involved in a conflict. We will examine this in more detail later.

## 2.2   Learning Outcomes

By the end of this unit, you will be able to:

Explain the principles of integrative bargaining
Explain the processes of cultural differences in conflict resolution
Use integrity in conflict resolution
Demonstrate the skills on how to apply alternative in conflict resolution

⛎2.3　　　**Principles of Negotiation**

2.3.1 Integrative Bargaining

There are two terms you might observe here. One is integrative and the second is bargaining. These two terms form the sub-topic. What is integrative? Integrative refers to the potential for the parties' interests to be [combined] in ways that create joint value or "enlarge the pie" (the stakes of negotiation). Potential for integration only exists when there are multiple issues involved in the negotiation. This is because the parties must be able to make trade-offs across issues in order for both sides to be satisfied with the outcome.

https://youtu.be/uj2qeJHQMWc
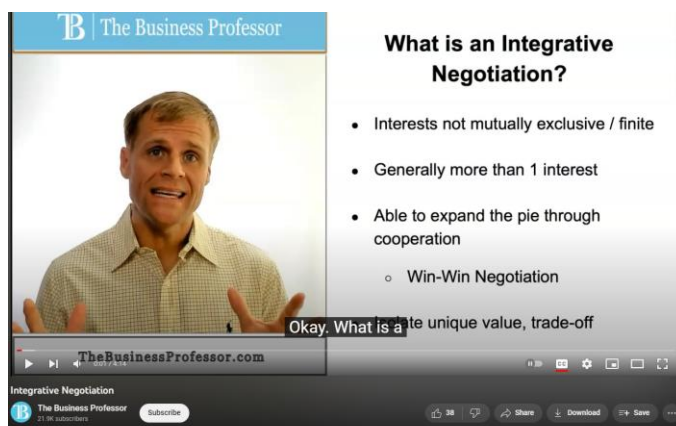
This video clip will give better understanding of integrative bargaining/negotiation.

From the video, can you analyse some objectives of integrative negotiation/bargaining?

Integrative bargaining is important because it usually produces more satisfactory outcomes for the parties involved than does positional bargaining. Positional bargaining is based on fixed, opposing viewpoints (positions) and tends to result in compromise or no agreement at all.

Oftentimes, compromises do not efficiently satisfy the true interests of the disputants. Instead, compromises simply split the difference between the two positions, giving each side half of what they want. Creative, integrative solutions, on the other hand, can potentially give everyone all of what they want.

There are often many interests behind any one position. If parties focus on identifying those interests, they will increase their ability to develop win-win solutions. The classic example of interest-based bargaining and creating joint value is that of a dispute between two little girls over an orange. Both girls take the position that they want the whole orange. Their mother serves as the moderator of the dispute and based on their positions, cuts the orange in

half and gives each girl one half. This outcome represents a compromise. However, if the mother had asked each of the girls why she wanted the orange -- what her interests were -- there could have been a different, win-win outcome. This is because one girl wanted to eat the meat of the orange, but the other just wanted the peel to use in baking some biscuits. If their mother had known their interests, they could have both gotten all of what they wanted, rather than just half.

Integrative solutions are generally more gratifying for all involved in negotiation, as the true needs and concerns of both sides will be met to some degree. It is a collaborative process and therefore the parties actually end up helping each other as depicted in figure4. This prevents ongoing ill will after the negotiation concludes. Instead, interest-based bargaining facilitates constructive, positive relationships between previous adversaries.

Fig. 20 The parties to the conflict agreed on a win-win integrative negotiation/bargaining.

I will like to you to reflect on how we can use this strategy to resolve the farmer-herder conflict in North-Central Nigeria.

2.3.2 Incorporate Cultural Differences

The cultures of Africa vary, consisting of a mixture of countries with various tribes that each have their unique characteristic from the continent of Africa. It is a product of the diverse populations that inhabit the continent of Africa and the African Diaspora. Cultures are embedded in every conflict because conflicts arise in human relationships. Cultures affect the ways we name, frame, blame, and attempt to tame conflicts. Whether a conflict exists at all is a cultural question.

Conflict is triggered when there are cultural differences between individuals within an organization or through general interaction with one another. This often leads to cross-cultural conflict which generally occurs in the context that individuals are not willing to understand each other's diversity in cultures.

The basic negotiation techniques for resolving conflict are relatively universal but must be adapted for different cultures. The process of integrative (as

opposed to distributive) negotiations in any country begins with defining the problem to be solved as well as the issues contributing to the problem.

https://youtu.be/jIQ7D2yQPwI

You are encouraged to watch the video clip above.
What is the type of cultural conflict methods will you suggest in cultural conflict resolution?

Developing your understanding of other cultures, or 'cultural awareness', lets you have more meaningful interactions with those around you. You're building your respect and empathy for other people, and celebrating your differences as well as your similarities. The most important reason why we should be culturally aware is so we have an increased awareness of people all over the world. This helps us develop a deeper understanding of our own and other people's cultures while broadening the mind and increasing tolerance.

Strategies to Promote Inclusiveness
Acknowledge Differences.
Offer Implicit Bias Training for Everyone.
Provide Mentors.
Let People Learn by Doing.
Encourage Personal Evaluation.
Ask Questions.
Value All Diversity.

2.3.3 Act with Integrity and Handle Emotion Carefully

Four steps to resolve Conflict with integrity and handle emotion carefully communicate. Open communication is key in a dispute.
Actively Listen. Listen to what the other person has to say, without interrupting.
Review Options. Talk over the options, looking for solutions that benefit everyone.
End with a Win-Win Solution.

2.3.4 Identifying Interest and Creating Options.

The first step in integrative bargaining is identifying each side's interests. This will take some work by the negotiating parties, as interests are often less tangible than positions and are often not publicly revealed. A key approach to determining interests is asking "Why?" Why do you want that? Why do you need that? What are your concerns? Fears? Hopes? If you cannot ask these questions directly, get an intermediary to ask them.
The bottom line is you need to figure out why people feel the way they do, and why they are demanding what they are demanding. Be sure to make it clear that you are asking these questions so you can understand their interests (needs, hopes, fears, or desires) better, not because you are challenging them or trying to figure out how to beat them.

Next, you might ask yourself how the other side perceives your demands. What is standing in the way of them agreeing with you? Do they know your underlying interests? Do you know what your own underlying interests are? If you can figure out their interests as well as your own, you will be much more likely to find a solution that benefits both sides.

You must also analyze the potential consequences of an agreement you are advocating, as the other side would see them. This is essentially the process of weighing pros and cons, but you attempt to do it from the perspective of the other side. Carrying out an empathetic analysis will help you understand your adversary's interests. Then you will be better equipped to negotiate an agreement that will be acceptable to both of you.

2.3.5 Creating Options

After interests are identified, the parties need to work together cooperatively to try to figure out the best ways to meet those interests. Often by "brainstorming" -- listing all the options anyone can think of without criticizing or dismissing anything.

Initially, parties can come up with creative new ideas for meeting interests and needs that had not occurred to anyone before. The goal is a win-win outcome, giving each side as much of their interests as possible, and enough, at a minimum that they see the outcome as a win, rather than a loss.

Discussion: From the knowledge acquired so far, discuss the various strategic steps to use to promote inclusiveness conflict resolution. Make your post in not more than 100 words

Self-Assessment Exercise

Watch the video link https://youtu.be/QRDji8kIGVM and answer the questions below.

1. Who are at the center when there is conflict?
   (a) goals (b) youths and the women (c) benefits (d) sides
2. What are the roles of SDGs in Uganda to restore peace?
   (a) bring peace (b) bring business (c) bring interests (d) promote culture
3. How can SDGs be useful in a community where there is conflict?
   (a) take sides in conflict resolution tradition (b) obey the norms (c) add values (d) translate into a meaning change in the lives of the people at a community level.

2.4   Summary

In this unit, we have examined integrative or interest-based bargaining as a strategy of principled negotiation. We also examined how this differs from positional bargaining.

We cannot but note the fact that integrative bargaining or interest-based bargaining is a superior approach to conflict settlement. The challenge lies in being able to articulate what the collective interests are

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2.6   Answers to Self-Assessment Exercise

1. B 2. A 3. D

Unit 3: The Framework Of Negotiation In Conflict Resolution Processes

Unit structure

3.1   Introduction

Let us first of all answer this this question. What is the primary plan you will lay down when resolving any dispute? I guess you have to plan or create a frame where you have to work. So effective planning is crucial to meeting negotiation objectives. If the parties are to reach a stable agreement, specific events must take place before the parties ever come to the table. Parties must frame the problem, and recognize that they have a common problem that they share an interest in solving. Frames are the conceptions that parties have of the situation and its risks. They allow the parties to begin to develop a shared definition of the issues involved, and the process needed to resolve them.

When the frames of both parties' match, they are more likely to focus on common issues and have a common definition of the situation. However, when the frames do not match, communication between the parties is likely to be more difficult. Unless the different outlooks on the problem begin to overlap, it is unlikely that negotiations will be successful.

3.2   Learning Outcomes

By the end of this unit, you will be able to:

- Explain the framework of negotiation in conflict resolution.
- Explain the importance of time in negotiation in a conflict resolution.
- Build a strong relationship between/among parties in conflict resolution using appropriate negotiation techniques.

3.3   The Framework of Negotiation in Conflict Resolution Processes

3.3.1   What is the Framework of Negotiation in Conflict Resolution?

The concept of framing in negotiation describes the fact that the way we describe our offers strongly affects how others view them. For example, research by Max Bazerman, Margaret Neale, and Tom Magliozzi finds that people tend to resist compromises—and to declare impasse—that are framed as losses rather than gains.

Click the link and watch the video.
https://encryptedvtbn0.gstatic.com/video?q=tbn:ANd9GcTsi4hrFlPrLrfn-FfWROXwhWawFhoK9utHCg

To resolve conflict, what must be the first step to take? Explain further steps as suggested in the video.

A frame provides a perspective of the problems or issues for a decision maker. One can use a frame to understand the importance of facts or issues in relation to each other. One can use this understanding of the facts or issues to then determine possible outcomes and consider contingency actions to solve a problem.

3.3.2   Understanding the Frames of Negotiations

If negotiators understand what frame they are operating from and what frame the other is operating from, they may be able to shift the conversation and develop common definitions. The way in which parties define the problem can shape the rest of the planning process. In the early stages of framing, negotiators must also determine their goals, anticipate what they want to achieve, and prepare for the negotiation process. They must define the issues to be discussed and analyse the conflict situation. In many cases, negotiators can appeal to research or consult with experts to help them develop a complete list of the issues at stake. Next, parties should assemble all the issues that have been defined into a comprehensive list. The combined list of issues and priorities from each side determines the negotiation agenda.

Negotiators often exchange and negotiate the list of issues to be discussed in advance. Consultation between negotiators prior to actual negotiation allows them to agree on the agenda of issues to be discussed, as well as the location of the negotiations, the time and duration of the sessions, the parties to be involved in the negotiations, and techniques to pursue if negotiation fails. Negotiators should also agree on principles that will guide the drafting of a settlement, the procedures to be used in negotiations, and the formula by which a general agreement is to be reached.

Discussions about these procedural issues are often crucial for the success of substantive negotiations. If parties cannot agree on negotiation procedures and proposed items for the agenda, they may very well decide to abandon the negotiations altogether.

After assembling issues on an agenda, the negotiators must prioritize their goals and evaluate the possible trade-offs among them. Negotiators must be aware of their goals and positions and must identify the concerns, desires, and fears that underlie their substantive goals. They must determine which issues are most important, as well as whether the various issues are linked or separate.

Fig. 21: Steps to Develop a Framework for Conflict Resolution

This demonstrates as shown in Figure 21 the processes which the experts should follow to have a good framework and steps to adopt to conflict resolution.

In addition, negotiators should be aware of the underlying interests and goals of the other side. Because the linkages between parties' goals often define the issue to be settled, these goals must be determined carefully. If one party wants more than the other party is capable or willing to give, the disputants must either change their goals or end the negotiation.

Once they have determined the relative importance of the issues, parties need to decide the order in which issues should be discussed. Many sequencing options are possible: going from easy to hard, hard to easy, or tackling everything together. Different situations suggest different answers to that question, and different negotiators and mediators prefer one approach to the others.

Negotiators that are operating on behalf of a constituency should consult with their constituents as well as with the other side to ensure that the constituents' needs and priorities are included in the negotiations.

The next step is for negotiators to define specific targets with respect to the key issues on the agenda. Parties should try to figure out the best resolution they can expect, what counts as a fair and reasonable deal, and what is a minimally acceptable deal. They should also be aware of the strongest points in their position and recognize the strongest points in the other side's position. This enables parties to become aware of the range of possible outcomes and to be flexible in what they will accept. It also improves the likelihood that they will arrive at a mutually satisfactory outcome.

Because negotiations typically involve more than one issue, it is helpful for negotiators to anticipate different ways of packaging issues. They can balance the issues they regard as most important by being more flexible about items they deem less important. They should also decide which items they can abandon and use as leverage to get what they really want with respect to the most important issues.

Planning for negotiation also involves the development of supporting arguments. Negotiators must be able to present supporting facts and arguments, anticipate how the other side will respond to the relationship rents, and respond to the other party's claims with counter-arguments. This includes locating facts to support's point of view, determining what sorts of arguments have been given in similar negotiations in the past, anticipating the arguments the other side is likely to make, and presenting facts in the most convincing way possible. Finally, planning involves assessing the other party's priorities and interests and trying to get a better idea of what that party is likely to want. Negotiators should gather background information about the other party's current needs, resources, and interests. This can be done through preliminary interviews or consultations with those who have done business with the other party in the past.

In addition, negotiators need to understand the other party's objectives. Professional negotiators will often exchange information about targets or initial proposals before negotiations begin. Third, negotiators should be aware of the other party's negotiation style, reputation, and the strategy and tactics they commonly use. They should investigate that party's past behaviour in related settings, determine his or her organizational position, and find out whom he or she admires and whose advice carries weight. An individual's past negotiation behaviour is a good indication of how he or she will behave in the future. Fourth, negotiators should understand the other party's alternatives. If the other negotiator has strong alternatives, he or she will probably be willing to set high objectives and be willing to push hard for these objectives during negotiation.

3.3.3 The Use of Time Appropriately and the Attribute of Patience

A conflict's greatest opportunity for collaborative resolution is usually near the time it first occurred (if such a time can be known) or at least nearer the time it first entered your awareness. Sometimes, the triggering event is clear and memorable. Nonetheless, the more you delay addressing a conflict, the worse it will get. Acting quickly reduces the emotional strain and lowers the threshold for achieving a satisfactory resolution. You can then get back to attending to the things that really matter.

Avoidance can be appropriate when you need more time to think and process, time constraints demand a delay, or the risk of confrontation is not worth what might be gained. However, avoidance is destructive if the other person perceives that you don't care enough to engage.

In addition, patience, though, often involves "not reacting," at least not immediately, to an uncomfortable situation. Giving yourself (and others) a little time during the process can greatly enhance the possibility of a successful resolution.

Watch this video for more information on how Rwanda conflict was resolved https://youtu.be/OXpJtDZ8sQ (not available)

Patience, though, often involves "not reacting," at least not immediately, to an uncomfortable situation. Giving yourself (and others) a little time during the process can greatly enhance the possibility of a successful resolution. Understand all the issues.

Focus on the problem, not the person. Address the problem instead of being defensive. Look for areas of the agreement your common ground—and build on those. Agree on what you both can do in the future and leave the rest.

3.3.4 Building a Strong Relationship between/among Parties

As a negotiator, there are different responsibilities you are expected to discharge. One important responsibility is to build a strong relationship between/among party. The following steps should be considered to build a strong relationship.

Seven tips for building a strong Relationship
Give each other time and space. after an argument with your partner, it's important to give each other time and space.
Feel your feelings.
Use I statement.
Actively listen.
Take a break if needed.
Apologize and reconnect.
Make a plan for the future

Self-Assessment Exercise

From the video above, answer the questions below:

1. Who ended the Rwandan civil war? (a) Rwandans (b) Paul Kagame (c) Tutsi (d) Hutus.
2. When did the war break out? (a) 1996 (b) 1990 (c) 2000 (d) 2001.
3. What is the major strategy used to end the civil war?
   (a) eradication of ethnicity (b) religion (c) promotion of cultures (d) international mediation

3.4   Summary

We have extensively examined what we may want to call Pre-negotiation essentials. This basically involves, amongst others, articulating and framing the key problem, drawing up a realistic negotiation agenda and engaging in a background search of information pertaining to the conflict.

The necessity for properly framing the problem and the negotiation agenda and procedure cannot be over emphasized. Quite often, professional negotiators must of necessity gather information about a particular conflict, especially the critical issues underlying the conflict and the key actors involved before the negotiation begins.

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3.6 Answers to Self-Assessment Exercise

1. B 2. A 3. A

Unit 4:   Alternative Dispute Resolution

Unit structure

4.1   Introduction
4.2   Learning Outcomes
4.3   Alternative Dispute Resolution
        4.3.1 Introduction to ADR
        4.3.2 Basic ADR Process.
        4.3.3 General Advantages of ADR and Disadvantages of ADR.
4.4   Summary
4.5   References/Further Readings
4.6   Answers to Self-Assessment Exercise

4.1   Introduction

I believe that the concept of Alternative Dispute Resolution (ADR) is not new to you. You might have come across it in the past. Perhaps, when you were trying to resolve conflict /dispute between or among group(s), as it said different stroke for different folks. So, it is applicable to conflict resolution. There are differs methods that can be deploy to achieve this, that is when one method is not suitable. You can switch to another. When you do that you are in the process of applying Alternative Dispute Resolution.

Alternative Dispute Resolution (ADR), however, is a term generally used to refer to informal dispute resolution processes in which the parties meet with a professional third party who helps them resolve their dispute in a way that is less formal and often more consensual than is done in the courts. While the most common forms of ADR are mediation and arbitration, there are many other forms: judicial settlement conferences, fact-finding, ombudsmen, special masters, etc. Though often voluntary, ADR is sometimes mandated by the courts, which require that disputants try mediation before they take their case to court.

4.2   Learning Outcomes

By the end of this unit, you will be able to:

- Explain alternative dispute resolution
- Explain the importance of alternative dispute resolution in conflict resolution
- Analyse the advantages and disadvantages of alternative dispute resolution

4.3   Alternative Dispute Resolution

4.3.1 Introduction to ADR

What is Alternative Dispute Resolution? As you have discovered in the introduction that other methods use to resolve dispute apart from the universal or standardized can also be referred to as ADR. Therefore, the concept of Alternative Dispute Resolution (ADR) denotes the process in which disputes are addressed and settled outside of the courtroom. In a more detailed language, ADR refers to the ways in which disputes are resolved without litigation. These ways may involve negotiation, arbitration, or mediation.

Alternative Dispute Resolution (ADR) refers to a range of dispute settlement methods which help the parties in the dispute to come to a settlement without going to court, or without litigating on the said matter. These methods usually involve a third party, who helps them in settling the disputes. In many cases, ADR methods are used alongside the litigation process as well through court authorisation.

Click or copy the link into your browser to watch the video
https://youtu.be/tGFijuVyzyQ

Can you now reflect on how long ADR has been in practice?

4.3.2 Basic ADR Process

Today, ADR is used to settle a variety of disputes in American institutions, including the family, churches, schools, the workplace, government agencies, and the courts. In Nigeria the practice of ADR is much younger but is gaining increasing acceptance.

ADR is not widely used in cases of conflict until those conflicts seem to become ready for resolution. This sometimes happens when the conflict reaches a hurting stalemate -- a situation where it becomes clear that neither side can win; yet, they are being substantially hurt by continuing the struggle.

Ripeness is crucial for ADR processes to work effectively, and ADR has been used in appropriate cases. For example:
Arbitration and negotiation have become common ways to resolve difficult international business disputes.

Mediation and arbitration are now commonly used to settle labor-management disputes that often used to seem like intractable situations; International mediation has been used to resolve difficult international and ethnic conflicts, with varying degrees of success; Consensus building has become a popular process for dealing with public-policy disputes, especially intractable environmental disputes.

4.3.3   General Advantages and Disadvantages of ADR

For many reasons, advocates of ADR believe that it is superior to lawsuits and litigation. First, ADR is generally faster and less expensive. It is based on more direct participation by the disputants, rather than being run by lawyers, judges, and the state. In most ADR processes, the disputants outline the process they will use and define the substance of the agreements. This type of involvement is believed to increase people's satisfaction with the outcomes, as well as their compliance with the agreements reached.

Most ADR processes are based on an integrative approach. They are more cooperative and less competitive than adversarial court-based methods like litigation. For this reason, ADR tends to generate less escalation and ill will between parties. In fact, participating in an ADR process will often ultimately improve, rather than worsen, the relationship between the disputing parties. This is a key advantage in situations where the parties must continue to interact after settlement is reached, such as in child custody or labor management cases.

ADR does have many potential advantages, but there are also some possible drawbacks and criticisms of pursuing alternatives to court-based adjudication. Some critics have concerns about the legitimacy of ADR outcomes, charging that ADR provides "second-class justice." It is argued that people who cannot afford to go to court are those most likely to use ADR procedures. As a result, these people are less likely to truly "win" a case because of the cooperative nature of ADR.

Similarly, critics believe that ADR encourages compromise. Compromise can be a good way to settle some disputes, but it is not appropriate for others. In serious conflicts of values and cases of intolerable moral differences, compromise is simply not an option because the issues mean too much to the disputants. Another concern is that ADR settlements are private and are not in the public record or exposed to public scrutiny. This could be cause for concern in some cases. For example, using ADR to settle out of court could allow a company to resolve many instances of a defective product harming consumers, without the issue getting any public exposure. On the other hand,

a court ruling could force the company to fix all problems associated with the bad product or even to remove it from the market.

Discussion: 1. How do you think ADR can be used to solve Farmers-Herders Clashes in Nigeria? Make your post on the discussion forum in not more than 100 words.

Self-Assessment Exercise

Below is a video link on conflict in Africa. Copy the link into a browser to watch the video and answer the following question:

https://youtu.be/OckBa4H5dRA

1. What is the major role of a mediator in ADR?
    (a) make an   apology (b) pass judgment (c) sentence to death (d) sit and look.
2. In ADR, who control the mediation and the discussion?
    (a) mediator (b) the groups (c) the parties to the conflict (d) juris.
3. Who should play the role of a third party in a conflict resolution?
    (a) good man and woman (b) pastor and Imma (c) president (d) a
        neutral person.

4.4   Summary

In this unit we have examined what Alternate Dispute Resolution means and defined it. We have also examined ADR processes and critically reviewed the advantages and disadvantages of using ADR in settling disputes.

Alternate Dispute Resolution is another strategy of settling conflicts in an informal manner. It has its advantages and disadvantages, but is frequently

recommended, especially in conflict situations that do not involve value and moral differences.

4.5   References/Further Readings

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4.6   Answers to Self-Assessment Exercise
1. A 2. C 3. D

MODULE 4: BASIC STANDARDS IN LAW AND HUMANITARIAN PRINCIPLES

Module Introduction

This module four focus on the basic standards in international law and humanitarian principles. This is important because it is the law that guides the modes in which human activities are controlled and implemented. You can remember that conflict is inevitable. Base on this assertion there must guiding laws or principles so that when there is any need, these are the laws that will be follow. Let us take a close look on the earthquake in Syria and Turkey in February 2023 that thousands of lives and billions of US dollars. You can see the role of humanitarian principles in international law. The same thing is applicable to where there is conflict or war. For example, Russia and Ukraine war which is still going. These and other samples we shall examine when and where international law and humanitarian principles are implemented.

Therefore, it is very clear that the centre of any conflict is human. And in any society, there is also laws that governed the existence of that those that decided to cohabit. Base on this believe, this unit has three units, and in unit one, we shall examine international law and how it affects humanity. In unit two, understanding of humanitarianism will be study while in unit three, the vulnerable, that is those who are most affected in conflict will be look into and how these can be redeemed during and after conflict. Video clips and self-assessment exercises will be provided. The three units are highlighted below:

Unit 1   What is International Law?
Unit 2   Understanding Humanitarianism
Unit 3   The Vulnerable

Unit 1:   What Is International Law?

Unit structure

1.1   Introduction

As student of Peace studies and conflict resolution, I believe you must be familiar with the term "international". Now in this unit, we are to discuss not only international, we are to add another term to it which is 'law'. International will give the picture of the universe to your mind. In addition, law can imply constitution or the way(s) things ought to be done or the way(s) or manners which people who agreed to cohabit should live together. That is the primary definition of law.

Also, in this unit will explore the meaning of international law. You will further understand the various dimensions of international law, and types of international law. You will be able to distinguish public international law from private international law. You will also examine the basic standards of international law and humanitarianism as they relate to the treatment of refugees, prisoners of war, the under-aged, women and vulnerable groups like minorities. The knowledge of the basics of international is important for for students of PCR in conflict resolution at the international level, that is conflicts involving states or sub-state actors across international boundaries.

1.2   Learning Outcomes

By the end of this unit, you will be able to:

- Explain the importance of international law
- Discuss the various types of international law
- Explain the standards in international law

⬙1.3   What Is International Law?

1.3.1   The Meaning of International Law

At the introduction, we have defined international law. Can you in a short sentence explain what you understand by international law? If you were able to explain it, well. If not you will be able to explain it as we proceed.
Let us see the definitions by other experts in international relations how they define the concept.

Different writers have defined international law in various ways: Oppenheim, a Standard authority spoke of it in 1905 as "the name for the body of customary and conventional rules which are considered legally binding by civilized states in their intercourse with each other". He added that, "it is a law for the intercourse of states with one another not a law for individuals" and that it is a law between, not above, the single states". Also, Ellery C. Stowell in his writing in 1931 defined "International Law" as embodying certain rules relating to human relations throughout the world, which are generally observed by mankind and enforced primacy through the agency of the government of the independent community into which humanity is divided.

In 1948 Philip C. Jessup wrote that International Law is "generally defined as law applicable to relations between states" but he declared that "there has welled up through the years a growing opposition to this traditional concept". He was so confident that individuals are becoming more and more subject to international law that he outlined a "modern law of nations".

International law is common to all states, it is spoken of as the moral code of state by which people have lived side by side and done business with each other; for it is a body of rules upon which they have agreed so that they survive in peace.

https://youtu.be/jTzKgI68VLc
This short video clip gives profound definition and understanding of international law. Clink on it.

Can you now attempt a definition of international law in your own words?

1.3.2   Types of International Law

They are different types of international law:

1.   These are the public and private international law. Here the international law we have defined is at times spoken of as "public international law". This is to distinguish it from what is known as "private international law", a branch of the law which deals entirely with relations of persons living under different legal systems.

2.   There is also Admiralty Law, which is the law of maritime commerce. In a huge way It somehow resembles private international law in respect to the differences between separate national jurisdictions.

3.   The other is the Administrative Law, which consists of the body of rules growing out of the regulations adopted by international administrative agencies, for example, the Universal Post Union.

The video link below explains further the types and sources of international law as it is demonstrated below.

https://youtu.be/jkfrW12NbBo

There are three sources of international law, treaties, custom and general principles of law. Thus the statute of International Court of Justice (Article 38) stipulates that the Court shall apply:

a)   International conventions, whether general or particular, establishing rules expressly recognized by the courtesy state.
b)   International custom, as evidence of a general practice accepted as law.
c)   The general principles of law recognized by civilized nations.
d)   Judicial decisions and the teachings of the most highly qualified publicist of the various nations, as subsidiary means for the determination of rules of law.

1.3.3   The Basic Standards of International and Humanitarian   Law

Fundamental to IHL are the following two principles: Persons who are not, or are no longer, participating in hostilities must be protected; and. The right of parties to an armed conflict to choose methods and means of warfare is not unlimited. The three main objectives of IHL are the principle of distinction between civilians and combatants, and between civilian objects and military objectives; the principle of proportionality, and the principle of military necessity (from which flows the prohibition of superfluous injury and unnecessary suffering.

The core fundamental principles of IHL are:

The distinction between civilians and combatants.

The prohibition to attack those hors de combat (i.e. those not directly engaged in hostilities).

The prohibition to inflict unnecessary suffering.
The principle of necessity.
The principle of proportionality.

IHL aims to strike a balance between legitimate military action and the humanitarian objective of reducing human suffering, particularly among civilians.

HL provides that civilians under the power of enemy forces must be treated humanely in all circumstances, without any adverse distinction. They must be protected against all forms of violence and degrading treatment, including murder and torture.

International humanitarian law is also known as the law of war or the law of armed conflict. International humanitarian law is part of international law, which is the body of rules governing relations between States.

1.3.4 Conflict Resolution Skills in Tacking Humanitarian Crises

Conflict Management Skills
Active Listening. Active listening focuses on being attentive to what the other person has to say. ...

Emotional Intelligence. Emotional intelligence describes the ability to perceive and understand other peoples' emotions as well as your own. ...
Patience.
Impartiality.
Positivity.
Open Communication.

Four Phases of Crisis Management

These phases are represented in figure 4

Mitigation
Preparedness
Response
Recovery

Fig. 22 Phases in Crisis Management

 Discussion: Copy and paste the link below in a browser to watch a video on types of
    International law.

Self-Assessment Exercise

From the analysis in the video; https://youtu.be/sxPVYFvGfb0
Answer questions 1 and 2
   1.   1. How many types of international law are explained in the
           video?   (a) 4 (b) 2 (c) 7 (d) 10
   2.   2. Where is the Headquarters of the International Court of
           Justice?   (a) Washington DC(b)Paris (c) Hauge (d) London
   3.   3. When did international law begin? (a) 1648 (b) 1937 (c) 1945
           (d) 1807

1.4   Summary

In this unit, we have examined the meaning of international law and the types of international law. We also distinguished between public and private international law and perused the issues surrounding the basic standards of international law and humanitarian principles.

The point for us to note is that international humanitarian law has progressed rapidly especially after the Second World War to a stage in which the treatment of all persons and not just the prisoners of war is protected by

international humanitarian law. Any nation or any individuals who fails to meet the standards set by this body of laws is liable to international condemnation and possibly trial before the international human rights courts. In summary, the points below should be noted:

Everyone is entitled to equal protection of the law, without discrimination on any grounds, and especially against violence or threat. Be especially vigilant to protect potentially vulnerable groups such as children, the elderly, women, refugees, displaced persons and members of minority groups.

Treat all victims of crime with compassion and respect, and in particular protect their safety and privacy.

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The Laws of Nations

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1.6   Answers to Self-Assessment Exercise

1. A 2. C 3. A

Unit 2:   Understanding Humanitarianism

Unit structure

2.1   Introduction
2.2   Learning Outcomes
2.3   Understanding Humanitarianism
        2.3.1 What is Humanitarianism?
        2.3.2 The role of Humanitarianism in Conflict
               Resolution.
        2.3.3 The Principles of Humanitarianism.
        2 3.4 Humanitarian Aid.
        2.3.5 Basic Standards of International Law and
               Humanitarian Principles
2.4   Protection of Children in Conflict
        2.4.1   Geneva Conventions and Protocols
        2.4.2   Older Persons in Armed Conflict
        2.4.3   Steps taken to redress issues are\
2.5   Summary
2.6   References/Further Readings
2.7   Possible Answers to Self-Assessment Exercise(s) within the
        content

2.1   Introduction

The effects happening around us have call for either individuals or
organization to come to the aid of each other by providing the needs of those
that are affected. Can you mention some of these things? It can be natural
occurrences, e.g. Earthquakes, wars, human made or induce tragedy. Some of
these occurrences are inevitable. So, when they occurred. What do you think
those who are in the positions to provide help should do? I guess you will say
that they should provide humanitarian aid.

In reality, the number of civilians caught up in conflict is quite alarming and
civilians are now the main casualties of wars in the world. They are often
specifically targeted by warring parties rather than merely being caught up in
the fighting. The toll of dead and wounded, particularly among innocent
civilians has risen to a level that can be described without any exaggeration as
appalling by the formal Secretary-General of the UN, Koffi Annan. A good
example is the plight of civilians used as collaterals and ransoms in the wave of
terrorism around the world and the war being prosecuted against terrorism.

In this unit, we shall examine in particular, International Humanitarian Law on
the protection of civilians and the role they play.

2.2   Learning Outcomes

By the end of this unit, you will be able to:

Explain humanitarianism as it applies in conflict resolution
Apply principles of humanitarianism to conflict resolution
Demonstrate conflict resolution skills in tacking humanitarian crises
Apply basic standards of international law and humanitarian principles to real life situation

2.3   Understanding Humanitarianism

2. 3.1   What is Humanitarianism?

At this stage, it is very important to understand the concept of humanitarianism. You must have read or watch the services given to the those who are displayed from their home due to the terrorists attacks in the Northern parts of this country. Or those who are displayed by flooding and other natural ruin. The activities of NEMA and other NGOs are good examples of humanitarian aid. They provide immediate needs to those who are affected.

Humanitarianism is a belief in improving people's lives and reducing suffering in post-conflict situation. Humanitarianism is an active belief in the value of human life, whereby humans practice benevolent treatment and provide assistance to other humans to reduce suffering and improve the conditions of humanity for moral, altruistic, and emotional reasons.

2.3.2   The Role of Humanitarianism in Conflict Resolution

The objectives of humanitarian action are to save lives, alleviate suffering and maintain human dignity during and in the aftermath of man-made crises and natural disasters, as well as to prevent and strengthen preparedness for the occurrence of such situations.

The aim of humanitarian action is to support people affected by conflict and natural disasters – to save lives, alleviate suffering and maintain human dignity during the crisis. Humanitarian action can take many forms and has been conceived in many different ways over time.
A humanitarian crisis is considered to be an event or event that threatens the health, safety or well-being of a large group of people. Humanitarian crises can be caused by war, natural disasters, famine and/or disease outbreaks.

Humanitarian assistance and aid are material and logistical actions undertaken to help people in need. Humanitarian assistance endeavours to save lives, reduce suffering, and ensure that human dignity is protected even during times of crisis.

A person promoting human welfare and social reform: philanthropist. recognized as a great humanitarian for her work to end world hunger. Who is the father of humanitarianism? Henry Duntant is considered by many as the father of modern humanitarianism. He was also arguably the first embedded war reporter and citizen journalist rolled into one. In 1862, he self-published a graphic account of the aftermath of the battle, called A Memory of Solferino.

Fig. 23 Humanitarianism

This Figure vividly explains the work of humanitarianism. We help each other to stand and support in time of needs.

 2.3.3 The Principles of Humanitarianism

The principle of humanity forbids the infliction of all suffering, injury or destruction not necessary for achieving the legitimate purpose of a conflict as indicated in Figure 24. Click on this link for more information on the principles of humanitarianism https://youtu.be/EVKZACIndP4
The principles of humanity, neutrality, impartiality and independence are fundamental to humanitarian action. Humanity means that human suffering must be addressed wherever it is found, with particular attention to the most vulnerable.

Fig. 24 Humanitarian Principles

There are five Humanitarian principles

Humanity. To prevent and alleviate suffering wherever it may be found.
Impartiality. To carry out humanitarian action without discrimination, to relieve suffering, giving priority to the most urgent cases of distress.
Independence.
Neutrality.

2.3.4 Humanitarian Aid

Ten Examples of Humanitarian Aid
Disaster relief. Natural disasters are a major cause of the world's death and suffering.
Shelter. Speaking of shelter, it's one of the most important aspects of humanitarian aid.
Food. Food insecurity is a global issue.
Agricultural crisis.
Water.
Sanitation.
Medical care.
Children's aid.

2.3.5 Basic Standards of International Law and Humanitarian Principles

IHL lays down the minimum protection and standards applicable to situations where people are most vulnerable in armed conflict. It aims to prevent situations that might exacerbate vulnerabilities, such as displacement and destruction of civilian lives and property.

The IHL also demands belligerents that respect the distinction between combatants and noncombatants, attack only military targets and use only the degree of violence proportionate to their military requirement while still taking due care to protect civilians and civilian infrastructures. The steps to protecting civilians are:

The IHL which as earlier mentioned lays down the minimum protection and standards applicable to situations where people are most vulnerable in armed conflict and the Geneva conventions and their additional protocols.

This requires combatants to distinguish between those actively engaged in hostilities on one hand and civilians on the other (including the sick, wounded and prisoners of war) on the other. The Geneva protocol demands that civilians distinguish between civilian objects and military objectives.

2.3.6 Protection of Children in Conflict

Both in international and non-international armed conflicts today there is a tendency towards disregard for the most fundamental humanitarian rules

which many times results in discriminating and horrifying attacks on the civilian population, especially children.

As one of the most vulnerable in armed conflicts children are therefore more than ever in great need of protection.

Under IHL children are entitled to the general protection for civilians in armed conflicts, but owing to their particular vulnerability they are also entitled to special protection.

International legal instruments are important tools to protect children in armed conflicts and there are several provisions in international conventions that grant children special protection adapted to their needs. Some of the most important instruments are from the Geneva Convention of 1949 to the optional protocol of the Convention on the Right of the Child of 2000.

2.3.7   Geneva Conventions and Protocols

There are several principles for the protection of a child in armed conflict; already the four Geneva Conventions of 1949 and their Additional Protocols of 1977 contain many children–specific provisions. Two general principles are laid down in Article 77 in Protocol 1 and in Article 4 in Protocol 4. They state that:

Children shall be the object of special respect and be protected against any form of indecent assault;
Children shall be provided with care and aid they require;
Children must be evacuated from besieged or encircled areas;
Children have a right to receive care and aid by the dispatch of medicines;
They have a right to the maintenance of their cultural
environment to education   and the preservation of family unity;
It is prohibited to impose the death penalty on children under 18 years of age;
If detained or internal, they must be held in quarters separate from the quarters of adults;
It is prohibited to recruit children less than 15 years into the armed forces, etc.

2.3.8   Older Persons in Armed Conflict

Older persons are weak persons who can hardly help themselves, in armed conflict they need the help of others in order to survive. In armed conflict, they are exposed to great danger like other civilians but in addition, they have vulnerabilities and needs associated with ageing that place them at greater risk. However, their special situation has been insufficiently recognized and addressed by humanitarian intervention targeted to vulnerable groups generally.

Moreover, lack of understanding, even prejudice towards older women and old men often result in the devaluation of their unique capacities and

contributions and of the role they can and do play in the care of dependents, the mitigation of emergencies and the recovery of war-torn societies.

2.3.9   Steps Taken to Redress Issues are

In 2001, the UN High Commission for Refugees adopted a policy on older persons; In 2002, the Second World Assembly on Ageing adopted specific policy commitments concerning older persons in emerging situations although much still needs to be done both in terms of making older persons visible and in ensuring that their specific needs for protection and assistance are met. The Security Council can play an important role in mainstreaming concern for older persons.

These people are entitled to equal protection under international human rights and humanitarian law as members of the general population.

Self-Assessment Exercise

Based on the short video above, answer the following questions.

1   .How many humanitarian principles codes explain in the video?
    (a) 1 (b) 2 (c) 3 (d) 4
2   What is the principle of humanity in humanitarian principle?
    (a)   alleviating suffering (b) escalating suffering (c) all of the above
    (d) none of the above
3   Neutrality principle means …
    (a) taking sides (b) not taking sides   (c) pass judgment (d) giving aids

2.4   Summary

We have examined the issue of the protection of civilians and vulnerable groups during conflicts. In doing this, we examined International Humanitarian Law on this matter and the instruments in existence for the protection of children and the aged during conflicts.

The Security Council adopted an *aide memoire* on March 2002 (S/PRST/2002/6) as a means to facilitate its consideration of issues pertaining to protection of civilians and decided to review and update the document as appropriate. The aide memoire contains a section on vulnerable populations in general but does not contain specific reference to older persons.

In view of the fact that the international community has increasingly recognized the plight of old persons as an important emerging issue, it is

recommended that the Security Council include this set of issues as en additional objective in a revision of its aide memoir.

The greater danger that occurs to the vulnerable groups in armed conflict has led the United Nations, the International Committee for Red Cross, regional organizations and many other international agencies increasingly to dedicate greater attention to protecting civilians in ongoing armed conflicts. The UN Secretary-General has called for the establishment of a culture of protection.

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https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad =rja&uact=8&ved=2ahUKEwiW5uCPipL9AhXicKQEHcGqBXQQqb0CegUI ABCVBg&url=https%3A%2F%2Fshop.icrc.org%2Finternational-humanitarian-law-a-comprehensive-introduction.html&usg=AOvVaw2fJ390ZRyFDQR05nCbG-Az

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2.6 Answers to Self-Assessment Exercise

1. D 2. A 3. B

Unit 3:   The Vulnerable

Unit structure

3.1   Introduction

Hope you can remember what we discussed in the last unit on international law and humanitarianism principles. What it means and where it ought to be applied. As you all know that conflict is inevitable and during war, it affects people in the communities. Can you tell me those who are mostly affected? In believe you will say women and children together with elders. Those who are mostly affected are refer to as the vulnerable.

Furthermore, let us explain the concept as students of peace studies and conflict resolution.

There is nowhere that the aftermath of war or conflict will not have a side effect on the vulnerable. Mostly, women, children, elders and the sick persons are always the affected. The UN and others regional organisations and NGOs are responsible to care for these ones. In this unit, we shall discuss who are the vulnerable, why are they vulnerable and the role which these agencies ought to play. Because according to IHL, they have their fundamental human rights and have to be protected.

3.2   Learning Outcomes

By the end of this unit, you will be able to:

Explain the vulnerable as used in conflict resolution
Identify the vulnerable in conflict situations
Apply skills in conflict resolution to redeem the vulnerable.

3.3   The Vulnerable

3.3.1   Who are the Vulnerable?

The first question to ask and provide an answer to is, who are the vulnerable? Why are they subjected to be stage? When there is an outbreak of conflict and humanitarian tragedy, what is the first thing that will come to your mind? It is very certain that after the outbreak of war or conflict, some persons might be subject to the position of vulnerability because they cannot help themselves. So, under the International Humanitarian Law, this set of people demands to be adequately taken care of. Therefore, vulnerable groups are physically, mentally, or socially disadvantaged persons who may be unable to meet their basic needs and may therefore require specific assistance.

The definition of vulnerable is wide, however, this may be regarded as anyone over the age of 18 years who may be unable to protect themselves from abuse, harm or exploitation, which may be by reason of illness, age, mental illness, disability or other types of physical or mental impairment as captured in Figure 25.

Fig. 25 The Vulnerable in the Society

Figure 25 display sample of those who are vulnerable in the society. Can you also add the list of those missing in the figure above?

The vulnerable groups that face discrimination include- Women, Scheduled Castes (SC), Scheduled Tribes (ST), Children, Aged, Disabled, Poor migrants, People living with HIV/AIDS and Sexual Minorities.

Types of vulnerability include social, cognitive, environmental, emotional or military. In relation to hazards and disasters, vulnerability is a concept that links the relationship that people have with their environment to social forces and institutions and the cultural values that sustain and contest them.

3.3.2 Why are they Vulnerable?

Vulnerable populations are individuals who are at greater risk of poor physical and social health status. They are considered vulnerable because of disparities

in physical, economic, and social health status when compared with the dominant population.

Vulnerable populations include patients who are racial or ethnic minorities, children, elderly, socioeconomically disadvantaged, underinsured or those with certain medical conditions. Members of vulnerable populations often have health conditions that are exacerbated by unnecessarily inadequate healthcare in post-conflict.

It is often women who require social protection interventions, as they are disproportionately vulnerable due to lack of capital, high wage differentials and gendered work norms, bearing the responsibility for childcare, and exclusion from basic services. Social assistance programmes, particularly conditional cash transfers, are often aimed at women as the recipient of the transfer and manager of the funds – 94 per cent of Bolsa Família recipients are women (Holmes & Jones, 2010: 1). In Sub-Saharan Africa, where unconditional programmes are more common, it is much less common to specify a female recipient (Garcia & Moore, 2012: 218). Programmes have positively impacted women and children's health, girls' education, and women's knowledge levels and empowerment within the household and community.

However, gender is rarely used as an analytical lens to assess programmes (Ganju Thakur et al., 2009). Newer analysis shows that programmes relying on female beneficiaries tend to reinforce and draw on 'traditional' values which assume women's altruistic roles towards children and families. This only empowers women as mothers and careers, not as individuals (Molyneux, 2008). Beneficiary women cannot always increase their control over household income, and conditions may only increase their domestic workload and time burden (Holmes & Jones, 2013: 70).

3.3.3 Positive and Negative Vulnerable

Vulnerability fosters good emotional and mental health. Vulnerability also is a sign of courage. We become more resilient and braver when we embrace who we truly are and what we are feeling. Lastly, being vulnerable can help us foster better connections and relationships with others.

Traditionally, vulnerability has had a highly negative connotation. Someone who was vulnerable was seen as weak and without protection, with the result that they could be easily hurt physically or emotionally.
The negative connotation is the bad feeling or emotion that is connected to a word. Positive connotation is the good feeling or emotion that is connected to a word. Neutral connotation occurs when a word does not have positive or negative feelings connected to the word.

3.3.4 Protecting the Vulnerable in a Conflict Situation

Conflict and disasters often place people at an increased risk of discrimination and/or abuse, especially vulnerable groups such as children, and women as indicated in figures 4 and 5.

Fig. 26 Children as part of the Vulnerable

Fig. 27 Women as part of the Vulnerable

Protection for the civilian population is a basic element of humanitarian law: civilians and all those not taking part in the fighting must on no account be attacked and must be spared and protected as shown in Figures 26 and 27. The 1949 Geneva Conventions and their 1977 Additional Protocols contain specific rules to protect civilians.

Besides being among the many civilian casualties during an armed conflict, children may be orphaned or separated from their families and become heads of households which leaves them vulnerable to forced labour, sexual exploitation or recruitment in the armed forces. They also need to be protected.

Watch this video for more information on the factors that make women to be most vulnerable in time of conflict
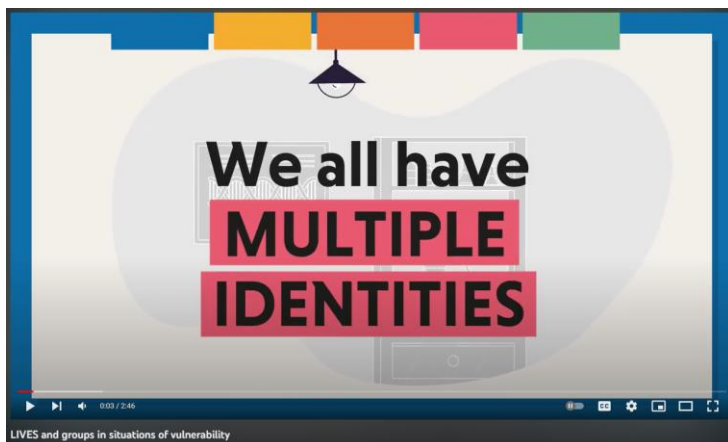
https://youtu.be/_haKur6zAM4

Can you now analyse come factors that make women most vulnerable in the time of conflict? Good.

Safeguarding involves keeping children and vulnerable adults safe from abuse and maltreatment, ensuring they have the best outcomes and are provided with safe and effective care, and that they are able to grow and develop happily and healthily without the risk of abuse or neglect.

Why is it Important to Protect Vulnerable People? Everyone, regardless of age, gender, religion or ethnicity has the right to live their lives free of fear, abuse or neglect. When working in Care or Education, it is essential to protect these individuals' human rights and safety.

Mahatma Gandhi said: "the true measure of any society can be found in how it treats its most vulnerable members." Times of crisis make clearer who the most vulnerable members of society are. They are always there, but too often people tend to ignore them until something makes them more visible. Enhancing volunteer and self-initiative. Access to decent wages and social and financial security provides opportunities for good health and quality of life. Education and training will enable individuals to earn and provide for their families.

How to speak to vulnerable persons?

If you do not know the person well, it's a good idea to:
speak to them and ask if they are okay.
ask them if they want help.
check if they have family or friends nearby who can help.
ask them if you can call their family or friends.

Self-Assessment Exercise

1   …and disasters often place people at an increased risk of
        discrimination.
        (a) dispute (b) displacement (c) conflict (d) goodwill
2   Vulnerable groups are physically, … , or socially disadvantaged
        persons.
        (a) mentally (b) poverty (c) brave (d) strong
3   . … fosters good emotional and mental health.
        (a) absence (b) care (c) vulnerability (d) wealthy

3.4   Summary

It is very evident that where there is a conflict the vulnerable are always exposed to different kinds of dangers. Based on IHL, provisions are stated on

how these should be provided for. The reason is that every person has the right to live and should be taken care of.

This unit has discussed extensively those who are vulnerable due to the outcome of the conflict in the host land or their place of habitation. The unit has further explained the concept of the term and the skills required for students of peace studies and conflict resolution on how the vulnerable mostly women and children can be provided for in this kind of situation.

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3.6 Answers to Self-Assessment Exercise

1. C 2. A 3. C

MODULE 5: CONFLICT RESOLUTION AND HUMANITARIANISM

Module Introduction

We have come to the last module in this course. And it is believed that a lot has been learnt in peace processes from the first module to this current one. Therefore, can you recap some of these things you have learnt that make you to be proud that you are a student of PCR? Good. But you have not come to the end if conflict resolution and humanitarianism have been discuss. And that is what we shall discuss in the last module.

Therefore, this module is divided into four units. In unit one, we are to study the role of women in peacebuilding and reconstruction with various examples around African countries. In unit two, though briefly discussed above, in this unit, it will be profoundly examined. Units three and four center on building lasting peace and the agents which are responsible for this will be explain in details.

Unit 1   Women in Peace Building and Reconstruction.
Unit 2   Protection of Civilians and Vulnerable Groups.
Unit 3   What it Means to Build Lasting Peace.
Unit 4   Peace Building Agents.

Unit 1: Women In Peace Building And Reconstruction

Unit structure

1.1   Introduction
1.2   Learning Outcomes
1.3   Women in Peace Building and Reconstruction
        1.3.1   The Role of Women in Peace Building and Reconstruction
        1.3.2   Women, Truth, Accountability and Reconstruction
        1.3.3   Strategies Women use for Conflict Management and Peace Building in Conflict   Resolution
1.4   Summary
1.5   References/Further Readings
1.6   Answers to Self-Assessment Exercise

1.1   Introduction

As Africans, the role assign to women are very minimal. Can you briefly discuss the reasons why women are often maginalised in the African setting? From your previous experiences, list somethings women are not allow to do? Why are they not allow to do them? As a student of PCR, do you agree to the assertion that women's role end in the kitchen? Finally, do you believe that women have role to play in the development of the communities? As we go further, we shall discuss more on these.

However, in this unit, we shall discuss a very important component of peace building and reconstruction- the role of women during conflict and post-conflict era. The experience has been that whereas women and children suffer most during wars, they are usually relegated to the background during peace negotiations and post-conflict reconstruction. This should not be so, because without the input of women in this process arising from their experiences during wars it is impossible to have an effective post conflict reconstruction.

This unit will therefore examine women in peace building and reconstruction focusing on women, peace and constitution making; women in rehabilitation and reconstruction; women, truth, accountability and reconstruction; including the institution of international tribunals to try war crimes against women and the vulnerable.

1.2   Learning Outcomes

By the end of this unit, you will be able to:

Explain the role of women in peace building and reconstruction.
Critique women role in management and peace building in conflict resolution

1.3   Women in Peace Building and Reconstruction

1.3.1   The Role of Women in Peace Building and Reconstruction

The bitter experiences of women in times of war often make them strong adherents of peace building and constitution making for conflict resolution. However, women's roles in and contributions to conflict resolution are underutilized or wholly ignored in mainstream peace building and constitution making processes. Nevertheless, women all over the world are devising creative and effective strategies to ending wars and building peace.

Throughout history, men have designed Constitutions and women have been invisible, both in the process of constitutional reform and in the content of the Constitutions. A survey of the Constitutions of the world will reveal that most, if not all Constitutions, view women as gendered subjects, i.e. as wives, mothers etc. It is now an accepted fact that the law and legal processes are now being viewed as based on male norms and experiences, and that women's engagement with the law is vastly different than that of men.

We should therefore note the positive changes witnessed in the past decade, where women are now pushing at the envelope of Constitutional law and striving to influence constitutional reform processes. Significant progress and achievements have been made in Somalia and East Timor, amongst others. Also, in Northern Ireland, women have successfully come together in forming their own political party and have effectively raised the profile of women in politics.

Link the website below. Watch the video.

https://www.youtube.com/watch?v=DAX0hPo6Oq4&embeds_euri=https%3A%2F%2Fwww.google.com%2F&feature=emb_rel_end

Can you analyse some of the initiatives made by the women in South Sudan in conflict resolution?

Post-Conflict: Rehabilitation and Reconstruction

Women often face severe obstacles and critical neglect to their needs in the rehabilitation and reconstruction process, as they struggle against discrimination at every level in trying to feed and house their families. Moreover, international donor reconstruction programmes and the distribution of humanitarian aid often fail to take into account the new economic and social roles women must fulfil in the aftermath of war. Their essential needs are thereby inadequately factored in.

We therefore, need to be able to explore the practical needs and strategic interests that are fundamental to women in post-conflict reconstruction. Special attention will also be paid to the new economic roles women carve out for themselves, most often as heads of households.

Conversely, we should note the new challenges faced by women in their new employment, land and property rights, the needs of ex-combatant women, etc. Striking examples in this area is reflected in the post-conflict experiences of personal accounts of female combatants during conflicts. Liberia and Sierra Leone are cases in point.

1.3.2   Women, Truth, Accountability and Reconstruction

Although rape and other gender-based forms of violence continue to be among the highest committed war crimes during times of armed conflict, they still remain the least condemned. This struggle against impunity must begin with the strengthening of the legal system and its responsibility in bringing perpetrators to justice. Furthermore, addressing the victims' needs and providing proper medical treatment, psychological care and financial compensation is crucial and must be guaranteed. Fundamentally, these crimes must be recognized for what they are – crimes against humanity.

We need therefore to be conversant with the various roles of women in the institutions and strategies for post-conflict truth and reconciliation. In addressing the specific needs of women in the aftermath of violent conflict, especially their need for accountability and justice, attention is called to the issue of comfort women and for example, the Japanese government's legal responsibility for crimes committed over fifty years ago, to the more recent tragedies such as Rwanda's genocide that is now answering to an established war crimes tribunal.

There is a recent report on "Women, War, and Peace," an independent expert' assessment by two remarkable women, Elisabeth Rehn and Ellen John Sir leaf. This report provided a wealth of information on the impact of conflict on women and gave the suffering a human face.

Equally important, it not only provided "ground truth" from Sudan and Liberia to Afghanistan and East Timor on the impact of violence, displacement, trafficking, and other social ills, but also practical suggestions for avoiding the stigma of victimization.

Indeed, what comes through most clearly from this report is the need to view women as much more than victims, and to empower them to make their full contributions at the peace table and in post-conflict reconstruction.

This is not just a question of equity or fairness. We know that bringing women to the peace table improves the quality of agreements reached and increases the chance of success in implementing, just as involving women in post-conflict governance reduces the likelihood of returning to war. Reconstruction works best when it involves women as planners, implementers, and beneficiaries. The single most productive investment in revitalizing agriculture, restoring health systems, reducing infant mortality, and improving other social indicators after conflict is in women's and girls' education. Further, insisting on full accountability for actions against women during conflict is essential for the re-establishment of rule of law.

We know these lessons well, but too frequently, in the press of responding to the latest crises, issues related to conflict prevention in general – much less the role of women in this process – get lost in the shuffle. And yet it is precisely in the midst of crises that these issues should take center stage.

From 1995 to 1998, Angola was the site of the world's largest UN peacekeeping operation. The UN Special Representative of the Secretary General was sensitive to gender issues, and there was an active UN human rights program that forced attention to these issues as well.

Still, when conflict re-emerged in Angola in 1998 and millions of displaced persons were in need of emergency relief programs, the priority was the urgency of getting food to displaced people. This outweighed the focus on women's participation in the peace process. It was later realized during a meeting of the Joint Peace Commission that brought together the Angolan Government, UNITA, the United Nations, and the troika nations of Russia,

Portugal, and the United States, that there was not a single woman at the peace table.

It was therefore recognized that a key component for post-conflict negotiation and reconstruction was missing by not bringing women to the table to plan for the emergency assistance. Using women's NGOs to distribute relief; assigning gender advisors to prevent domestic violence as ex-combatants returned to their homes; and ensuring women a seat at the table in the peace talks themselves were realized to be important. These lessons were particularly useful during the political, economic and security reconstruction of Afghanistan. Well-meaning experts – both Afghan and international – told us that the benefits of involving women in this process were outweighed by the risk of alienating anti-Taliban forces and traditional Afghan leaders whose help was needed in the fight against terrorism.

Under President Bush of the United States, women's issues were given a place at the top of the agenda in the efforts in Afghanistan as the full participation of women at the political conference in Bonn, the reconstruction conferences in Washington and Tokyo, and the Loya Jirga in Afghanistan was realized.

One area where we need to do better is insisting on full accountability for actions against women during conflict. Whilst the spirit of reconciliation and forgiveness after peace comes is welcome, but too often, amnesty means that men forgive men for atrocities committed against women. In Angola, for example, the Government and the UNITA rebels provided 13 separate amnesties for each other. Whenever a mass grave was discovered, it was in large part the international community – including the U.N. Human Rights Commission and the embassies of foreign governments – that would go to the site to protect the evidence in anticipation of the day when the Angolan authorities could be persuaded into investigating the matter.

There is no one-size-fits-all approach to transitional justice: whether it is the Truth and Reconciliation Commission in South Africa, the *gacaca* community court system in Rwanda, a human rights commission in Afghanistan under the Bonn agreement, or international tribunals where local courts are inadequate, ensuring accountability is essential to convince men with guns that there is impunity in acting against women.

But words alone cannot earn women a seat at the peace table, force financial institutions to provide capital to women entrepreneurs, or ensure adequate protection for women in refugee and displaced situations.

Fig. 28 Women peacebuilders in South Sudan

1.3.4   Strategies Women use for Conflict Management and Peace Building in Conflict Resolution

For example, the Offices of International Women's Issues, Women in Development and Transition Initiatives, and the Bureau of Democracy, Human Rights and International Labor are assisting women's organizations and ministries of women's affairs, promoting women's rights, and involving women in peace-building and post-conflict political structures.

The Bureau of Population, Refugees, and Migration and the Office of Foreign Disaster Assistance are addressing women's and girls' education, psychosocial trauma, special feeding programs, mother-child health care, and protection services for refugees and internally displaced. In the United States, the Office of Trafficking in Persons is a catalyst within the Government and beyond for new efforts to address this pernicious problem. Within the State Department itself, attention is being paid to issues related to women in conflict in training programs for junior, mid-level and senior officers at our Foreign Service Institute. At USAID, women's issues have taken center stage. USAID recently unveiled the African Education Initiative, which will help train 160,000 new teachers, mostly women, and provide scholarships for 250,000 girls. The Clean Energy Initiative will help address the problem of indoor air pollution from cooking with wood and dung that causes two million premature deaths a year globally, especially among women. The Global Food for Education initiative will provide school-feeding programme for seven million school children, with particular emphasis on girls. Other programmes announced at the World Summit for Sustainable Development in Johannesburg in 2001 for clean water, sanitation, hygiene, small-scale agriculture, and housing also have a direct and immediate impact on women.

And clearly, the United States' announcement of a $ 15 billion program over the next five years to fight HIV/AIDS in the most highly affected countries of Africa and the Caribbean will have a dramatic impact on the status of women, especially through programs designed to attach mother-to-child transmission of this deadly virus.

For every picture of a woman speaking to the Loya Jirga in Afghanistan or girls returning to school in that country, there are dozens of countries around the

world where women are systematically excluded from peace processes and post-conflict governance, and where girls' access to education, health, and other social services is minimal.

Within many countries, programmes to address these issues are too often adopted on an ad hoc basis. They may be poorly coordinated; they often overlap; and each new effort tends to start from scratch. We can do better in expanding and coordinating these efforts to ensure maximum effectiveness.

Further, there is the need elevate the issue of women in conflict within the foreign policy establishment of the various countries. This issue still suffers from "second-class citizenship." Despite the heavy emphasis placed on these issues you still hear advancement of women's interests described as the "soft side" of foreign policy, especially by those who have never worked on them.

There is nothing "soft" about going after traffickers who turn women and girls into commodities. There is nothing "soft" about preventing armed thugs from abusing women in refugee camps, holding warlords and other human rights violators accountable for their actions against women, forcing demobilized soldiers to refrain from domestic violence, or insisting that women have a seat at the table in peace negotiations and post-conflict governments.

These are among the hardest responsibilities in the foreign policy agenda of various countries and we need to do more to empower those courageous individuals who are dedicated to addressing them.

Discussion:
Watch the video below and discuss the following questions on the discussion forum in not less than 100 words

https://youtu.be/Xtku-BWLaCA

1.   Discuss what the women are subjected to in South Sudan
2.   Discuss the first steps taken in South Sudan to empower the women.

Self-Assessment Exercise

1.   Peace building is incomplete without the participation of …... (a)   men (b) gender (c) women (d) girl child
2.   … all over the world are devising creative and effective   strategies to ending wars and building peace. (a) women (b) men   (c)   soldiers   (d) leaders
3.   From 1995 to 1998, …was the site of the world's largest UN peacekeeping operation. (a) Nigeria (b) Mali (c) Sudan (d)   Angola

1.4   Summary

In this unit, we have extensively discussed women in peace building and reconstruction. In doing this, we examined women and peace; women, peace and constitution making; women in rehabilitation and reconstruction; women, truth, accountability and reconstruction; and the role of International Human Rights Tribunals.

In the 21st century, many scholars and statesmen have realized that women have not been treated fairly especially during periods of negotiations for Post Conflict Rehabilitation and Reconstruction. Often, men forgive themselves for what they had done to the "enemies'" women, but never deem it necessary to compensate the women for the rape, violations and hardship, they had to endure for the family while the men were fighting. Through the instrumentalities of the International Human Rights Tribunals, at least, the voices of women can now be heard of what they went through (for those who can tell the story), and how they will like to be compensated (not that compensation will heal the wounds). However, it is increasingly being accepted that telling the truth and hearing the truth of what happened can help heal the wounds more quickly. The point however, remains that women should be an important component of efforts at rehabilitation and reconstruction after conflicts or wars

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1.6 Answers to Self-Assessment Exercise

1. C 2. A 3. D

Unit 2: Protection of Civilians and Vulnerable Groups

Unit structure

2.1 Introduction

In the previous units we had treated some aspect of international law and humanitarianism and those that are vulnerable when there is conflict or natural tragedy. Can you recap the definition of international law and its sources? What are the benefits of this law to humanity? What are humanitarian principles as we had discussed previously as a student of PCR, how will you apply these laws and principles learnt to improve conflict resolution processes?

However, the modalities of 21st-century warfare are different when compared to the previous centuries. The common reason is that there is an evolution in the system in which things are been done. Therefore, in this unit, a careful study of international humanitarian law will be study, and the areas of this law that protect the children who are trapped in conflict zones, and their rights as a human who are the future leaders will be profoundly examined. Other conventions and protocols to support these rights of the children will also be studied.

2.2 Learning Outcomes

By the end of this unit, you will be able to:

Analyse the international humanitarian law used in protecting the children and the vulnerable groups during conflict
Analye the conflict in the protection children
Critique the use of Geneva Convention and Protocols in peace building.

📖 3.3   Protection of Civillians and Vulnerable Groups

2.3.1   The International Humanitarian Law

It will be good to first understand what is international humanitarian law in our contemporary time. Therefore, international humanitarian law is a set of rules which seek, for humanitarian reasons, to limit the effects of armed conflict on the vulnerable and those on the battle field. It protects persons who are not or are no longer participating in the hostilities and restricts the means and methods of warfare. International humanitarian law is also known as the law of war or the law of armed conflict. International humanitarian law is part of international law, which is the body of rules governing relations between States. International law is contained in agreements between States – treaties or conventions –, in customary rules, which consist of State practice considered by them as legally binding, and in general principles. International humanitarian law applies to armed conflicts. It does not regulate whether a State may actually, use force; this is governed by an important, but distinct, part of international law set out in the United Nations Charter.

When does international humanitarian law apply? International humanitarian law applies only to armed conflict; it does not cover internal tensions or disturbances such as isolated acts of violence. The law applies only once a conflict has begun, and then equally to all sides regardless of who started the fighting. International humanitarian law distinguishes between international and non-international armed conflict. International armed conflicts are those in which at least two States are involved.

They are subject to a wide range of rules, including those set out in the four Geneva

Conventions and Additional Protocol I.

Watch this video for more information on IHL.

Can you now discuss the differences between IHL and ICL?

2.3.2 Protection of Children in Conflict

Now as you understand and able to explain the law(s) that guide and protect humanity. It is important to know that both in international and non-international armed conflicts today there is a tendency towards disregard for the most fundamental humanitarian rules which many times results in discriminating and horrifying attacks on the civilian population, especially children. As one of the most vulnerable in armed conflicts children are therefore more than ever in great need of protection as you can see in Figure 29.

Fig. 29 This figure explain the conditions of children. Where children becomes mothers at the face of conflict.

Under IHL children are entitled to the general protection for civilians in armed conflicts, but owing to their particular vulnerability they are also entitled to special protection.

International legal instruments are important tools to protect children in armed conflicts and there are several provisions in international conventions that grant children special protection adapted to their needs. Some of the most important instruments are from the Geneva Convention of 1949 to the optional protocol to the Convention on the Right of the Child of 2000.

2.3.3   Geneva Conventions and Protocols

Does the Geneva Convention apply to children?

In non-international armed conflicts, children are protected by the fundamental guarantees relating to the treatment of persons taking no active part in the hostilities, set forth in Article 3 common to the four Geneva Conventions. Under this article, children have the right to be treated humanely.

What does the Geneva Convention say about children?

'Children shall be the object of special respect and shall be protected against any form of indecent assault. ' Common Article 3 of the Geneva Conventions demands humane treatment for all civilians, which proscribes rape and sexual violence.

Article 33 states that Individual responsibility, collective penalties, pillage, reprisals. No protected person may be punished for an offence he or she has not personally committed. Collective penalties and likewise all measures of intimidation or of terrorism are prohibited. Pillage is prohibited.

What are the 5 Rights of the Child?

Every child has the right to be born well.
Every child has the right to a wholesome family life.
Every child has the right to be raised well and become contributing member of society.
Every child has the right to basic needs.
Every child has the right to access what they need to have a good life.

-Assessment Exercise

Click on this website in your browser. Watch and listen attentively. Then answer the questions that follow:

https://youtu.be/H9Ne1nptRS0

1.   What is IHL? (a) it the law that did not apply to anybody. (b) it is war crime law. (c) it is the law that applies in times of armed conflict. (d) law of sovereign nations.
2.   Who did IHL protect? (a) civilians (b) wounded soldiers (c) vulnerable (d) all of the above.
3.   Where is IHL important? (a) all over the world (b) African states (c) Asian countries (d) in European countries.

2.4   Summary

In sum, the rights of the children who are always victims during the war are heightened in the Geneva convention and must be enforced and implemented for the welfare of these children across the globe.

It has become very evident that all human beings deserve right. So is the children too. The rights of the children begin from conception to the time when they died. Time of war, the Geneva convention and protocol have also made clear of the rights of children, and these should be enforced to the last dots of the letters.

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2.6 Answer to Self-Assessment Exercise

1. C. 2. D 3. A

Unit 3: Building A Lasting Peace

Unit structure

3.1   Introduction

After the second world war in 1945, the world leaders held several conferences where treaties and conventions were signed. The essence of this is that humanity will not be involved with himself in another war that will cause such high level of destruction to lives and property. Due to this, many international, continental and sub-continental organizations are established to bring about peace and conflict resolution. Therefore, in building world peace or global peace has become has become a mandate for man at all levels. And that has become the duty of both state actors and non-state actors to achieve these noble goals. Base on this philosophy, it mandated for all to see the attainment of this global world peace philosophy. Therefore, in this unit skills which are essential for building world lasting peace will be explain profoundly.

3.2   Learning Outcomes

By the end of this unit, you will be able to:

Explain the regional and personal dimensions to the causes of conflict.
Analyse the importance of building lasting peace in the community.
Apply the skills of conflict management in building lasting peace in the community.

3.3 Building a Lasting Peace

3.3.1 The Structural Dimension of Causes of Conflict

The structural dimension highlights the underlying causes of conflict and stresses the ways in which social structures, organizations, and institutions are built, sustained, and changed by conflict. Structural conflicts are caused by oppressive behaviours exerted on others. Limited resources or opportunities, as well as organization structures, often promote conflict behaviour. The parties may well benefit from mediation since the forum will help neutralize the power imbalance. Structural conflict defines the social, political and economic structure of a conflict situation when unequal power, domination and dependency are perpetuated, while cultural conflict refers to the social and cultural legitimization of direct and structural conflict.

Structural models deal with factors impacting conflicts in projects and conflicting process. whereas process models deal with the sequence of events involved in the conflict. Process models are more of dynamic in nature and structural models are more of static in nature.

Causes of Organizational Conflict – Competition for Scarce Resources, Time Pressure, Communications Breakdowns, Personality Clashes and a
Few Other Causes
Competition for Scarce Resources.
Time Pressure.
Unreasonable Standards, Policies, Rules or Procedures.
Communications Breakdowns.
Personality Clashes.
What causes conflict?

Information – Something was missing, incomplete or ambiguous.
Environment – Something in the environment leads to the conflict.
Skills – People lack the appropriate skills for doing their work.
Values – A clash of personal values leads to conflict.

More examples of the causes of structural conflict can be seen in the link below: https://youtu.be/_s5fePfb6xw

Can you relate some of these causes to different conflicts that we have in Nigeria and Africa as a whole?
3.3.2 The Rational and Personal Dimensions to the Causes of Conflict

Conflicts may arise because of goal *incompatibility*, barriers to goal achievement, competition for use of limited resources, inter-personal differences, and project. Any time two people disagree or fail to get along in a way that is disruptive to themselves or others, it is considered a personal conflict.

Some examples:

"You always nod along, but you never actually hear what I'm saying!"
"That's so unfair. That's not what we're talking about at all."
"You're too worked up. I can't deal with you when you're like this.

Causes of personal conflict-Sustained, unresolved conflict can create tension at home or at work, can erode the strength and satisfaction of relationships, and can even make people feel physically sick or in pain. Personal conflict of interest means a situation in which a covered employee has a financial interest, personal activity, or relationship that could impair the employee's ability to act impartially and in the best interest of the Government when performing under the contract.
Why is it important to resolve personal conflicts?

When conflict is resolved effectively, it leads to many benefits, such as accomplishing goals and strengthening relationships. But conflict can also be damaging. If handled ineffectively, conflict can quickly turn into personal dislike, and even lead to a breakdown of relationships.

3.3.3 Understanding Peace Building

Peacebuilding is the development of constructive personal, group, and political relationships across ethnic, religious, class, national, and racial boundaries. It aims to resolve injustice in nonviolent ways and to transform the structural conditions that generate deadly conflict.

It should be noted at the outset that there are two distinct ways to understand peace building. According to the United Nations (UN) document *An Agenda for Peace*, peace building consists of a wide range of activities associated with capacity building, reconciliation, and societal transformation. Peace building is a long-term process that occurs after violent conflict has slowed down or come to a halt. Thus, it is the phases of the peace process that takes place after peacemaking and peacekeeping.

Many non-governmental organizations (NGOs), on the other hand, understand peace building as an umbrella concept that encompasses not only long-term transformative efforts, but also peacemaking and peacekeeping. In this view, peace building includes early warning and response efforts, violence prevention, advocacy work, civilian and military peacekeeping, military intervention, humanitarian assistance, ceasefire agreements, and the establishment of peace zones.

In its narrower sense, peace building is a process that facilitates the establishment of durable peace and tries to prevent the recurrence of violence by addressing root causes and effects of conflict through reconciliation, institution building, and political as well as economic transformation. This consists of a set of physical, social and structural initiatives that are often an integral part of post-conflict reconstruction and rehabilitation.

It is generally agreed that the central task of peace building is to create positive peace, a "stable social equilibrium in which the surfacing of new disputes does not escalate into violence and war". Sustainable peace is characterized by the absence of physical and structural violence, the elimination of discrimination, and self-sustainability. Moving towards this sort of environment goes beyond problem solving or conflict management. Peace building initiatives try to fix the core problems that underlie the conflict and change the patterns of interaction of the involved parties. They aim to move a given population from a condition of extreme vulnerability and dependency to one of self-sufficiency and wellbeing.

To further understand the notion of peace building, many contrast it with the more traditional strategies of peacemaking and peacekeeping. Peacemaking is the diplomatic effort to end the violence between the conflicting parties, move them towards nonviolent dialogue, and eventually reach a peace agreement. Peacekeeping, on the other hand, is a third-party intervention (often, but not always done by military forces) to assist parties in transitioning from violent conflict to peace by separating the fighting parties and keeping them apart. These peacekeeping operations not only provide security, but also facilitate other non-military initiatives.

Some draw a distinction between post-conflict peace building and long-term peace building. Post-conflict peace building is connected to peacekeeping, and often involves demobilization and reintegration programmes, as well as immediate reconstruction needs. Meeting immediate needs and, handling crises is no doubt crucial. But while peacemaking and peacekeeping processes are an important part of peace transitions, they are not enough in and of themselves to meet longer-term needs and build a lasting peace.

Long-term peace building techniques are designed to fill this gap; and to address the underlying substantive issues that brought about conflict. Various transformation techniques aim to move parties away from confrontation and violence, and towards political and economic participation, peaceful relationships, and social harmony.

This longer-term perspective is crucial to future violence prevention and the promotion of a more peaceful future. Thinking about the future involves articulating desirable structural, systemic, and relationship goals. These might include sustainable economic development, self-sufficiency, equitable social structures that meet human needs, and building positive relationships.

Peace building measures also aim to prevent conflict from reemerging. Through the creation of mechanisms that enhance cooperation and dialogue among different identity groups, these measures can help parties manage their conflict of interests through peaceful means. This might include building institutions that provide procedures and mechanisms for effectively handling and resolving conflict. For example, societies scan build fair courts, capacities for labour negotiation, systems of civil society reconciliation, and a stable electoral process. Such designing of new dispute resolution systems is an important part of creating a lasting peace.

In short, parties must replace the spiral of violence and destruction with a spiral of peace and development, and create an environment conducive to self-sustaining and durable peace. The creation of such an environment has three central dimensions: addressing the underlying causes of conflict, repairing damaged relationships and dealing with psychological trauma at the individual level. Each of these dimensions relies on different strategies and techniques.

3.3.4   The Structural Dimension of Peace Building

The structural dimension of peace building focuses on the social conditions that foster violent conflict. Many note that stable peace must be built on social, economic, and political foundations that serve the needs of the populace. In many cases, crises arise out of systemic roots. These root causes are typically complex, but include skewed land distribution, environmental degradation, and unequal political representation. If these social problems are not addressed, there can be no lasting peace.

Thus, in order to establish durable peace, parties must analyze the structural causes of the conflict and initiates social structural change. The promotion of substantive and procedural justice through structural means typically involves institution building and the strengthening of civil society.

Avenues of political and economic transformation include social structural change to remedy political or economic injustice, reconstruction programmes designed to help communities ravaged by conflict revitalize their economies, and the institution of effective and legitimate restorative justice systems. Peace building initiatives aim to promote nonviolent mechanisms that eliminate violence, foster structures that meet basic human needs, and maximize public participation.

To provide fundamental services to its citizens, a state needs strong executive, legislative, and judicial institutions. Many point to democratization as a key way to create these sorts of peace-enhancing structures. Democratization seeks to establish legitimate and stable political institutions and civil liberties that allow for meaningful competition for political power and broad participation in the selection of leaders and policies. It is important for governments to adhere to principles o f transparency and predictability, and for laws to be adopted through an open and public process. For the purpose of post-conflict peace building, the democratization process should be part of a comprehensive project to rebuild society's institutions.

Political structural changes focus on political development, state building, and the establishment of effective government institutions. This often involves election reform, judicial reform, power sharing initiatives, and constitutional reform. It also includes building political parties, creating institutions that provide procedures and mechanisms for effectively handling and resolving conflict, and establishing mechanisms to monitor and protect human rights. Such institution building and infrastructure development typically requires the

dismantling, strengthening, or reformation of old institutions in order to make them more effective.

It is crucial to establish and maintain rule of law, and to implement rules and procedures that constrain the powers of all parties and hold them accountable for their actions. This can help to ease tension, create stability, and lesson the likelihood of further conflict. For example, an independent judiciary can serve as a forum for the peaceful resolution of disputes and post-war grievances.

In addition, societies need a system of criminal justice that deters and punishes banditry and acts of violence. Fair police mechanisms must be established and government officials and members of the police force must be trained to observe basic rights in the execution of their duties. In addition, legislation protecting minorities and laws securing gender equality should be advanced. Courts and police forces must be free of corruption and discrimination.

But structural change can also be economic. Many note that economic development is integral to preventing future conflict and avoiding a relapse into violence. Economic factors that put societies at risk include lack of employment opportunities, food scarcity, and lack of access to natural resources or land. A variety of social structural changes aim to eliminate the structural violence that arises out of a society's economic system. These economic and social reforms include economic development programs, health care assistance, land reform, social safety nets, and programs to promote agricultural productivity.

Economic peace building targets both the micro and macro-level and aims to create economic opportunities and ensure that the basic needs of the population are met. On the microeconomic level, societies should establish micro-credit institutions to increase economic activity and investment at the local level, promote inter-communal trade and an equitable distribution of land, and expand school enrollment and job training. On the macroeconomic level, the post-conflict government should be assisted in the efforts to secure the economic foundations and infrastructure necessary for a transition to peace.

3.3.5 The Relational Dimension of Peace Building

A second integral part of building peace is reducing the effects of war-related hostility through the repair and transformation of damaged relationships. The relational dimension of peace building focuses on reconciliation, forgiveness, trust building, and future imagining. It seeks to minimize poorly functioning communication and maximize mutual understanding as indicated in Figure 30.

Fig. 30 Peace Building is mutual efforts

Many believe that reconciliation is one of most effective and durable ways to transform relationships and prevent destructive conflicts. The essence of reconciliation is the voluntary initiative of the conflicting parties to acknowledge their responsibility and guilt. Parties reflect upon their own role and behaviour in the conflict, and acknowledge and accept responsibility for the part they have played. As parties share their experiences, they learn new perspectives and change their perception of their "enemies." There is recognition of the difficulties faced by the opposing side and of their legitimate grievances, and a sense of empathy begins to develop.

Each side expresses sincere regret and remorse, and is prepared to apologize for what has transpired. The parties make a commitment to let go of anger, and to refrain from repeating the injury. Finally, there is a sincere effort to redress past grievances and compensate for the damage done. This process often relies on interactive negotiation and allows the parties to enter into a new mutually enriching relationship.

One of the essential requirements for the transformation of conflicts is effective communication and negotiation at both the elite and grassroots levels. Through both high and-community-level dialogues, parties can increase their awareness of their own role in the conflict and develop a more accurate perception of both their own and the other group's identity. As each group shares its unique history, traditions, and culture, the parties may come to understand each other better. International exchange programs and problem-solving workshops are two techniques that can help to change perceptions, build trust, open communication, and increase empathy. For example, over the course of the Israeli-Palestinian conflict, the main antagonists have sometimes been able to build trust through meeting outside their areas, not for formal negotiations, but simply to better understand each other.

If these sorts of bridge-building communication systems are in place, relations between the parties can improve and any peace agreements they reach will more likely be self-sustaining. (The Israeli-Palestinian situation illustrates that there are no guarantees, however.) Various mass communication and education measures, such as peace radio and TV, peace-education projects, and conflict-resolution training can help parties to reach such agreements.

And dialogue between people of various ethnicities or opposing groups can lead to deepened understanding and help to change the demonic image of the enemy group. It can also help parties to overcome grief, fear, and mistrust and enhance their sense of security.

A crucial component of such dialogue is future imaging, whereby parties form a vision of the commonly shared future they are trying to build. Conflicting parties often have more in common in terms of their visions of the future than they do in terms of their shared and violent past. The thought is that if they know where they are trying to go, it will be easier to get there as you can see in Figure 31.

Fig. 31 Understanding Conflict

Another way for the parties to build a future together is to pursue joint projects that are unrelated to the conflict's core issues and center on shared interests. This can benefit the parties' relationship. Leaders who project a clear and hopeful vision of the future and the ways and means to get there can play a crucial role here.

But in addition to looking towards the future, parties must deal with their painful past. Reconciliation not only envisions a common, connected future, but also recognizes the need to redress past wrongdoing. If the parties are to renew their relationship and build an interdependent future, what has happened must be exposed and then be forgiven.

Indeed, a crucial part of peace building is addressing past wrongdoing while at the same time promoting healing and rule of law. Part of repairing damaged relationships is responding to past human rights, violations and genocide through the establishment of truth commissions, fact-finding missions, and war crimes tribunals. These processes attempt to deal with the complex legal and emotional issues associated with human rights abuses and ensure that justice is served. It is commonly thought that past injustice must be recognized, and the perpetrators punished if parties wish to achieve reconciliation.

However, many note that the retributive justice advanced by Western legal systems often ignores the needs of victims and exacerbates wounds. Many

note that to advance healing between the conflicting parties. Justice must be more reparative in focus. Central to restorative justice is its future-orientation and its emphasis on the relationship between victims and offenders. It seeks to engage both victims and offenders in dialogue and make things right by identifying their needs and obligations. Having community-based restorative justice processes in place can help to build a sustainable peace.

3.4 The Personal Dimension of Peace Building

The personal dimension of peace building centers on desired changes at the individual level. If individuals are not able to undergo a process of healing, there will be broader social political and economic repercussions. The destructive effects of social conflict must be minimized, and its potential for personal growth must be maximized. Reconstruction and peace building efforts must prioritize treating mental health problems and integrate these efforts into peace plans and rehabilitation efforts.

In traumatic situations, a person is rendered powerless and faces the threat of death and injury. Traumatic events might include a serious threat or harm to one's family or friends, sudden destruction of one's home or community, and a threat to one's own physical being. Such events overwhelm an individual's coping resources, making it difficult for the individual to function effectively in society. Typical emotional effects include depression and post-traumatic stress disorder. After prolonged and extensive trauma, a person is often left with intense feelings that negatively influence his/her psychological wellbeing. After an experience of violence, an individual is likely to feel vulnerable, helpless, and out of control in a world that is unpredictable.

Building peace requires attention to these psychological and emotional layers of the conflict. The social fabric that has been destroyed by war must be repaired, and trauma must be dealt with on the national, community, and individual levels. At the national level, parties can accomplish widespread personal healing through truth and reconciliation commission that seek to uncover the truth and deal with perpetrators. At the community level, parties can pay tribute to the suffering of the past through various rituals or ceremonies, or build memorials to commemorate the pain and suffering that has been endured. Strong family units that can rebuild community structures and moral environments are also crucial.

At the individual level, one-on-one counseling has obvious limitations when large numbers of people have been traumatized and there are insufficient resources to address their needs. Peace building initiatives must therefore provide support for mental health infrastructure and ensure that mental health professionals receive adequate training. Mental health programmes should be adapted to suit the local context, and draw from traditional and communal practice and customs wherever possible. Participating in counseling and dialogue can help individuals to develop coping mechanism and to rebuild their trust in others.

If it is taken that psychology drives individuals' attitudes and behaviours, then new emphasis must be placed on understanding the social psychology of conflict and its consequences. If ignored, certain victims of past violence are at risk of becoming perpetrators of future violence. Victim empowerment and support can help to break this cycle

3.5   Skills to Employ in Building Lasting Peace

The knowledge, attitudes, and skills for peacebuilding would include, then, coping and resolution skills but also a more sophisticated set of skills related to leadership and participation. Peace education requires the internalization of knowledge, skills, and attitudes.
Peacemaking is thus an active strategy to limit war and violence. Processes include mediation, arbitration, and adjudication.

Guiding Steps for Peacebuilding Design, Monitoring, & Evaluation
Conduct a Conflict Assessment.
Peacebuilding Program Design.
Develop a Monitoring and Evaluation Plan.
Conduct a Baseline Study.
Monitoring and Adaptive Management.
Conduct an Endline Study and Final Evaluation.
Disseminate and Share Results and Key Learnings.

Discussion: This video centers on Darfur peacebuilding. In not less than 100 words, Analyse the Mechanism uses for peacebuilding. Put your contribution on the
Discussion Forum

https://youtu.be/NGhv8_F8cGU

Self-Assessment Exercise

1. Peace education requires the internalization of knowledge, skills, and ……... (a) character (b) attitude (c) peace of mind
   a. (d) manner
2. Building peace requires attention to these psychological and …….. of the conflict. (a) emotional layers (b) conflict layers (c) resolution layers (d) polities
3. ……. peace building targets both the micro and macro-level. (a) power (b) social (c) economic (d) power polities

3.6   Summary

In this unit, we have discussed what it means to build lasting peace. We have also defined post-conflict peace building and distinguished it from peacemaking and peacekeeping. We also examined the structural, relational and personal dimensions to peace building.

Peace building is a very complex process that requires the input of many agents or actors. It is therefore important that there is proper coordination amongst the various actors. These include the international organizations, governments, NGOs, statesmen and various individuals. Also, in order to determine the root causes of a conflict and be able to intervene effectively in a post-conflict environment, it is important that attention be paid to structural, relational and personal dimensions to the conflict. This is the only way to achieve results in bringing the society back to sanity.

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3.8 Answers to Self-Assessment Exercise

1. B 2. A 3. C.

Unit 4:   Peace Building Agents

Unit structure

4 .1   Introduction

This is the last unit in this course and a lot of issues which focus on conflict resolution processes have been discussed. As a student of PCR, take your pen and paper and write on a page what you have learnt on the causes of conflict and the mechanisms to resolve conflict. Good! You can further discuss the other ways that conflict can be reduce and peace to be the watch word of everybody in the community.

Lastly, we shall examine the role of peace building agents in the effort at bringing peace to a post war environment. Before we proceed, I will like you to mention some of the organisations in Africa which has helped or is helping to resolve conflict and promote peace within the countries where conflict or civil wars and taken place.

 Consistently, this will entail our examination of the role of the civil society, the governments, community specialists, religious networks, NGOs, non-state actors, and of course, outside parties like the international organizations on their role in promoting peace in Africa.

4.2   Learning Outcomes

By the end of this unit, you will be able to:

* Identify the various agents responsible for peace building at various levels
* Explain the functions of the peace building agents
* Analyse the mechanisms used by the agents in peace-building
* Apply the mechanisms of these agents in peacebuilding
* Explain the importance of personality in conflict resolution.

4.3   Peace Building Agents

4.3.1 Agencies for Building Peace

Can you mention some international organizations that is always at the vanguard of peacebuilding in the situation where there is conflict? You should be able by now explain the roles played by Nigerian government through ECOMOG that end the civil wars both in Liberia and Sierra Leone in the 90s. we shall see some organisations that established for peace building.

Fig. 32 Conflict Prevention and Peace Building International.

These are the names and logo of the International, Continental, Regional or NGOs that promote peace at various levels. Figures 32- 38 explain this further.

The mission of this agency is to build peace across African states. Therefore, Peace building measures should integrate civil society in all efforts and include all levels of society in the post-conflict strategy. All society members, from those in elite leadership positions, to religious leaders, to those at the grassroots level have a role to play in building a lasting peace. Many apply John Paul Lederach's model of hierarchical intervention levels to make sense of the various levels at which peace building efforts occur. Because peace building measures involve all levels of society and target all aspects of the state structure, they require a wide variety of agents for their implementation.

These agencies like CCCPA (Figure 33) advance peace building efforts by addressing functional and emotional dimensions in specified target areas, including civil society and legal institutions. While external agents can facilitate and support peace building, ultimately it must be driven by internal forces. It cannot be imposed from the outside.

Fig. 33 The Cairo International Center for Conflict Resolution, Peacekeeping, and Peacebuilding.

Various internal actors play an integral role in peace building and reconstitution efforts. The government of the affected country is not only the object of peace building, but also the subject. While peace building aims to transform various government structures, the government typically oversees and engages in the reconstitution process. A variety of the community specialists, including lawyers, economists, scholars, educators, and teachers, contribute their expertise to help carry out peace building projects. Finally, a society's religious networks can play an important role in establishing social and moral norms.

Fig. 34 Institute for Peace and Conflict Resolution

This is one of the institute in Nigeria which focus on peace building in Africa and beyond.

Nevertheless, outside parties typically play a crucial role in advancing such peace building efforts. Few peace building plans work unless regional neighbours and other significant international actors support peace through economic development aid and humanitarian relief. At the request of the affected country, international organizations can intervene at the government level to transform established structures. They not only provide monetary support to post-conflict governments, but also assist in the restoration of

financial and political institutions. Because their efforts carry the legitimacy of the international community, they can be quite effective.

Various institutions provide the necessary funding for peace building projects. While international institutions are the largest donors, private foundations contribute a great deal through project-based financing. In addition, regional organizations often help to both fund and implement peace building strategies.

Finally, nongovernmental organizations (NGOs) often carry out small-scale projects to strengthen countries at the grassroots level. Not only traditional NGOs but also the business and academic community and various grassroots organizations work to further these peace building efforts. All of the groups help to address "The limits imposed on governmental action by limited resources, lack of consensus, or insufficient political will."

Some suggest that governments, NGOs, and intergovernmental agencies need to create categories of funding related to conflict transformation and peace building. Funds are often difficult to secure when they are intended to finance preventive action. And middle-range initiatives, infrastructure building, and grassroots projects do not typically attract significant funding, even though these sorts of projects may have the greatest potential to sustain long-term conflict transformation. Those providing resources for peace building initiatives must look to fill these gaps. In addition, external actors must think through the broader ramifications of their programs. They must ensure that funds are used to advance genuine peace building initiatives rather than be swallowed up by corrupt leaders or channeled into armed conflict.

But as already noted, higher-order peace, connected to improving local capacities, is not possible simply through third-party intervention. And while top-down approaches are important, peace must also be built from the bottom up. Many top-down agreements collapse because the ground below has not been prepared. Top-down approaches must therefore be buttressed, and relationships built.

Thus, an important task in sustaining peace is to build a peace constituency within the conflict setting. Middle-range actors form the core of a peace constituency. They are more flexible than top-level leaders, and less vulnerable in terms of daily survival than those at the grassroots level. Middle-range actors who strive to build bridges to their counterparts across the lines of conflict are the ones best positioned to sustain conflict transformation. This is because they have an understanding of the nuances of the conflict setting as well as access to the elite leadership.

Many believe that the greatest resource for sustaining peace in the long term is always rooted in the local people and their culture. Parties should strive to understand the cultural dimension of conflict, and identify the mechanisms for handling conflict that exist within that cultural setting. Building on cultural resources and utilizing local mechanisms for handling disputes can be quite effective in resolving conflicts and transforming relationships. Initiatives that incorporate citizen-based peace building include community peace projects in

schools and villages, local peace commissioners and problem-solving workshops, and a variety of other grassroots initiatives.

Effective peace building also requires public-private partnerships in addressing conflict and greater coordination among the various actors. International governmental organizations, national governments, bilateral donors, and international and local NGOs need to coordinate to ensure that every dollar invested in peace building is spent wisely. To accomplish this, advanced planning and international coordination is needed.

There are various ways to attempt to coordinate peace building efforts. One way is to develop a peace inventory to keep track of which agents are doing various peace building activities. A second is to develop clearer channels of communication and more points of contact between the elite and middle ranges. In addition, a coordination committee should be instituted so that agreements reached at the top level are actually capable of being implemented. A third way to better coordinate peace building efforts is to create peace-donor conferences that bring together representatives from humanitarian organizations, NGOs, and the concerned governments. It is often noted that "peace building world greatly benefit from cross-fertilization of ideas and expertise and the bringing together of people working in relief development, conflict resolution, arms control, diplomacy, and peacekeeping. Watch the video for more information on peace building and peace building agencies

https://youtu.be/LHFY6L5ZT6w

Lastly, there should be efforts to link internal and external actors. Any external initiatives must also enhance the capacity of internal resources to build peace-enhancing structures that support reconciliation efforts throughout a society. In other words, the international role must be designed to fit each case.

4.3.2 At the International Level: UN

The UN accomplishes this by working to prevent conflict, helping parties in conflict make peace, deploying peacekeepers, and creating the conditions to allow peace to hold and flourish. These activities often overlap and should reinforce one another, to be effective.

Peacekeeping has proven to be one of the most effective tools available to the UN to assist host countries navigate the difficult path from conflict to peace. Peacekeeping has unique strengths, including legitimacy, burden sharing, and an ability to deploy and sustain troops and police from around the globe, integrating them with civilian peacekeepers to advance multidimensional mandates.

UN peacekeepers provide security and the political and peacebuilding support to help countries make the difficult, early transition from conflict to peace.

Fig. 35 UN maintain international peace and security.

Peacekeeping is flexible and over the past two decades has been deployed in many configurations. There are currently 12 UN peacekeeping operations deployed on three continents.

Today's multidimensional peacekeeping operations are called upon not only to maintain peace and security, but also to facilitate the political process, protect civilians, assist in the disarmament, demobilization and reintegration of former combatants; support the organization of elections, protect and promote human rights and assist in restoring the rule of law.

Success is never guaranteed, because UN Peacekeeping almost by definition goes to the most physically and politically difficult environments. However, we have built up a demonstrable record of success over our 60 years of existence, including winning the Nobel Peace Prize.

Peacekeeping has always been highly dynamic and has evolved in the face of new challenges. Former Secretary-General Ban Ki-moon established a 17-member High-level Independent Panel on UN Peace Operations to make a comprehensive assessment of the state of UN peace operations today, and the emerging needs of the future.
Global Partnership

UN peacekeeping is a unique global partnership. It brings together the General Assembly, the Security Council, the Secretariat, troop and police contributors and the host governments in a combined effort to maintain international peace and security. Its strength lies in the legitimacy of the UN Charter and in the wide range of contributing countries that participate and provide precious resources.

4.3.3   At the Regional Level, ECOWAS

The Roles of African Regional Organisations in Conflict Resolution
Regional and sub-regional organisations play a key role in conflict resolution, primarily in their areas of jurisdiction. For example, the Economic Community of West African States (ECOWAS) and the African Union (AU) have intervened fruitfully in Liberia, Chad, Sierra Leone, South Sudan, Darfur, Burundi, Sudan etc. be sure, the successes recorded in AU interventions in Africa would have been impossible without support from the US, the European Union, the UNSC as well as the Troika countries U.S., Britain and Norway. In other words, more successes have been recorded when extra-African bodies supported intervention initiatives by the AU and sub-regional bodies in Africa. Examples of such cooperation happened when ECOWAS intervened in Liberia and during the AU-UN hybrid operation in Darfur.

Fig. 36. African Union promotes peace and security.

Without a doubt, the definitive resolution of conflicts in Africa will require extensive cooperation between the UN and the AU as well as all sub-regional organisations on the continent. This is because most sub-regional organisations lack the diplomatic, professional, logistic and financial capacity to solely intervene in these conflicts without external support. Against this backdrop, the next section discusses the roles of sub-regional organisations in Africa in conflict resolution and peacebuilding.

4.3.4 At the Continental Level: AU, SADC, IGAD, ECCAS

The Economic Community of Central African States (ECCAS)

The Economic Community of Central African States (ECCAS) was established in 1983. Its membership comprises the following countries: Angola, Chad, the Central Africa Republic, the Republic of Congo, Cameroon, Burundi, Equatorial Guinea, and Sao Tome. The body's primary objective is to establish a uniform customs regime among member states. The body is comprised of a Conference of Heads of State and Government, a Council of Ministers, a Court of Justice, a General Secretariat and a Consultative Commission as well as Technical Committees. However, it was ineffective from its inception and was only revitalised in 1999.

In 2000 ECCAS imposed a mutual assistance pact on itself, urging member states to support one another militarily. Also in 2000 ECCAS adopted a protocol on Peace and Security Council for Central Africa (COPAX), stressing sovereignty and non-interference in internal affairs as guiding principles while also advocating confidence-building measures and common approaches to addressing the issues of refugees and internally displaced persons, transitional crime and arms trafficking. The outcome of its summit in 2002 was to establish a Defense and Security Commission (DSC), a Central Africa Multinational Force (FOMAC) and an Early Warning Mechanism (MARAC). The functions of FAMAC include ensuring inter-service cooperation and supporting police/gendarmerie contingents and civilian modules up to the size of three brigades with appropriate naval and air support. FAMAC is also responsible for observing and monitoring ceasefires, as well as managing preventive deployment while ensuring peacekeeping, enforcement of sanctions and humanitarian interventions on behalf of the AU and the UN.

Intergovernmental Authority on Development (IGAD)

The Intergovernmental Authority on Development was founded in 1996 based on the Intergovernmental Authority on Development and Drought (IGADD) which was formally launched in 1986. IGAD member states are Djibouti, Sudan, Eritrea, Ethiopia, Kenya, Somalia, and South Sudan. IGAD runs on the principle of sovereign equality of member states and the need for consensus in decision-making through a two-thirds majority in the Council of Ministers. IGAD's initial objective was based on economics, i.e. how to resolve the drought challenges in East Africa. However, it later focused on the goal of promoting peace and stability in the region, by creating mechanisms for conflict resolution, prevention and management as well as how to settle those displaced by civil war. The organisation also urged member states to consider settling disputes within the sub-region by themselves before seeking help from the international community.

Fig. 37 IGAD promotes peace and security in Eastern African states.

The need for IGAD intervention in the Sudanese and Somalia peace processes was a major reason for transforming its modus operandi. IGAD subsequently played a critical role between the NGOs and the SPLM/A. It established a permanent secretariat, appointing special envoys and hosting negotiations between the two parties/actors. IGAD's first achievement was the 2002 Machakos Protocol which highlighted the modalities of power-sharing between Northern Sudan and Southern Sudan. It also played a key part in the granting of autonomy to the South from 2005 to 2011, when an election for secession was conducted in January 2011 and over ninety-eight per cent voted for secession in the South. Indeed, IGAD featured prominently in the prolonged negotiations which produced a series of protocols culminating in the Comprehensive Peace Agreement (CPA).

The Arab Maghreb Union (AMU) Approaches to Conflict Resolution/Peacekeeping

The AMU was founded in 1989 by Libya, Tunisia, Morocco, Mauritania, and Algeria. It aims to contribute to preserving peace based on justice and equity. However, the AMU has not recorded any major success and has failed to have a summit since 1994, most likely due to the unending dispute between Morocco and Algeria over Western Sahara. Other objectives of the AMU

include safeguarding regional economic interests, fostering and promoting commerce and cultural cooperation, and intensifying mutual economic exchanges. The organisation believes that cooperation on those levels will promote integration among member states and help to build a common North African market in the Maghreb. The AMU also seeks to promote common defence and non-interference in the internal affairs of member states.

Southern African Development Community (SADC) Approaches to Conflict Resolution and Peacekeeping

The Southern African Development Community was founded in 1992 via the merging of two sub-regional organisations, i.e. the Frontline States and the Southern African Development Cooperation Conference. South Africa became a member in 1994, Mauritius in 1995, both the DRC and Seychelles in 1998 and Madagascar in 2005. Seychelles left the organisation from 1997 to 2004 and returned in 2008.
SADC aims to promote interdependence and integration, the sovereign equality of member states, solidarity, peace, human rights and democracy. It is also officially committed to collective defence, hence the signing in 2003 of a Mutual Defence Pact which mandates member states to help one another in cases of external attack. In 1998 SADC sent troops from Angola, Namibia and Zimbabwe to protect the DRC's Laurent Kabila against Rwandan and Ugandan forces. Also in 1998, South Africa and Botswana intervened in Lesotho to stop a military coup.

UN-AU and ECOWAS Conflict Management and Peacekeeping in West Africa

There has been cooperation between the UN and African regional organisations in terms of conflict resolution on the continent, especially between the UN and AU/ECOWAS about peacekeeping and peacebuilding during and after the conflict in African states. For example, in 1981, the OAU (now AU) deployed its first military mission to Chad to end the civil war, although that mission ultimately failed due to inadequate financial and logistical resources. In another intervention, the OAU facilitated peace talks which led to redeploying of a Neutral Military Observer Group to Rwanda which was later taken over by the UNSC. The impact of the UN was also significant in the Ethiopia-Eritrea conflict of 2000, the Burundi conflict of 2003-2004 and the Somalia conflict of 2007, to mention but a few.

The UN has also co-deployed with the AU and ECOWAS in many conflicts in Africa. For example, the AU-UN hybrid mission in Darfur (UNAMID) was unique in terms of the mode of cooperation between the UN and the OAU. Normally, the AU and ECOWAS would deploy first and the UN would eventually take over full responsibility for any mission. However, despite extensive mediation activities by the AU and ECOWAS, previous cooperation between these organisations and the UN has focused mainly on peacekeeping. Since 1995, the UN has made a series of efforts to broaden the scope of these relationships and clarify the roles of each party. While underlining the UN's control over the maintenance of international peace and security,

several high-level and thematic meetings with regional organisations, Security Council debates and key documents/reports and resolutions have affirmed the vital role of regional organisations in peace and security and made recommendations aimed at ensuring more effective cooperation between them and the UN.

Fig. 38 ECOWAS promotes peace and security at the sub-regional level
However, it is worth observing that the role of sub-regional organisations in peacemaking and conflict resolution in Africa gained momentum only in the last two decades. Generally, the AU has been working with the sub-regional organisations and has played a major role in peacekeeping and conflict resolution in Africa as exemplified by the role played by ECOWAS in peacemaking and conflict resolution in Liberia and Sierra Leone. ECOWAS has restored democratic government in Liberia, Sierra Leone and Guinea Bissau.
On its part, SADC has ensured peace in Lesotho and Mozambique. In Sudan, IGAD facilitated the CPA of 2005 which resolved the protracted Sudanese crisis. The regional approach to peacemaking and security became necessary because of the tendency of African conflicts to spiral far beyond their origins. Considerable progress has been achieved in building Africa's sub-regional capacity for managing violent conflicts and addressing security threats on the continent.

4.3.5 Personality in Conflict Resolution

The role of individual personality in conflict resolution is not pronounced in the field. The reason is that these roles are embedded in the collective responsibility of the agencies such as UN, AU, ECOWAS, SADC and others which have been discussed extensively before now. However, we are not saying that personality does not influence conflict resolution, yes, it does. But the role which they play are woven in the mandate of these world governing bodies that ensure the treaties, conventions, protocol and others signed are been enforced to make the world peace place for all to live.

💬
👥 Discussion:
https://youtu.be/LHFY6L5ZT6w

Watch this video and discuss, in 100 words, the roles of peace agent, IOM in conflict resolution.

Self-Assessment Exercise

1   The Southern African Development Community was founded in ……. (a) 1945 (b)2000 (c) 1992 (d) 1945
2   The AMU was founded in 1989 by Libya, Tunisia, Morocco, ………., and Algeria. (a) Mauritania (b) Mali (c) Nigeria (d) Sudan
3   External agents can facilitate and support peace building, ultimately it must be driven by …. (a) internal forces (b) manpower (c) superpower (d) unipolar

4.4   Summary

We have discussed the important issue of peace building agents in post conflict rehabilitation and reconstruction. We noted the roles played by governments, the civil society including community specialists, religious networks, the NGOs and international organizations.

There is very little doubt that there are certain agents that are crucial to the process of rebuilding conflict societies. These agents come in various forms, all trying to contribute to the rehabilitation and the reconstruction process. However, whilst some are engaged in addressing immediate problems of the people for life to return to normalcy, others are interested in rebuilding institutions in order to ensure long lasting peace. Therefore, as noted earlier, it is important that these activities be coordinated in such a way that the society gets the best out of the efforts.

4.5   References/Further Readings

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4.6 Possible Answers to Self-Assessment Exercise

1. B 2. A 3. A