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Resources, Economic Security, and Peace (RESP) in Darfur



Conflict Management, Collaborative Natural Resource Management, and Peace-building Training of Trainers Manual

Darfur Community Peace and Stability Fund (DCPSF)



Near East Foundation

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Editorial Note

The Near East Foundation developed this manual for use in the Resources, Economic Security, and Peace Project (RESP) in Darfur, with funding from the United Nations Development Program's Darfur Community Peace and Stability Fund (UNDP DCPSF). A revised version of its original draft was used at the Training of Training Workshop held in Zalingei, Central Darfur, from 28 August to 1 September, 2012. Based on that experience, it was revised further by A. Peter Castro, from the Department of Anthropology and the Program for the Advancement of Research on Collaboration and Conflict in the Maxwell School at Syracuse University. Castro, as consultant to the Near East Foundation, helped design the original draft and served as the lead trainer for the Zalingei TOT Workshop. The photographs included in this document are from the Zalingei Workshop.



Teams reporting their findings on stakeholder analysis

This training manual was produced with the generous support of the Darfur Community Peace and Stability Fund (DCPSF) and its donors. The contents are the responsibility of the Near East Foundation and do not necessarily reflect the views of the donors.

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Introduction to the Revised Manual by A. Peter Castro

People in Darfur are seeking to rebuild their lives and their society after years of violence and insecurity. Enough uncertainty exists in the region so that debates persist about whether “early recovery” is actually underway. Meanwhile, abundant rains in mid-2012 have sparked substantial hopes within many parts of Darfur about promising harvests and green pastures. In Central Darfur, for example, people in the vicinity of Zalingei are eagerly at work, hoping to better their lives with their efforts. As Darfur emerges from years of chaos, it is apparent that restoring or strengthening the institutions that govern access to, and use of, natural resources, will be of vital importance. With support from the United Nations Development Program’s Darfur Community Peace and Stability Fund (DCPSF), the Near East Foundation (NEF) and its Sudanese partner organizations, Hand in Hand (HiH) and the Sudanese Organization for Humanitarian Aid (SOHA), have sought to meet these significant institutional needs. Through the Resources, Economic Security, and Peace Project (RESP)-Darfur, NEF and its partners have engaged in capacity building activities in collaborative natural resource management and conflict management. This manual is an outcome of these efforts.

This manual was originally prepared for the Zalingei Training of Trainers Workshop by NEF staff in Syracuse, Khartoum, and Zalingei, as well as by A. Peter Castro, who served as a consultant and lead trainer. The current version is based on the content and style of presentation during the five-day workshop from August 28 to September 1, 2012. The trainers and facilitators assumed approach was to allow for participant engagement as well as on-the-spot improvisation in shaping the activities. It is hoped that this document more closely meets the needs of trainers dealing with collaborative natural resource management, including the planning of the RESP Project’s land conventions-- which seek to empower local communities in their management and use of natural resources. As with the original draft, the emphasis here is on participatory approaches that build on local capacities and priorities.

It must be emphasized that this manual is not meant to provide blueprints or prescriptions, but to offer perspectives, skills, and guidance on options and pathways for action. As emphasized at the TOT Workshop, collaboration and conflict management always needs to be site-specific: appropriate to the local situation and conditions. One of the marvelous aspects of the Zalingei workshop was to see the energy and commitment brought to it by the participants, who possessed an abundance of experience to share. Trainers should always keep in mind in working with adults to create opportunities for the participants to draw on their vast store of knowledge and insights. Often the informational needs of trainees can be fulfilled by other trainees. Thus, the facilitator’s role is a key one for trainers – ensuring a smooth flow of information from all parties during the session.

The original modules for this manual drew heavily from many sources, especially natural resource conflict management training materials created by the Food and Agriculture Organization of the United Nations (FAO), including its Livelihood Support Programme (LSP),

and by the Community Forestry Unit of FAO's Forestry Department.¹ In particular, the modules relied heavily on the series *Negotiation and Mediation Techniques for Natural Resource Management* by the LSP. As part of the follow-up to the TOT training, the workshop participants will receive a CD-Rom containing the FAO documents and other support materials. This draft of the manual also features original materials by A. Peter Castro, based on his presentations.

It should be emphasized that this manual is not intended to serve as a full record of what occurred at Zalingei. Unfortunately, it does not contain the original and highly effective materials contributed at the workshop by the NEF Zalingei staff, nor does it contain the transcripts of the substantial contributions of the trainees. While this manual does reflect some of their ideas and influence, it is hoped that at a future date, or while it undergoes translation into Arabic, other important sources of information might be incorporated as well. Finally, a word of "thanks" goes to all who helped make the Zalingei Workshop a success, including the NEF-Sudan staff and its Zalingei staff, participants from HiH and SOHA, as well as those from the University of Zalingei and other institutions, and to Commissioner Yassir Hassan Satti, who graciously opened the Workshop on August 28, 2012.



NEF's TOT Workshop facilitators Amin Elzubeir and Abduelsalam Giumaa Aziz

¹ Castro served as an editorial consultant, editor, and writer in the preparation of many of these FAO publications, including several issued by the LSP.

RESP-Darfur: Training of Trainers Workshop Agenda August 28 to September 1, 2012, Zalingei, Central Darfur State

Goal: Provide a Training of Trainers (TOT) Workshop to project staff, local NGO partner staff, government counterparts at the state and locality level, and other interested stakeholders to introduce cutting-edge knowledge and practice in conflict management, collaborative natural resource management, and peacebuilding.

Note: The time listings are approximations.

| | Date | Date | Date | Date | Date |
|-------------|--|---|---|---|--|
| Time | Tuesday | Wednesday | Thursday | Friday | Saturday |
| 9:15-10:30 | 1. Opening Ceremony | 6. Opening Report, Mediation and Contextual Analysis | 10. Conflict Styles & Collaborative Conflict Management Procedures | Teams in the field conducting their rapid assessments | 14. Teams Meet & Teams Report |
| 10:30-11:30 | 2. Workshop Goals | 7. Gender Analysis | | | 14. Team Reports |
| 11:30-12:30 | Break | Break | Break | | |
| 12:30-1:30 | 3. Introducing Sustainable NRM through Collaboration | 8. Stakeholder Analysis | 11. Mediation and Negotiation Techniques for Natural Resource Conflict Management | | 15. Review and Final Questions |
| 1:30-2:30 | 4. Teams Meet & Report on Obstacles to Collaborative NRM | 9. Teams Meet and Report on Gender and Stakeholder Analysis | 12. Negotiation Role-Play | | 16. Awarding of Certificates and Closing of the Workshop |
| 2:30-3:00 | Break | | | | |
| 3:00-4:00 | 5. Introduction to the Conventions in the Context of Sudan | 9. Team Report Continued Closing Activities | 13. The Zalingei Urban Resource Rapid Assessment: | | |
| 4:00 | Closing Activities | | | | |

Day 1: Workshop Introduction & Goals: An Overview

A. P. Castro

The RESP-Darfur Project Training of Training (TOT) Workshop seeks to foster peace-building by promoting cutting-edge knowledge and practices in the fields of collaborative natural resource management, conflict management, and participatory social analysis. It seeks to contribute to conflict transformation through local capacity building, offering ideas, strategies, and skills to help communities manage natural resources in a peaceful, equitable, and sustainable manner.

- It is important to bear in mind that conflict is inevitable, but violence is not
- Conflict can be a positive element for change, or destructive
- Conflict can be anticipated, assessed, analyzed – so that one can act accordingly

A greater understanding of conflict and how to address it peacefully can contribute to greater efficiency in the use of natural resources, increasing the likelihood of their sustainable management. Increasing people's opportunity to engage in participatory natural resource management and related conflict management promotes greater equity and contentment.

This workshop also aims to increase your personal knowledge of how to organize trainings, making you aware of tools available for supporting collaborative natural resource management and participatory conflict management. For example, we will examine the value and uses of participatory context analysis, particularly gender analysis and stakeholder analysis. Overall, the information presented in this TOT Workshop seeks to widen the options available for creatively addressing the tensions and conflict inherent in the use and management of natural resources.

Please note that this training does not intend to provide prescriptions that will work in all training or natural resource management situations. Instead, this training serves as a starting point for self- and group discovery in the process of collaborative natural resource management and participatory conflict management. Collaboration and participatory by their nature involve information sharing and mutual learning. Different audiences have their own specific needs, and trainers have their own preferences as far as learning styles and content. Furthermore, natural resource management, including addressing conflicts, must always involve attaining a site-specific understanding of context and people, including their needs and interests.



Commissioner Yassir Hassan Satti of Zalingei Locality offers the Official Welcome and Opening Remarks, 28 August, 2012



Near East Foundation-Sudan Country Director, Musa Gismalla, greets the trainees



Trainees during a workshop session



Role-playing session – villagers and foresters

Day 1, Module 1

| | | |
|--|--|--|
| SESSION TITLE: | Workshop Introduction | |
| RATIONALE: | Focus the workshop on a core set of goals and objectives by framing them in the proper context | |
| OBJECTIVES OF THE SESSION: | Participants get to know each other | |
| DURATION: | 1 hour | |
| LEAD FACILITATOR(S): | | |
| PARTICIPANTS: | All | |
| MATERIALS NEEDED: | Nametags or nameplates, note-taking materials for participants (if available) | |
| PROCEDURE: | | |
| 1. OPENING REMARKS | <i>Time: 30 minutes</i> | |
| <p>Welcome all participants and open the workshop</p> <ol style="list-style-type: none"> 1) Opening Remarks: NEF-Sudan 2) Introductions of facilitators 3) Official Welcome & Opening from the Government Representative and/or Distinguished Local Leader | | |
| 2. INTRODUCTION BY PARTICIPANTS | <i>Time: 30 minutes</i> | |
| <p>To encourage the participation of all group members, this should be followed with an activity that allows everyone to speak (an icebreaker):</p> <p>Introduce yourself, your organization, and your interest in attending the workshop.</p> | | |
| ASSIGNMENTS/ACTIVITIES: | None. | |
| TRAINER NOTES: The opening session usually sets the tone for the entire workshop. If a local official or leader is unavailable to provide the 'official welcome,' it may be possible to combine this session with "Module 2: Workshop Goals: Objectives, Ground Rules, and Content." | | |

Day 1, Module 2

| | | |
|---|---|-------------------------|
| SESSION TITLE: | Workshop Goals, Objectives, Ground Rules & Content | |
| RATIONALE: | Focus the workshop by framing the goals, objectives and ground rules and outlining the key content of the program | |
| COMPETENCE AREA: | | |
| OBJECTIVES OF THE SESSION: | Participants understand workshop goals and objectives and the broader goals and objectives of the program; participants develop mutually agreed-upon ground rules | |
| DURATION: | 1 hour | |
| LEAD FACILITATOR(S): | | |
| PARTICIPANTS: | All | |
| MATERIALS NEEDED: | Flip chart paper and large marking pens for writing rules | |
| PROCEDURE: | | |
| 1. OVERVIEW OF THE WORKSHOP | | <i>Time: 25 minutes</i> |
| <p>A. Review the RESP Project</p> <ol style="list-style-type: none"> 1) RESP Project: part of a wider effort to promote conflict transformation by fostering community level trust, confidence and peace building throughout Darfur. 2) RESP Project Goal: Promote person-to person reconciliation through inclusive, collaborative, landscape-level management of natural resources 3) Project Objectives: <ol style="list-style-type: none"> a) Improving the capacity of village leaders in conflict management and collaboration through natural resource management b) Prepare local conventions and collaborative land-use management plans in nine clusters of communities, to be incorporated within the existing framework of land administration (this was covered in the first workshop and will be reviewed here) c) Communities establish collaborative relationships and receive economic benefits through joint NRM activities d) Engage communities in seven targeted Localities in public dialogue on natural resource-based conflict, reconciliation, and peace-building and increase awareness of the potential of collaborative NRM as a vehicle for peace-building e) Evaluate the progress of these activities in order to measure and improve the program 4) Will be targeting four (4) clusters of villages at first and then spreading to others <p>B. Role and Importance of the Trainer</p> <ol style="list-style-type: none"> 1) Importance of field-based agents and of activities by partner organizations and agencies 2) TOT Workshop as a means of expanding the repertoire of skills, practices, and strategies of trainers regarding collaborative natural resource management and conflict management | | |
| 2. OUTLINE OF THE TRAINING | | <i>Time: 25 minutes</i> |
| <ol style="list-style-type: none"> 1) Purpose of the training: To introduce cutting-edge knowledge and practice in conflict, collaboration, and peace-building 2) Review the workshop schedule | | |

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| 3. ORGANIZATION AND GROUND RULES | | <i>Time: 10 minutes</i> |
| <p>To create a safe space for discussion, the facilitator should set ground rules for the session. These can be pre-determined or derived collaboratively, but should include:</p> <p><u>Ground Rules</u></p> <ol style="list-style-type: none"> 1. Respect other participants 2. Confidentiality 3. All responsible for learning 4. Helpful coaching 5. Real life issues 6. Safe to make mistakes 7. A mutual respect for the schedule | | |
| ASSIGNMENTS/ACTIVITIES: | | Included above. |
| TRAINER NOTES: | <p>Review of the RESP Project: Conflict transformation or natural resource management may be sensitive topics, so reviewing the project could be important in order to clarify its objective, to offer a rationale for the workshop activities, and to motivate participants</p> <p>Purpose of the Trainer: Stress the importance of these roles to achieving the goals laid out previously.</p> <p>Ground Rules: As mentioned above, these can be pre-determined or derived collaboratively. Most participants will be familiar with these sorts of workshops and be able to offer suggestions.</p> | |

Editorial Note: On Day 1 a meal break followed the end of module 2 at about 11:30 a.m., and Module 3 got underway at 12:30, an hour later than originally scheduled. It was altered from its original format, getting divided into two distinct modules dealing with collaborative natural resource management – a presentation with audience-response questions lasting an hour (revised Module 3), and a small-group break-out and reporting session, lasting about an hour (revised Module 4). The content from the original module four on “Conflict Styles” was integrated into other sessions on Day 2 and Day 3 (see below).

Day 1, Module 3

| | |
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| SESSION TITLE: | Introducing Sustainable Natural Resource Management through Collaboration² |
| RATIONALE: | Identifying the value of collaboration and participation in increasing both the efficiency and equity outcomes from natural resource management, thus promoting both peacebuilding and sustainability |
| COMPETENCE AREA: | Natural resource management, collaboration, participation, and sustainability |
| OBJECTIVES OF THE SESSION: | Participants understand the importance of collaboration, participation, and conflict transformation in sustainable Natural Resource Management |
| DURATION: | 1 hour |
| LEAD FACILITATOR(S): | |
| PARTICIPANTS: | Up to 40 participants |
| MATERIALS NEEDED: | Paper, writing materials |
| PROCEDURE: A. PRESENTATION WITH AUDIENCE-RESPONSE QUESTIONS | |
| <p>Note to trainers: At the Zalingei TOT Workshop, Prof. Castro organized the module around essentially a lecture presentation that featured questions asked to the audience, as well as questions from the audience. This module presents a summary of his approach. However, there are other ways of covering this material, especially if one does not want to rely so heavily on a lecture format. Following the coverage of this Procedure A, additional content and techniques are listed in Procedure B. As noted earlier, there are many ways for organizing training.</p> <p>A procedural or methodological note: Some master trainers suggest that it is best not to speak for more than 10 minutes consecutively without offering the audience a chance to respond, either by asking if they have any questions, or by offering them a question to respond to, especially one that draws directly on their knowledge or perceptions of the issues being covered. Note the suggested questions to the audience, which are presented in boxes below.</p> <p>Summary of the Presentation by A. Peter Castro: Sustainability is often considered a condition that has been achieved by developed countries. If one looks to the land use of the people of Darfur, however, one sees many farming, herding, and other practices that have been sustained through time. The question of whether such land use practices are sustainable has been demonstrated through the test of time. Their resiliency is an important feature, especially given the shocks and stress that they have experienced. Sustainability is defined in the Sustainable Livelihoods Approach, for example, “A livelihood is sustainable when it: manages stress and shocks (such as drought or sudden economic change), and recovers from them; keeps or improves strengths and assets, now and in the future; does not undermine the natural resource base”³ Whether these practices can be sustained in the future, and if they are currently maintaining the existing natural resource base, remains to be seen.</p> | |

² This module has been adapted from the FAO’s *Negotiation and Mediation Techniques for Natural Resource Management: Trainer’s Guide* and *Negotiation and Mediation Techniques for Natural Resources Management*. It also includes additional materials by A. Peter Castro.

³ Engel and Korf 2005: 31), drawing on Chambers and Conway’s writings on sustainable livelihoods.

• **What trends threatened vulnerability?**

(Note: It might be helpful to the trainees to have one of the facilitators make a list of the responses)

Science and technology, whether delivered by private enterprise or through the state, have been portrayed as deliverers of sustainability. Of course both science and technology have offered tremendous benefits to humanity, but they have also increased risks and vulnerability, too. For example, agricultural chemical can contaminate water supplies and even food itself. In the case of Africa, problems have arisen from the importing of technologies and practices that were based on Western conditions, rather than local realities. Environmentalists frequently assumed that rangelands operated under stable (equilibrium) conditions, when it now appears that these areas are characterized by substantial fluctuations. Many natural resource and land use practices by herders and farmers that were once seen as irrational now have been demonstrated to be appropriate and effective under conditions of environmental disequilibrium. The farmers and herders know what they are doing.

We now recognize that development needs to be based on people's capacities, and that these can often be enhanced by a creative mixing of local knowledge and practices with contemporary science and technology. This is also true regarding collaborative approaches to managing natural resources and conflicts related to them. The ideas and practices introduced here are not meant simply to supplant existing processes, but to widen the scope for creatively addressing needs that exist for managing natural resources and peace-building.

• **Why is collaboration important?**

Trainees will provide many answers; as the trainer, you should make sure that trainees also appreciate that:

- Strength comes from combining knowledge: greater efficiency
- Enhanced local livelihood & equity
- Sometimes – because of conflict – collaboration may be the only way to get things done. People need to be need engaged as active participants for things to move ahead

After having the trainees consider the promise and potential of collaboration, an important question to ask is:

• **If collaboration offers wonderful possibilities, then why is it often so difficult to accomplish?**

(Trainees will provide many answers – in fact so many that their responses can be used as a starting point to discuss how does one prioritize explanations and interpretations when doing analyses? Aside from the reasons identified by participants, you might want to make sure the following get mentioned:

- Collaboration may be difficult because of mistrust, whether because of a current conflict or tensions, or due to a history of conflict among the parties
- Because people have different interests, and try to use their power to their own advantage
- Because people, particularly from different groups or backgrounds, may not know how

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| to come together to pursue common interests | |
| Human creativity gives us wide scope for establishing forms of collaboration. At the same time, collaboration in natural resource management needs to be site-specific. | |
| PROCEDURE B: ALTERNATIVE CONTENT AND APPROACHES | <i>Time: 60-70 minutes, excluding extra preparation time by participants</i> |
| 1) Motivation and relating to learners' previous knowledge | <i>Time: 20-25 minutes</i> |
| <p>Editorial note: <i>The below practice can be a particularly effective one in situations where trainees have considerable knowledge and experience of the topic (it should be emphasized that it can be employed in other parts of the training as well)</i></p> <p>A. To motivate participants during the session, first prepare ahead of time if possible one of the participants, who can do the initial presentation within the 5 minutes format, then letting others follow</p> <p>B. Take time and let trainees discuss what they think about sustainable resource management, or to present additional experience that reflects on issues of sustainability (15 to 20 minutes)</p> | |
| 2) Presentation and Demonstration | <i>Time: 35-45 minutes</i> |
| <p>Editorial note: <i>The below definitions and questions can be handled in multiple ways, including having a single discussion among the trainees or breaking into small groups and using them as the forum for discussion. Interactive methods can be particularly effective if they permit participants to draw on their own experience and knowledge, or if they allow them to express their concerns and interests.</i></p> <p>A. Definition of Sustainable Natural Resource Management through Collaboration (5-10 minutes)</p> <p>“A situation in which two or more parties negotiate, define and guarantee among themselves the sharing of the management functions, entitlements and responsibilities for a given territory or set of natural resources.”</p> <p>Collaborative management involves a number of processes that help establish and maintain mutually agreeable principles and practices for managing natural resources. Conflict management is one of these processes.</p> <p>B. Why is “collaboration” important? (5-10 minutes)</p> <p>Many collaborative arrangements have arisen as innovative responses to long-standing conflicts over natural resource use and management. This fact reinforces the idea that conflict can be a creative element in society. Sharing the management of, and benefits from, contested resources has reduced struggles that seemed endless, where progress was hard to find.</p> <p>C. Why is “collaborative natural resource management” difficult? (10 minutes)</p> <ol style="list-style-type: none"> 1. The process of engaging in collaborative management can also spark conflicts. This is partly because the people, groups and agencies involved have many different interests concerning the use of natural resources, as well as different levels of power to influence negotiations. 2. Groups or people with the greatest access to power tend to influence natural resource | |

decisions in their own favour.

D. Types of approaches of collaborative managements (5-15 minutes)

Collaborative management approaches generally have two main objectives:

- Managing the use of lands, forests, marine areas and their products through negotiating mutually agreeable principles and practices among stakeholders
- Establishing ways of sharing among stakeholders the power to make decisions and exercise control over resource use, as well as distribute benefits from such resources

Day 1, Module 4

| | | |
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| SESSION TITLE: | Small Group Session Exploring Collaboration: Difficulties and Necessary Conditions⁴ | |
| RATIONALE: | Identifying contextual factors and prerequisites for fostering collaboration among and within different groups | |
| COMPETENCE AREA: | Natural resource management, collaboration, participation, and sustainability | |
| OBJECTIVES OF THE SESSION: | Participants understand the necessity of analyzing the conditions under which collaboration can flourish or flounder | |
| DURATION: | 60-70 minutes | |
| LEAD FACILITATOR(S): | | |
| PARTICIPANTS: | Up to 40 participants | |
| MATERIALS NEEDED: | Paper, writing materials | |
| PROCEDURE: RESPONDING TO THE QUESTIONS ABOUT THE DIFFICULTIES IN ACHIEVEING AND THE CONDITIONS FOR ATTAINING COLLABORATIVE NATURAL RESOURCE MANAGEMENT | | |
| 1. ORGANIZE INTO SMALL GROUPS | | <i>Time: 10-15 minutes</i> |
| <p>Note to trainers: While there is virtue in allowing participants to self-select their group memberships, much can be gained by selecting the groups, or at least encouraging them to work with individuals that they do not already know. This helps build social capital: getting to know other participants, including exposure to individuals with different experiences, concerns, and perceptions.</p> <p>Ask the groups to prioritize their responses and put them onto a flipchart or paper. One member should be selected by the group to present its results.</p> | | |
| 2. SMALL GROUP DISCUSSION | | <i>Time: 20-25 minutes</i> |
| <p>Group discussion and decision-making about reasons and priorities. Even if many reasons for the lack of collaboration were identified during the prior module, the participants must still face the task of coming to agreement about which ones are the most important, and in what order. They must also consider what circumstances are amenable for fostering cooperating and trust to allow collaboration to take place.</p> | | |
| 3. PRESENTATIONS AND AFTERMATH | | <i>Time: 20-30 minutes</i> |
| <p>After all the groups have presented, the facilitators might lead a discussion about commonalities and differences in the analyses presented by the groups.</p> <p>As trainer you may want to make sure that the following points are covered if not mentioned:</p> <ul style="list-style-type: none"> All parties to the conflict have some power or influence to negotiate: Some degree of power sharing in making decisions and controlling outcomes is an important precondition for collaborative management. Without power sharing, it is doubtful that | | |

⁴ This module has been adapted from the FAO's *Negotiation and Mediation Techniques for Natural Resource Management: Trainer's Guide*, Section 3.3 (Engel 2007) and *Negotiation and Mediation Techniques for Natural Resources Management*, Core Tool 3 (Engel and Korf, 2005). It also includes additional materials by A. Peter Castro.

all parties can effectively engage in conflict management and find arrangements that are mutually acceptable.

- Large inequalities of power can deter collaboration because powerful groups may take actions on their own or force weaker parties to accept a decision. Sometimes, powerful stakeholders may act as spoilers to make sure that collaboration does not work.
- An appropriate setting exists for establishing the terms of collaboration among the different parties
- Mediators and conciliators might be needed to help further the process of collaboration among the parties
- People are assured of their immediate basic needs, such as food, shelter, health and security: If any of these basic human needs is lacking or under threat, people are likely to focus their attention on obtaining it and have little interest or time to collaborate on other things.
- There is a mutually accepted political and legal framework: Resource management must be based on rights that are mutually recognized - ideally officially. Stakeholders need to have confidence that they will receive the benefits from resource use that are anticipated for the short and long terms. Rights therefore need to be enforced, and stakeholders need to have a reasonable chance of successful appeal if they are infringed or ignored.
- Mutual means of verification exist for agreements, which can help reinforce trust (for example, rules are established and enforced).

Day 1, Module 5

| | |
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| SESSION TITLE: | Local Conventions: Review and Sudan Context |
| RATIONALE: | Identify the need for local conventions as part of the peacebuilding process to address conflicts over natural resources; discuss their context within Sudan. Seeking to foster the skills and knowledge required to implement and sustain the agreements. |
| OBJECTIVES OF THE SESSION: | Participants understand what the local conventions are supposed to accomplish; how they relate to indigenous or local forms of natural resource and conflict management; why it is necessary to establish agreements that will be sustained; and gaining an understanding of the skills, tools, and knowledge for the conventions |
| DURATION: | 1 hour |
| LEAD FACILITATOR(S): | |
| PARTICIPANTS: | All |
| MATERIALS NEEDED: | Writing paper, handouts |
| <p>PROCEDURE: <i>Editorial note: The TOT Workshop presentation at Zalingei emphasized the role and importance of the local conventions within the context of Darfur and Sudan, instead of how to go about preparing such agreements. In doing so, it highlighted the need for both data collection and mediation skills in supporting the formulation and implementation of the conventions. A key aspect of promoting local conventions will be in determining how to engage people, ensuring that their concerns regarding farmland, pasture, forests, water, and other resources are taken into account. Not only reaching agreements, but sustaining them through incentives and controls will be vital issues. The experience at the Zalingei workshop suggests that a module directed at how to design and implement conventions should take place at a later training.</i></p> <p><i>The careful attention given to introducing the conventions is appropriate. This is a very delicate situation which must be discussed and planned in advance with local input. One needs to take into account the range of stakeholders, the national and local policy framework, and site-specific considerations. It is also important to bear in mind that the conventions will be introduced into a post-conflict situation, rather than the usual kind of 'peaceful' situation where rural development/natural resource interventions take place. It will be essential to evaluate current practices (and their perceived legitimacy) and whether the local communities will be willing to replace their current practices with the conventions, whose value/superiority/legitimacy need to be demonstrated, rather than stipulated. Putting in place effective monitoring will be crucial.</i></p> | |
| PRESENTATION ABOUT THE LOCAL CONVENTIONS, THEIR CONTEXT, WITH EXPERIENCE SHARING, COMMENTS, AND QUESTIONS FROM PARTICIPANTS | 60 minutes |

Appendix to Module 5: An Outline for Additional Training on the Conventions

a) An Outline of the Procedures for Implementing the Conventions

PHASE 1: Preparation for the development of the Local Convention:

- 1.1 Information populations (information campaign)
- 1.2 Preparation Workshop process

PHASE 2: Diagnosis

- 2.1 Preparation of diagnosis
- 2.2 Workshop diagnosis
- 2.3 Restitution village

PHASE 3: Preparation of the draft Convention Local

- 3.1. The preparation of the workshop
- 3.2. The holding of the workshop
- 3.3. Production of workshop report
- 3.4. Meetings of the Working Committee
 - 3.4.1. The practical
 - 3.4.2. Work of preparing the draft Convention

PHASE 4: Validation and Approval of Local Convention

- 4.1 Validation of the draft Convention Local
- 4.2 Approval and dissemination of the Convention Local

IMPLEMENTATION OF THE CONVENTION

- 1) Monitoring the implementation of the Local Convention
- 2) Implementation of measures to accompany the Local Convention

b) Issues particular to planning the conventions in Sudan:

- What is the land tenure situation in these communities? Are these practices widely accepted as legitimate or contested? (see note)
- Will local communities be willing to replace their current practices with the conventions?
- Discuss the importance of effective monitoring

c) Closing and motivation for remainder of workshop

Time: 5 minutes

Facilitators can bring such a future session to a close by asking about the particular methods and activities to be used during the conventions, as a way to lead into mention of the tools participants will be learning in the coming days to apply in these local conventions.

Closing Activity

At the end of the training, volunteers were selected who would prepare for tomorrow morning a summary of the first day's highlights.



The NEF Staff and members of partner organizations – Hand in Hand and SOHA

Day 2, Opening Activity

Several participants presented short summaries of the first day’s main points and highlights.

Day 2, Module 6

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| SESSION TITLE: | Mediation, Participation and Context Analysis | |
| RATIONALE: | <ul style="list-style-type: none"> • Collaborative natural resource management and conflict management require an understanding of people, their characteristics, capacities, interests, and priorities. • Not taking people into account (insufficient or lack of participation) in planning and projects is in itself a major source of conflict. • This module serves as a background for subsequent modules on Gender Analysis, Stakeholder Analysis, and Conflict Analysis, as well as negotiation for collaborative natural resource management | |
| COMPETENCE AREA: | Mediation roles and social analysis | |
| OBJECTIVES OF THE SESSION: | To provide an introduction to mediation and the importance of contextual analysis, including gender analysis and stakeholder analysis, in supporting mediation and negotiation processes | |
| LEAD FACILITATOR: | | |
| MATERIALS NEEDED: | 1) Flip chart, 2) Markers, 3) Notebooks and pens for participants | |
| PRESENTATION ABOUT THE IMPORTANCE OF UNDERSTANDING THE LOCAL CONTEXT | 45-60 minutes | |
| 1. The Local Conventions and Mediation Roles | | |
| <p>As a mediator or facilitator involved with communities engaged in negotiating natural resource and land use agreements, your task is to help the various parties find constructive ways of moving forward:</p> <ul style="list-style-type: none"> • Where conflict exists – assisting them in understanding what can be done to address the sources of conflict, clarifying their options • Anticipating where conflict might occur • If negotiating, fostering the flow of communication between the different parties | | |
| <p><i>To be useful in these endeavors, you need ‘people skills’ (the ability to interact with respect and clarity among the different parties) and ‘analytical skills’ (being able to collect and evaluate information in a timely manner).</i></p> | | |
| <p>It is important to bear in mind that mediators do not direct people – the concerned parties, or stakeholders (those who have a ‘stake’ or interest, directly or indirectly, in the decision) are responsible for their own interests, including reaching their own decision... but, you will have a vital role in supporting their attempt to reach an agreement.</p> | | |
| 2. Mediation Roles, Information and Analysis | | |

As a mediator, you will hold significant responsibilities related to information and its analysis:

- **Problem explorer** or **analyst**: helping people see conflict (its participants, causes, and implications) from many points of views
- **Legitimizer**: assisting people to understand the position, needs, and rights of others
- **Communicator**: ensuring or improving the flow of information between parties; opening it where it has closed
- **Networker**: linking people to outside expertise and information, such as technical fields related to natural resources (agriculture, livestock, water, forestry, etc.), the law, and so on
- **Agreement facilitator**: helping the parties as they seek to reach a decision, such as identifying implications arising from agreements, taking into consideration the need for the monitoring of the terms of agreements, etc.

Ask the Participants: *Some the trainees may have served as mediators. What has been their experience in dealing with such responsibilities?*

3. Do No Harm

By definition, a mediator must be mutually acceptable to both parties. Trying to serve the contending parties can be challenging. Mediators always need to take care that they follow the ethical obligation of their role, which is to **do no harm**. This obligation encompasses both deliberate and unintended harm, thus compelling mediators to be self-reflective regarding their actions and impacts. A mediator must be honest and even-handed with all parties, displaying and demonstrating firm neutrality regarding the various parties. This is not to say that mediators should not act, for example, to try to level inequalities that may exist in the access of different parties to information or resources. However, the mediator must act with integrity and respect regarding all participants. There are several qualities that mediators should fulfill or possess in their roles:

- Personal honesty
- Personal reliability
- Respects differences

Ask the Participants: *Are there cases that you are familiar with where a mediator faced challenges regarding their neutrality?*

4. The Importance of Participation and Context Analysis, including Gender Dimensions & Stakeholders

Collaborative natural resource management and conflict management require an understanding of people, their characteristics, capacities, interests, and priorities. Not taking people into account (insufficient or lack of participation) in planning and projects is in itself a major source of conflict. How to engage people, however, is not always readily clear. In fact, it is often much harder than assumed. This is because communities are usually not composed of people who feel a commonality of interests in all things. In fact, communities, even the smallest and seemingly poorest, generally contain a great deal of social, economic, and cultural diversity within them. Therefore, it is vital to have information about communities. As a mediator or facilitator, you will likely need to undertake some collection and analysis of data as part of your task. In fact, such data, or information, may serve a vital function in bringing together the

parties, fostering a lasting agreement.

Gender analysis and stakeholder analysis are specialized tools for helping to understand people and their diverse situations. They constitute a form of Context Analysis – obtaining an understanding of the local situation through collection and analysis of data, hopefully done with the participation of the local residents. Having effective local participation is likely to raise both the efficiency and the equity outcomes of natural resource interventions. In the field of international development, including for entities such as the Food and Agriculture Organization of the United Nations, experts now recognize that it is also the right of people to be involved in decision-making connected to their livelihoods and well-being. Overall, people are more likely to be open to plans and interventions when they have had a say in their formulation and adoption. In carrying out participatory gender analysis and stakeholder analysis, you can build relationships with local community members based on collaborative learning.

5. Examining the Context: Questions

Later on in the training we will explore more closely Gender Analysis, Stakeholder Analysis, and Conflict Analysis. In many ways they are similar endeavors, seeking to answer key questions about local populations. In all types of data collection and analysis, one must be always concerned about the collection of unnecessary or too much data. A good rule to follow is to try to keep the questions direct and relatively simple (which is quite different from having them be simplistic). A simply but precisely worded question can yield a rich harvest of information. Whether you are exploring gender relations, the interests ('stakes') populations hold in natural resources, or trying to determine how groups and individuals interact in a conflict setting, you will likely end up asking essentially the same questions about the context and participants:

- **Who?**
- **What?**
- **When?**
- **Where?**
- **Why?**

Again, although these are simple questions, they can direct one in vital directions:

- **Who** is present, involved, concerned? Who is missing? Who must be involved?
- **What** do people specifically do? And what do specific people do? What are people's roles and obligations? What are their interests? What are the local trends?
- **When** do natural resource activities take place? When do seasonal fluctuations occur? When did (or do) conflicts arise? (Keep in mind the temporal or time dimension to natural resource use and management, and for conflicts, too, which may have their own seasonal or temporal pattern)
- **Where** are the resources used by local populations? Where is the local population, their living arrangements or seasonal passages? (Also bear in mind the spatial dimension to natural resource use and management, and of conflicts. Certain areas may be hot spots for conflicts)
- **Why** are people motivated to engage in collaborative activities, or to pursue conflicts? Why does it matter if particular groups are involved? (In many ways why is the central question: why is the situation occurring? Why are people acting in the way that they do? Why should they engage in what you want them to do?)

- **How** can people be effectively engaged? (A good starting point to ask: How have natural resource or conflict issues been handled in the past – what worked and what did not?)

Ask the participants: What are questions that you have found useful in trying to mediate or resolve a conflict? Are there situations where it was seemingly difficult to find the right question to ask? Did you ever feel that you asked the wrong question?

6. Entering a Conflict or Negotiation Setting

Gender Analysis, Stakeholder Analysis, and Conflict Analysis are likely to be important in all facets and stages of collaborative natural resource management and conflict management. For example, in monitoring an evaluating the terms of an agreement, one might want to gain an understanding of how the agreement is affecting particular segments of the population.

Many times these forms of social analysis will be especially important in the entry or early stages of entering negotiations or dealing with a conflict. For example:

- For land use conventions – are the various groups within the community or vicinity ready to negotiate?
- Are there tensions or conflicts that need to be understood or addressed for the conventions or other agreements to move forward?
- How are differences in interests, power, or strength among the concerned parties or stakeholders likely to affect negotiations?

Ask the participants: What challenges have you faced in trying to enter a conflict setting? What did you do to enhance your understanding of the situation?

7. Analyzing Conflict

Before taking action regarding a conflict, it is best to analyze it in order to determine the appropriate action. Analyzing conflict allows one to gain an understanding of the characteristics and motivations of those involved. In the next sessions we will explore in-depth how to obtain and analyze such information

Day 2, Module 7: Gender Analysis for Collaborative Natural Resource Management

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| SESSION TITLE: | Gender Analysis for Collaborative Natural Resource Management | |
| RATIONALE: | An understanding of gender and of gender analysis will allow trainees to more effectively plan and implement participatory land-use and livelihood activities, including the conventions. It will also contribute to their understanding of gender's role in conflict management processes. | |
| COMPETENCE AREA: | <ul style="list-style-type: none"> • Increase participant knowledge and understanding of the concepts of gender and gender analysis • Promote greater equity and efficiency in land-use and livelihood activities | |
| OBJECTIVES OF THE SESSION: | <ul style="list-style-type: none"> • Provide an explicit understanding of what gender means in the context of land/resource use and livelihoods • Introduce gender analysis and provide specific guidance in how it can be integrated into the planning and implementing of conventions | |
| DURATION: | 60-75 minutes | |
| LEAD FACILITATOR(S): | Two or more facilitators | |
| PARTICIPANTS: | All trainees | |
| MATERIALS NEEDED: | <ol style="list-style-type: none"> 1. Flip chart, 2. Markers, 3. Notebooks and pens for participants | |
| SOURCES: | "Management level framework and training notes," FAO's <i>Gender Analysis and Forestry International Training Package</i> (Food and Agriculture Organization of the United Nations), the presentation by A. Peter Castro, and comments from others at the Zalingei TOT Workshop | |
| PROCEDURE: | | |
| 1. DISCUSSION OF GENDER ACTIVITIES | <i>Time: 60-75 minutes, including comments and questions from the participants</i> | |
| <p>Editorial Note: Gender analysis as a topic flowed easily from the coverage of context analysis, and it sparked some of the most robust and fruitful discussion that occurred at the TOT Workshop in Zalingei. The instructional content presented here is by A. Peter Castro, but additional remarks were offered by Abduelsalam Giumaa Aziz and others. Particularly effective were the observations of those who provided real-life examples of how gender mattered in situations involving forestry, agriculture, and other sectors involving natural resource management. Given the interest in, and significance of, gender analysis, this is a topic where facilitators should provide ample opportunity for participants to share their experience, to share their comments, and to ask questions. The TOT Workshop participants demonstrated their grasp of the significance of gender and stakeholder analyses by integrating them into their field assignments, which were assigned on Day 3, conducted on Day 4 and presented on Day 5.</p> | | |

Gender Analysis: An Introduction

People sometimes assume that gender means ‘women’ but it actually refers to males and females, their socially and culturally defined roles, relationships, responsibilities, and obligations. Gender concerns the qualities and characteristics that society ascribes to each sex. People are taught what roles, behaviors, and responsibilities are appropriate for girls and boys, women and men. People’s access to natural resources and social institutions are influenced to varying extents by their gender roles.

Gender Analysis arose as a specific kind of investigation and analysis because the contributions and significance of women as natural resource users and managers were often overlooked or ignored by planners, technical experts, and even social scientists. Women were (*and are*) major users and managers of natural resources, and yet their importance had been both underestimated and downplayed by experts, planners, and decision-makers. Therefore, our understanding of human interactions with the physical environment was incomplete and incorrect due to flawed assumption and missing information. Unfortunately, policies, programs, and projects that aimed to help communities often proved ineffective or disappointing because of this gap in our knowledge and understanding of social reality.

For example, when professional foresters decided to become more participatory oriented, they soon came to recognize that there was little information available about the roles of women in forestry. There is a story about a forestry meeting, attended mainly by men, who were supposed to talk about ‘women and forestry.’ They did not know what to say. Finally, one man arose and said, “Half the people in my country are women!” This was a revelation for them. Others rose and proclaimed the same thing. That so little had been studied or understood about women’s roles and importance as users and managers of forestry resources is indicative of how marginalized they had been. We now appreciate that women, like men, are a vital part of natural resource management systems. They gather wood, herd livestock, cultivate, collect plants and other items for various purposes, and otherwise use of forest resources. They make decisions about natural resources, reflecting their rights and interests in them. Therefore, it is necessary to take into account women’s participation in matters related to natural resources, including obstacles or barriers that might exist regarding their involvement.

- ***Gender Analysis is a major tool for understanding how people use and manage natural resources. It helps provide greater clarity and precision in understanding natural resource management practices and institutions, as well as for identifying stakeholders for mediation and negotiation processes.***
- ***In Gender Analysis, we explicitly ask: what are the roles and responsibilities of men and women in natural resource management (or in other facets of life, including conflict management processes)?***
- ***We also ask: what are the relationships between men and women regarding these resources? Remember: gender is about women and men. These relationships can be very complementary, but they may be also in conflict in some circumstances.***

There are many ways to collect information about gender roles, relationships, and responsibilities, but the key aspect is that one must deliberately ask about such topics. Do not

assume that such information will be collected or highlighted as part of social data collection. Considerable experience demonstrates that this is a flawed assumption! It is important to bear in mind that because of women’s and men’s different roles, responsibilities, and rights regarding natural resources, they possess different kinds of knowledge regarding about these resources. In addition, they may hold different views about needs, interests in, and priorities regarding natural resources. Again, this is why Gender Analysis is so important – it offers an approach for enhancing our understanding of the local context.

Ask the participants: *What is your experience regarding the role of women and gender in natural resource management, conflicts, or conflict management? What are obstacles to the full participation of women in collaborative resource management and conflict management?*

Sometimes a simple grid can be used as means of collecting information on gender aspects of natural resources uses (adapted from FAO, *Gender Analysis and Forestry International Training Package*):

| | Activity | Time | Location |
|-------------|----------|------|----------|
| Women Only | | | |
| Women & Men | | | |
| Men Only | | | |

A similar sort of grid, this time centering on particular resources, can serve as a simple yet effective means of recording observations on the gender dimensions of natural resource use, users, and controllers (adapted from FAO, *Gender Analysis and Forestry International Training Package*):

| Resource: | Uses | Used by... | Controlled by... |
|-----------|------|------------|------------------|
| Land | | | |
| Forest | | | |
| Water | | | |
| Etc. | | | |

As you collect information on gender, also bear in mind the broader context, including trends and seasonal patterns, which may have a bearing on the gender dimensions of natural resource use, conflicts, and conflict management processes. It is also important to be aware that many social variables may influence people’s access to natural resources, including their occupation, assets owned or controlled, level of formal education, and so on, *so that differences in uses and management of resources occur within gender categories*. This is why it is often a sound strategy to combine Gender Analysis with Stakeholder Analysis (to be discussed below), so that you obtain a better understanding of the local context. Once again, your task as a mediator and facilitator depends on the quality of your knowledge and your effectiveness as an analyst.

Ask the participants: *What is your experience regarding the role of women and gender in natural resource management, conflicts, or conflict management? What are obstacles to the full participation of women in collaborative resource management and conflict management?*

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| Appendix to Module 7: An Additional Gender Analysis Training Exercise | <i>Up to 60 Minutes</i> |
| <p>Editorial Note: <i>This appendix contains an additional learning exercise regarding gender</i></p> <p>Objective: Introduce ideas of gender-based division of labor using participants’ experiences in the area.</p> <p>Method: Begin by dividing participants into four smaller groups; village men, village women, city men, and city women. Ask each group to write out the daily activities for each of their different group, while also differentiating whether an activity would typically be carried out by someone older, younger or both.</p> <p>-Then bring everyone back together to discuss their findings, and observations on the changing of roles over time. Emphasize why individuals are constrained to these activities using examples; detailing everyone’s opportunities and limitations on a flip board at the end of the discussion.</p> <p>-The groups can then break off into their groups again, but now to identify specific activities.</p> <p>-The groups are to write out all activities for their selected demographic pertaining to reproductive duties, agriculture, livestock, marketing, handicrafts, food production/selection, and so on.</p> <p>-The facilitators should then facilitate a discussion based on each groups’ findings. Aim the discussion around “what is” and not “what should be”. This discussion should further deepen the analysis of the real situation in villages, and bring to light how many varieties of activities in the village women do when factoring in family life, not just physical labor.</p> <p>-Once all thoughts are gathered from the previous two exercises, the facilitators will hold a 15 minute group discussion on what resources are available or restricted to every person to complete their activities. Specifically, what resources are “accessible” or “controlled” by women? Again, use “what is”, not “what should be”, and often many are astonished by how few resources are “controlled” by women despite their many village activities.</p> <p>-The workshop will conclude with a 20 minute discussion on what can be done for the program in terms of objectives and implementation to increase participation by all genders. The goal here is to find culturally-sensitive steps that can be carried out for future trainings and on-site.</p> | |
| TRAINER NOTES: | <i>Source: “Management-level framework and training notes” FAO’s “Gender Analysis and Forestry International Training Package” (Food and Agriculture Organization of the United Nations).</i> |



Presenting team findings on gender and stakeholder analysis

Day 2, Module 8

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| SESSION TITLE: | Stakeholder Analysis for Collaborative Natural Resource Management⁵ |
| RATIONALE: | To enhance participation in planning and implementing sustainable land use by incorporating Stakeholder Analysis and Conflict Analysis into the conventions |
| COMPETENCE AREA: | Context Analysis, Gender Analysis, Stakeholder Analysis, and social analysis |
| OBJECTIVES OF THE SESSION: | <ul style="list-style-type: none"> • To learn how to identify, characterize, and analyze stakeholders • To identify and assess mutual dependencies and relations of power among different stakeholders, particularly in conflict settings • To consider how information on stakeholders ought to be integrated into the conventions |
| DURATION: | 1 hour (or more, depending on the sharing of experience by participants) |
| LEAD FACILITATOR(S): | Two facilitators, but drawing on experiences of group |
| PARTICIPANTS: | All |
| MATERIALS NEEDED: | <ol style="list-style-type: none"> 1. Pin board or flip chart 2. Print out of Attachment 3.3A (4pgs, below) for all participants 3. Colored marking pens 4. Tape |
| <p>1. STAKEHOLDER ANALYSIS</p> <p>Collaborative resource management is about people working together in a peaceful and cooperative manner to achieve their needs and interests in an environmentally sustainable way. A key step in attaining it is identifying those groups and individuals whose participation must be included in decision-making and benefit-sharing. The term “stakeholder” refers to all those people, groups, or organizations that have a 'stake' or interest in the situation (see Trainer Notes). Stakeholders may be defined in terms of their relationship to a resource, but it can be also defined in terms of their interest to an issue, problem, or goal. Whatever the situation, stakeholders are defined by their direct and sometimes even their indirect interest. Stakeholders can include groups and individuals who are affected by the conflict, as well as those who can influence (or may influence) the dynamics of the conflict.</p> <p>Stakeholder Analysis has several objectives in collaborative natural resource management and natural resource conflict management:</p> <ol style="list-style-type: none"> 1. Stakeholder Analysis is used to discover the groups and individuals who need to be involved, as well as ascertaining their motivations and priorities, in order to reach an agreement and to ensure its terms are fulfilled and sustained. | |

⁵ This module has been adapted from the FAO's *Negotiation and Mediation Techniques for Natural Resource Management and* (Engel 2007) and *Negotiation and Mediation Techniques for Natural Resources Management: Trainer's Guide*. It is also based on the presentation by A. Peter Castro.

2. It also seeks to ascertain the relative power or degree of influence of different groups or individuals, including obstacles that they may face in participating in negotiations regarding collaborative natural resource management or natural resource conflict management.
3. Stakeholder Analysis can clarify the relationship between different groups and individuals, including helping to identify difficulties that may arise in their working together. Similarly, it can also identify potential areas of mutual or overlapping interest among stakeholders.
4. It can also serve to help the participants in negotiations to understand the needs, interests, and expectations of the other parties. Attaining such mutual understanding is vital in formulating an agreement which all stakeholders feel an interest in supporting.
5. Stakeholder Analysis may help determine whether any groups have a significant interest in preventing the reaching of an agreement, or in continuing an ongoing conflict. Identifying and addressing their concerns may be crucial in attaining an effective and sustained agreement.

Some words of caution: Stakeholder Analysis arose as a means of helping to enhance participation in decision-making, identifying groups whose interests might be overlooked due to differences in power and in the capacity to assert one's agenda. In this regard Stakeholder Analysis can be a powerful tool. However, in some places it has been employed in a manner that seeks to exclude, rather than include, people in decision-making processes. As with any tool, bad practice is possible, too. Stakeholder Analysis is poorly carried out when, for example, it is reported that a group can be characterized as "villagers" or "rural people," overlooking or underestimating significant differences that may occur along the gradient of prosperous to poor or due to gender roles or variations in livelihood specialization, as well as other locally-significant variables.

More words of caution: One sometimes hears the terms "spoilers" used to denote groups or individuals that have an interest in preventing an agreement from being reached or enforced. It is important to realize that conflicts occur and persist because people sometimes believe that it is in their best interest for it to happen. However, it must also be acknowledged that the term "spoiler" can be used as a means to try to de-legitimize or otherwise silence the interests and views of groups who simply disagree with what is being proposed (or what they interpret as being proposed). In fact, their participation or concerns may be insufficiently taken into account. After all, prior to the rise of participatory development, rural people in general were often seen as "spoilers" in programs and projects. Officials and managers would wonder: 'Why don't the people do what we tell them to do?' Today we now recognize that rural people may have a range of knowledge, capacities, interests, and concerns that need to be taken into account in policy and planning. Development is more effective and equitable when they are involved as active participants. Hence the importance and necessity of Stakeholder Analysis.

Ask participants: *Have you ever been involved in a situation where a group of people, or their needs and interests, were poorly understood by decision-makers, planners, or technical personnel?*

2. STAKEHOLDER ANALYSIS, PARTICIPATION, AND DATA COLLECTION

Stakeholder Analysis is about understanding how people are organized and how they relate to one another. Sometimes stakeholders can be identified readily because they are openly identified, either self-identified or identified by others. Therefore, seeking out local participation in identifying stakeholders is crucial. Only by asking people who are the relevant groups, how are they involved, and so on, can one identify stakeholders. As noted in the module on Context Analysis, the simple questions of who, what, when, where, why, and how can be useful means for finding out about stakeholders and their local circumstances. However, stakeholder analysis is like other forms of social analysis, subject to unintended bias and error. As an analyst, or as a facilitator working with local groups doing stakeholder analysis, you need to be aware of possible sources of bias which can skew the description and understanding of the situation. For example, certain groups may be unidentified or misidentified, or their characteristics poorly understood. Such error can be overcome only through careful awareness that bias might exist, and that measures are needed to minimize or eliminate it. In general, it is always best to seek out information from a wide range of sources and persons, obtaining both official and unofficial views, as well as reaching those who are less accessible, versus those who are physically easier to reach.

Local officials and leaders may be a very important source of information for identifying stakeholders; however, one should also try to obtain unofficial views, too. In saying this, no disrespect is intended toward the authority and knowledge of the officials and leaders. On the contrary, local officials may be highly articulate and thoughtful spokespersons, and much can be gained from them. Instead, the necessity of getting unofficial views comes out of recognition of the complexity of human social organization, particularly regarding natural resource use and management. Even in small rural communities, a high degree of variation may exist regarding livelihood strategies, social roles, personal experience, and so on. The goal of collecting accurate, valid, and reliable data is best served by seeking out the views of a range of people, including not only those who are easily accessible (because they live near the town or road) but also those who live in remote or distant areas, yet who may hold a stake in the matter at hand.

Many times those asked to do Stakeholders Analysis are given little time and few resources to do it with. Short field visits are typical, requiring that rapid data collection and analysis take place. In seeking to meet such a challenge, it is again important bear in mind that 'simple is optimal'⁶ Here are some simple suggestions for the conducting of Stakeholder Analysis, particularly using rapid data collection⁷:

1. Before going to the field, find out about work (including written sources) that has been done in the area by other organizations and researchers. Contact them whenever possible, seeking out their views. Remember that networking can contribute substantially to effective analysis and mediation.
2. In the field, walk, observe, and listen. A quick visual survey can accomplish much. Analysis is not only about asking the right questions; it also involves careful listening and learning from

⁶ This message has been emphasized by Robert Chambers for many years in his many useful publications.

⁷ These are adapted from, D. Brokensha and A. P. Castro, "Methods of Fact Finding," in FAO, *Wood Fuel Surveys* (Rome: Food and Agriculture Organization of the United Nations, 1983).

others. Tell the people you meet about yourself, your aims.

3. Involving local people in the collection and analysis of data can be helpful not only to you as a stakeholder/conflict analyst or mediator, but to the community members as well in gaining perspective on their circumstances. This allows them to strengthen their own capacity to analyze situations.
4. Bear in mind that natural resource use and management usually possesses significant temporal and spatial dimensions, including seasonality, crop calendars, herd movements, and so on. Try to identify are their times of year characterized by greater degrees of stress or tension? Are there groups whose presence is seasonal?
5. Also be aware that stakeholders have a history. Past relationships and conflicts often provide important insights, even explanations, into present-day situations. Be aware that there is not usually one version of the past, but multiple interpretations and perceptions of it. Thus, it is important when collecting such information to try to obtain the views of multiple individuals.
6. Rapid assessment is about finding balance – spending long enough to collection sufficient information, aiming for accuracy, validity, and reliability. Over-collection of data can be counter-productive. Yet, one needs to be aware that it is not easy to detect all stakeholders. In particular, the presence, needs, and interests of poorer or marginalized populations can be difficult, especially when they reside in areas that are not easily accessible by motor vehicles. Thus, one constantly needs to ask: have I identified all relevant groups?

Ask the participants: *What is your experience in collecting information on stakeholders? What seemed to work best? Why?*

Module 13 on Day 3 will provide an opportunity to engage in rapid data collection and analysis within the context of Zalingei.

3. PRIMARY AND SECONDARY STAKEHOLDERS

In describing stakeholders, sometimes the designation of primary and secondary is used. In general, primary stakeholders are identified as those groups or individuals with the greatest or most direct reliance on the resource at hand, or who claim to be most impacted or potentially impacted by any decision related to it. Sometimes such a status is easily demonstrated by the situation; in other cases groups may assert (or seek to assert) their status as primary stakeholders. The determination of primary stakeholders can be especially challenging in multi-party conflicts, and where conflicts involve not only issues of access or control over natural resources, but complex grievances related to identities, deeper historical grievances, wider political contests, and similar concerns that are not easily solved at the local level.

Identifying who has negotiating authority for a stakeholder group can be very straightforward in cases where individuals hold formal positions of authority, or are widely acknowledged and accepted as informal leaders. However, at times differences of opinion and internal rivalries may exist, or other contested claims to leadership roles. Identifying who should be involved can be at times a delicate activity, as one examines claims and counterclaims. Patience is often required.

It is often said that a primary stakeholder is essentially any person or group that has the capacity to block whatever agreement the various parties are trying to reach. Omitting a key group can jeopardize the negotiation process. Hence, a conflict management practitioner always needs to keep on asking ***“Who is it important for me to talk with?”***

Secondary stakeholders also possess or assert an interest in the situation. In some cases they can be invaluable resources for mediators and the contesting parties in conflicts. This is in part because the secondary stakeholders’ view of the conflict may differ considerably from those engaged more directly in it. The ‘different’ perspective may be useful in getting the contending parties to reflect on the conflict from a new vantage point. In addition, the secondary stakeholders might be helpful as intermediaries, including introducing the mediators to the various parties.

Day 2, Module 9

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| SESSION TITLE: | Team Exercise on Using Gender Analysis and Stakeholder Analysis⁸ | |
| RATIONALE: | To provide experience in analyzing key characteristics of populations to be engaged in collaborative natural resource management and natural resource conflict management | |
| COMPETENCE AREA: | Gender Analysis, Stakeholder Analysis, Contextual Analysis, and social analysis | |
| OBJECTIVES OF THE SESSION: | To introduce ways of identifying the relationships among different stakeholder groups | |
| DURATION: | 75 to 90 minutes | |
| LEAD FACILITATOR(S): | | |
| PARTICIPANTS: | To be divided into five teams (of approximately six members), with one member from each team assigned to present the team's findings | |
| MATERIALS NEEDED: | <ol style="list-style-type: none"> 1. Flip chart 2. Colored marking pens 3. Tape | |
| PROCEDURE: | | |
| 1. MOTIVATION AND RELATING TO LEARNERS' PREVIOUS KNOWLEDGE | | <i>Time: 15 minutes</i> |
| <p>The purpose of this activity is to use the tools of Gender Analysis and Stakeholder Analysis. The teams are asked to identify who are the key groups within a particular setting with which they are familiar – for example, in the Zalingei town area. Given that some of the trainees may not know the locale, it is best to mix the groups to ensure some balance. Explain that those with local knowledge can serve as 'informants' for those unfamiliar with the locale. Specifically, the teams are asked to analyze the same situation or area, and to:</p> <ul style="list-style-type: none"> • Identify key stakeholders (taking into account gender and other socio-economic dimensions), clarifying how such groups are characterized; • Prioritize which are "primary" stakeholders and which may be considered "secondary" stakeholders. All the teams are analyzing the same situation or area; • Describe areas of actual or potential cooperation and conflict between these different groups. | | |
| 2. METHOD AND PRESENTATION | | <i>Time: 45minutes</i> |
| 3. REVIEW AND DISCUSSION | | <i>Time: 20-25 minutes</i> |
| <p>Initiate a discussion around the following questions:</p> <ul style="list-style-type: none"> • Was it easy or difficult for teams to reach consensus in their analyses? What criteria did they use in doing their analyses? • What similarities occurred between the different teams in how they treated gender dimensions and in identifying stakeholders? • How did they differ in their treatment of gender and stakeholders? • What are the characteristics or features of effective analyses? | | |

⁸ This module has been adapted from the FAO's *Negotiation and Mediation Techniques for Natural Resource Management* and the presentation by A. Peter Castro.

- What are the challenges in trying to convert the findings into a format that can be used to inform negotiations, mediation, and convention agreements?

Closing Activity

At the end of the training, volunteers were selected who would prepare for tomorrow morning a summary of the second day's highlights.

Day 3, Opening Activity

Several participants presented short summaries of the first day's main points and highlights.

Day 3, Module 10

| | |
|---|--|
| SESSION TITLE: | Natural Resource Conflicts and Conflict Analysis⁹ |
| RATIONALE: | <ol style="list-style-type: none"> 1. Understanding the nature and causes of natural resource conflicts 2. Strengthening collaborative natural resource planning and management by enabling participants to identify, assess, and analyze conflicts, including their causes. |
| COMPETENCE AREA: | Conflict Analysis, natural resource management |
| OBJECTIVES OF THE SESSION: | <ol style="list-style-type: none"> 1. Participants understand the various ways of addressing natural resource management and can implement them in real situations 2. To consider how conflict assessment and analysis can be integrated into natural resource planning and management |
| DURATION: | 1 hour |
| LEAD FACILITATOR(S): | |
| PARTICIPANTS: | All |
| MATERIALS NEEDED: | Flip chart or paper, writing materials |
| PRESENTATION | |
| 1. Natural Resource Conflicts: An Introduction | |
| <i>Ask the participants: What do we mean by "conflict"?</i> | |
| <p>In responding to their replies, emphasize that conflicts involve people's perceptions that their interests about something are in opposition. A severe disagreement has occurred which people not only perceive, but they often feel – there is often an emotional dimension to conflict. A conflict may be treated by its parties as a discreet event, or regarded as falling into a wider or continuous pattern of disagreement and trouble.</p> <p>Natural resources conflicts are disagreements and disputes over the use of, access to, or control over natural resources. These conflicts often emerge because people have competing, sometimes incompatible, uses for resources such as forests, water, pastures and land, or they want to exercise exclusive control over them. We know that conflicts are inevitable in natural resource use and management. Customs, rules, laws, and policies dealing with access to, and use and management of, natural resources provide a kind of pro-active conflict management. These practices seek in install order and predictability to situations where competition</p> | |

⁹ This module has been adapted from the FAO's *Negotiation and Mediation Techniques for Natural Resources Management* and from the presentation by A. Peter Castro.

Ask the participants: *In your experience, why do natural resource conflicts occur?*

Trainer's Note: *This is likely to be a lengthy discussion. It is helpful to have someone keep track of the reasons on a flip chart.*

If not already mentioned, it is worthwhile identifying the following factors as significant causes or contributors to conflict:

1. Resource distribution – who gets what
2. Mutually exclusive goals
3. Different values or beliefs
4. Projects that lack sufficient local participation
5. Lack of harmony or coordination between local resource management/tenure and national or other systems of management/tenure
6. Uncoordinated planning among different administrative and technical assistance bodies, or different NGO or donor agencies, dealing with natural resource management
7. Lack of effective mechanisms for resolving conflicts once they have started

Sometimes people speak about conflict triggers – actions, events, or processes that propel a conflict forward, even if the conflict itself is ultimately the result of deeper “structural” factors such as economic inequalities or political marginalization. For example, a small, localized conflict may suddenly take on greater symbolic or political value, becoming wider in scope.

The absence of open hostility is not evidence of the lack of conflict. Analysts sometimes talk about structural violence, where inequalities and injustices exist in everyday life, and yet peace seems to prevail. Such peace is fragile.

2. Conflict Analysis

In carrying out Stakeholder Analysis, Gender Analysis, and other forms of Context Analysis, one is often engaged in a process of assessing or analyzing conflict. That is, the context and social relationships being examined involve now, or in the past, or perhaps in the future, some element of conflict among groups or individuals. Doing Conflict Analysis allows one to gain an understanding of how those engaged in the conflict perceive its origin and characteristics. It also allows the mediators or conflict analysts to gain their own perspective on its origin and characteristic. It is important to keep in perspective that how the participants in a conflict perceive the situation is the only way to do so. A conflict analysis can be useful in detecting overlooked (or, in the heat of the contest, forgotten) areas of mutual interest or interdependence. Carrying out a Conflict Analysis, or an assessment for the potential of conflict, can be a major step in assisting the participants to reflect on their circumstances, permitting new perspectives that may stimulate conflict transformation. Without understanding the roots of conflict, there is little possibility of addressing it effectively.

For those engaged in mediation and negotiation processes, the analysis of conflict is not an end in itself, but an essential part of problem-solving. Conflict Analysis is carried out to:

- Identify and prioritize issues and stakeholders
- Determine major causes and contributing factors of conflict
- Examine people's motivations and interests, including their willingness to reach an agreement

- Assess the relationship between stakeholders, including identifying sources of tension and of mutual interest
- Evaluate the capacity of existing conflict management institutions and practices to deal with the specific event
- Build rapport and understanding among stakeholders by encouraging them to reflect on the nature and causes of the conflict
- Identify resources, expertise, and other support that might be needed to ensure a sustained agreement
- Determine effective ways of monitoring and evaluating agreements

As in any social analysis, one needs to get a wide range of views, using as many sources of data as possible in the process of verification. It is important in such studies to be able to separate opinion from factual information. One always needs to reflect on possible sources of bias and error. The credibility of mediators and facilitators can be undermined by poorly implemented conflict analysis.

As in other endeavors, it is best to try to keep the guiding questions relatively simple and direct in Conflict Analysis. Overall, one seeks to discover:

- ***What is the conflict about?***
- ***Who is involved?***
- ***What motivations or incentives exist to settle the conflict?***
- ***What has been tried in the past?***
- ***What is the likelihood that an agreement will be sustained?***

Sometimes mediators (or those who potentially may serve as mediators or facilitators) will carry out conflict analysis in a two-step process:

- A desk study: a review of available information to see what the conflict is about and whether conditions might exist for its resolution
- A field study: working in a participatory manner with the stakeholder and the local community (or communities) to collect further information about it for use in mediation and negotiation

3. Conducting a Conflict Analysis

Gender Analysis and Stakeholder Analysis are important approaches and tools for use in Conflict Analysis. Additional techniques are discussed below and in the Appendix to this module. Much can be learned by encouraging and fostering local participation in doing the analysis. As a facilitator or mediator, you may find that participatory Conflict Analysis can become an important step in the process of conflict transformation, as people gain a new understanding of their situation and perspective. This change often comes about not only because people learn about themselves, but particularly because they have achieved a new appreciation of the perspective of others involved in the conflict, including their perceived opponents, as well as those who might be otherwise affected directly or indirectly by it. When working within communities or among the conflicting parties, it is many times best to start a

Conflict Analysis with a small group to keep things manageable (bear in mind the emotions that often accompany conflict). The findings or conclusions from it can be checked later against of views of a larger assembly.

Specialized techniques for probing the causes and contributing factors of a conflict include:

Root cause analysis tries to identify what the conflict is about, what are its causes, and what are sources of common interest or mutual interdependence that can be explored to promote resolution or an agreement regarding natural resources? For example, the conflict parties or a sub-set of them may be asked to identify causes and then to determine which factors are urgent, which are deeply rooted, and which can be addressed immediately. What emerges is a ranking or prioritization of causes and issues. As in all Conflict Analysis, as people identify and discuss the causes, they create an opportunity for self-reflection. In making explicit perceptions and assumptions, people can more easily evaluate whether or not such beliefs are merited, accurate, or the 'full story.' In addition, in hearing or learning about the analysis done by the opposition group or groups, the parties may come to a new awareness of the conflict setting.

Issues analysis is similar to root cause analysis, though the facilitator usually focuses on identifying sources of conflict related to five sets of issues:

- problems with information: sources of conflicts arising from poor communication, misunderstanding, lack of information related to use or management of the resource;
- conflicting interests: perceived or actual competition regarding the use or management of a resources;
- difficult relationships: whether a history of bad relations exists, perceived or assumed incompatibilities between categories of people, including stereotyping or prejudice;
- structural inequalities: perceived or actual differences in power owing to differential access to material and social resources, as well as institutional factors that generate conflict (for example, market or policy actions that trigger heightened tensions);
- conflicting values: differences in worldviews, priorities, and goals among groups or individuals.

As with root cause analysis, the purpose of issue analysis is not to simply identify what the different parties believe or say. Rather, it is to identify specific issues and circumstances that can be addressed and redressed. The focus is on generating knowledge for action.

A **conflict timeline** is simply a diagram that presents a sequence of events related to a conflict. It can be very useful in getting the conflicting parties to identify and reflect on past efforts at conflict resolution, as well as the events that triggered or escalated the matter at hand. As with all the procedures, it is important to remember that memories will be imperfect, fragmentary, mistaken, and so on. The emphasis is on making explicit what people often assume or believe implicitly, and to place such beliefs under scrutiny with the aim of forwarding the negotiation or mediation process.

Conflict mapping tries to document the connection between the spatial, social, and even temporal aspects of conflict. Using a map as a focal point, one seeks to identify: where does conflict occur, who is involved, and when does it happen? For example, certain areas or natural

resources, such as water points or the borders of herding corridors, may become conflict 'hot spots.' There are numerous ways of carrying out this method. For example, community members may be asked to create a map and to identify places of conflict, or they can be presented with maps (including high-resolution ones) and asked to show areas characterized by disputes, insecurity, or tensions. Once again, the purpose of this tool is to guide the mediator and the parties in their efforts to analyze the nature and sources of conflicts.

Whatever the technique, attention needs to be placed on answering fundamental questions:

- ***What is the conflict about?***
- ***Who is involved?***
- ***What motivations or incentives exist to settle the conflict?***
- ***What has been tried in the past?***
- ***What is the likelihood that an agreement will be sustained?***

As described above, there are many ways to obtain answers.

A difficulty often encountered in carrying out a conflict analysis in the field is the lack of support for such activity. For example, if shuttle diplomacy is needed between communities, the mediators may be constrained by the lack of transport or other support for travel. In addition, such work can be time consuming, as well as physically and emotionally stressful. If one has other job duties to perform, the task of serving as a conflict analyst or mediator can be very challenging. One hopes that in the near future the importance of such work will be recognized and acknowledged, and adequate resources will be forthcoming. It bears emphasis that conflict is an inevitable aspect of natural resource use, but such disputes and tensions can be managed in participatory and peaceful ways.

| APPENDIX TO MODULE 10 – PART I | |
|---|--|
| SESSION TITLE: ROOT CAUSE ANALYSIS | |
| <i>Editorial Note: Time constraints did not permit the use of the tools featured in this appendix to Module 10. Where the opportunity arises, these might provide helpful exercises for examining further how to carry out an analysis of the causes and contributing factors to conflict.</i> | |
| RATIONALE: | To strengthen collaborative natural resource planning and management capacity by helping participants examine the origins and underlying causes of natural resource conflicts |
| COMPETENCE AREA: | Conflict Analysis, Conflict Assessment, Participatory Process |
| OBJECTIVES OF THE SESSION: | The root cause analysis helps to identify the linkages among the different factors and causes that have triggered the conflict. It helps build simple cause - effect chains, which show the underlying dynamics of the conflict. |
| DURATION: | 2 hours |
| LEAD FACILITATOR(S): | |
| PARTICIPANTS: | Up to 40 participants |
| MATERIALS NEEDED: | Pin board, cards, colored marking pens, tape. |
| PROCEDURE: | |
| 1. Explaining the structure and steps of the session | <i>Time: 10 minutes</i> |
| <p>This session contains 5 steps; first we should explain the structure of the session and that it is a 5 step session:</p> <ol style="list-style-type: none"> 1. Basic definitions and information 2. Sample conflict trees 3. Group work and its results 4. Short discussion 5. Conclusion and final remarks <p>Discuss the community for which you will be doing the conflict assessment on Day 4, tying this exercise into what will be covered on the following day.</p> | |
| 2. Presentation, Demonstration and Practice | <i>Time: 110 minutes</i> |
| <p>a. Basic definitions and information (15 minutes)</p> <p>Explain that the purpose of this activity is to increase understanding of how and why conflict originates and the sequence of contributing causes. Explain that when the root causes of a conflict are not properly understood, any steps to manage and solve the conflict may miss some important causes. The conflict may then not be properly managed, and may re-emerge later on. This is similar to felling a tree without eradicating its roots, which causes the tree to start growing again.</p> | |
| <p>b. Explaining the sample conflict tree (15-20 minutes)</p> <p>Post the sample conflict tree (Attachment 3.6.B, see below at the end of this module) and describe the steps of the process. The starting point is the specific conflict. The diagram, which is from a publication by the Food and Agriculture Organization of the United Nations (FAO), depicts a conflict about tree clearing between villagers, a timber company, and the government</p> | |

forest service. The conflict tree diagram was prepared by the villagers who opposed timber harvesting on forest land that they claimed as part of their traditional landholding. They wanted logging to be stopped, and argued that the conflict was brought on by:

- river pollution and contamination of their water source;
- damage to culturally important sites;
- the illegality of the logging contract, which involves the wrong set of traditional owners;
- and encouragement of further forest damage by neighbouring clans.

The villagers identified and recorded each of these issues, exploring the contributing events and causes. The diagram drew attention to a number of other stakeholders and subgroups (other than the traditional owners, the logging company and the forest service), which were involved in the conflict. Gaining support from some of these groups was a key to managing the conflict.

The causes of conflict listed on the conflict tree reflect the biases of the traditional owners' perspective. In discussing the diagram, they conceded that not all of the listed causes might be factual. The diagram did, however, provide a framework for:

- investigating the various causes further;
- collecting further information;
- determining which were and which were not true contributing factors to the current conflict.

The diagram helped the conflict stakeholders to decide the scale at which they needed to manage the conflict in the short term. It identified a number of places for possible action to manage the conflict and improve collaborative management processes. For the local community, the diagram also linked broader political and policy decisions to impacts in their area. It also showed which action they could take to anticipate and address possible future conflicts.

c. Group Exercise (1 hour)

With the participants divided into small groups, ask them to select a conflict situation with which they are familiar as the focal point for the exercise (alternatively, you might ask the groups to deal with the same conflict, if you are certain that they are all knowledgeable about it). Allow one hour for this activity. Spend time with each group to ensure that its members understand the process.

Ask the participants to discuss why the conflict has occurred, or what the immediate causes of the problem are. They should write each reason on a separate post-it, and place these below the appropriate conflict headings on the flip chart. If some of the participants are illiterate, use pictures to represent the causes instead.

Then, working outwards, participants should keep asking themselves the question "Why?" for each of the immediate causes. The group should discuss the reasons, writing each on a post-it. These steps are repeated until the participants have reached some basic or root causes of the conflict or issue being addressed. They can move the post-its as necessary. Explain to the participants that they should not get bogged down in arguments about whether or not a "Why?" is valid. This is an exploratory activity and the truth or relative significance of each "Why?" can be determined later.

Finally, the participants should connect the post-its with lines to show the linkages between causes and effects. Remind them to check their logic by repeating the process of asking "Why?" down through the levels of causes.

Explain that the starting point is the specific conflict. To discuss the root causes of the conflict, participants have to ask why the conflict has occurred, or what the immediate causes of the problem are. Each reason should be written on a separate card, and placed under the appropriate conflict heading. Participants need to keep asking the question "why?" for each of the immediate causes. These steps are repeated until the root causes of the conflict or issue are discovered. Finally, the cards are to be connected with lines to show the linkages between causes and effects.

After the groups have completed their trees, reconvene the participants. Ask one person from each group to present and explain its chart to the other groups.

d. Short discussion (15 Minutes)

At the end of the presentations, start a discussion with the following questions:

- What problems did participants face in completing the conflict trees?
- Has this exercise improved participants' understanding of the causes of conflict or its origin?
- Does the conflict tree demonstrate the importance of linking local causes to much broader social, political and economic issues?
- Would the conflict tree help conflict parties and interested outsiders to understand the conflict?
- What constraints might be faced? How could these be overcome?

e. Conclusion and final remarks (15 Minutes)

Close by pointing out that a conflict has multiple contributing causes and it is unlikely that all of these causes can be tackled or addressed simultaneously. Priorities have to be established. Emphasize that there are no set rules for establishing priorities. An important aspect of conflict analysis is to identify the most significant causes of conflict. One way of doing this is to rank the issues in terms of significance. In doing so, it is also useful to distinguish which issues are:

- immediate and require urgent action;
- underlying, presenting significant obstacles for lasting peace and perhaps needing to be addressed over a longer time period.

The root cause analysis can be repeated at different times during the conflict analysis process, as more information becomes available and new issues arise. Initially, many of the linkages in the problem tree may be based on assumptions. Identifying areas where more information is needed and collecting this information from the field provides new insights, which help to verify or modify these initial assumptions.

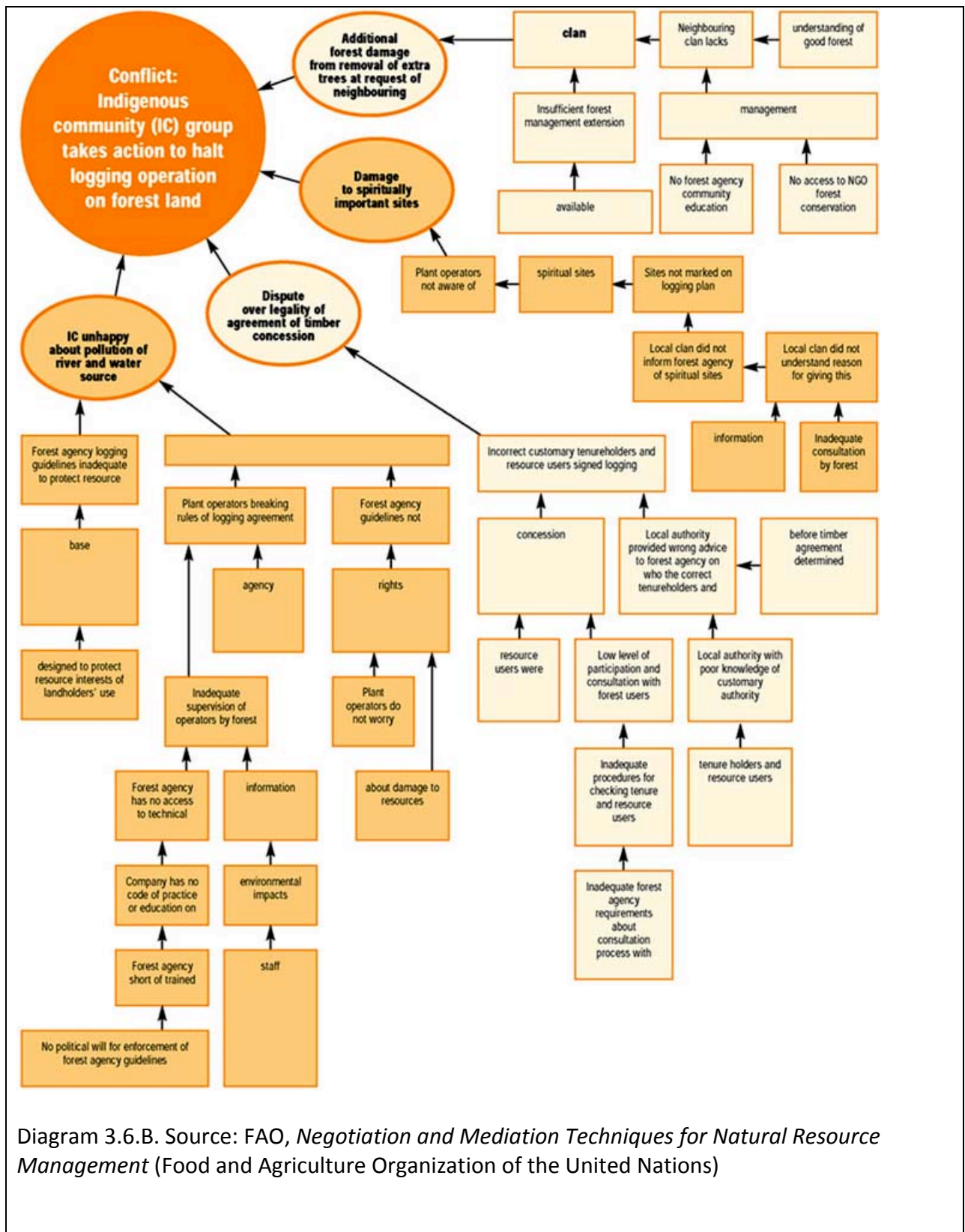


Diagram 3.6.B. Source: FAO, *Negotiation and Mediation Techniques for Natural Resource Management* (Food and Agriculture Organization of the United Nations)

Appendix to Module 10 – Part II: Sample Issue Analysis Table (adapted from FAO, *Negotiation and Mediation Techniques for Natural Resource Management*, Food and Agriculture Organization of the United Nations)

Sample (and simplified) issue analysis table: a conflict related to the closure of a forest area for purposes of protecting an endangered bird species)

| Type of issue | Description of the issue | Analysis of issues |
|--|---|---|
| Conflicting interests | Women need to collect forest materials and medicinal plants | <i>Perceived difference in interests related to use of the forest (wildlife versus supporting local livelihoods)</i> |
| Information issues | Villagers have no access to information on the proposed restriction | · Lack of information from the project to the village on the proposed restriction |
| Difficult relationships | Previous bad relationship between the project manager and the village | Suspicious that the project manager is using the closure to punish the village in retaliation for past disputes |
| Structural issues | Lack of consultation with villagers on forest use | Failure of the forest office and the project to consult the women or hunters before making the proposal |
| Conflicting values | The significance of local bird feathers in traditional ceremonies | Forest officers' lack of appreciation for the ceremonial importance of bird feathers in determining relationships within villages |
| <p>Proposed actions that emerged from the conflict analysis include:</p> <ul style="list-style-type: none"> • Check the details of the proposal with forest officers and project staff • Forest officers to provide and explain information on the birds and the significance of the area. • Women to negotiate the primary area of interest: securing access to necessary forest materials and medicinal plants. • Forest officers to be educated on the traditional value of bird feathers. • Other long-term actions: change consultation process. | | |

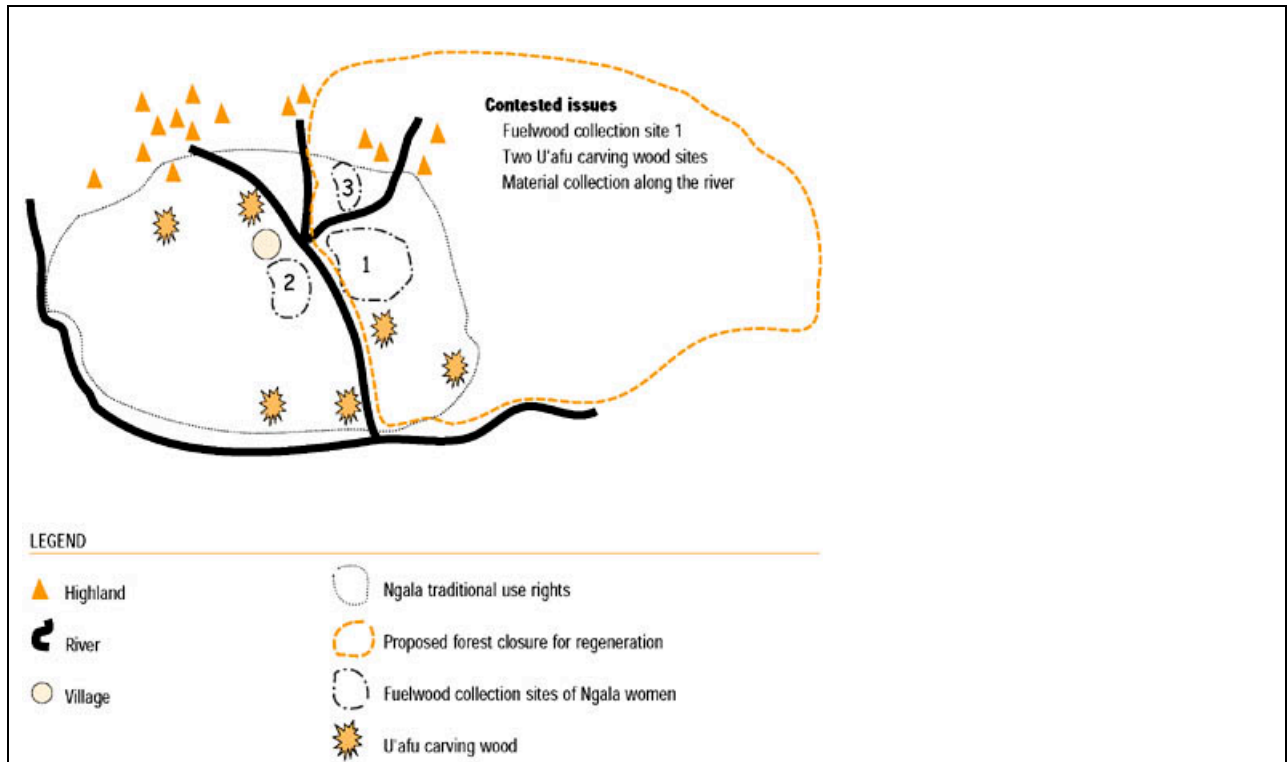
Appendix to Module 10 – Part III: Sample Natural Resource Conflict Timeline (adapted from FAO, *Negotiation and Mediation Techniques for Natural Resource Management*, Food and Agriculture Organization of the United Nations)

Sample (and simplified) Conflict Timeline: Conflict between the Villages of Malawa and U'afu Villages over Forest Resources

| Year | Even |
|------|--|
| 1995 | <ul style="list-style-type: none"> • Head of the Malawa informed that U'afu villagers are cutting valued timber trees claimed by the Malawa. • Malawa head and spokesperson go to U'afu to explain that the cutting was within U'afu boundaries. Malawa head disagrees and asks that cutting stop. |
| 1996 | <ul style="list-style-type: none"> • U'afu villagers cut two more trees. • Malawa villagers seize three cattle as compensation for U'afu stealing of trees. • U'afu burn garden huts of three Malawa women. • Malawa youths accused of stealing four U'afu sheep. |
| 1998 | <ul style="list-style-type: none"> • Forest officers meet with U'afu to discuss timber concession on their eastern boundary of Ngala river and the overlap of Malawa land. U'afu do not tell forest agency about Malawa land claim in the area |

Appendix to Module 10 – Part IV: Sample Natural Resource Conflict Map (adapted from FAO, *Negotiation and Mediation Techniques for Natural Resource Management*, Food and Agriculture Organization of the United Nations)

Sample Natural Resource Conflict Map: Competing Forest Uses in an Area Slated for Closure



The above map depicts three areas of conflict within a forest that has been slated for protection by a watershed management committee. Villagers identified their primary concerns as the potential lack of access to an important wood fuel collection site (site 1), the loss of areas used for collecting and carving wood, and the closing of significant supply sites located upstream for collection of housing materials. Map preparation reportedly helped villagers to decide that one of the wood fuel collection sites (3) was not crucial, and would not be disputed. The villagers also eventually agreed to the closure of the upstream site so water quality at the village could be improved.

Day 3, Module 11

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|---|--|
| SESSION TITLE: | Mediation and Negotiation Techniques for Natural Resource Conflict Management¹⁰ |
| RATIONALE: | <ol style="list-style-type: none"> 1. Examining strategies for responding to natural resource conflicts 2. Strengthening the capacity for collaborative natural resource management by gaining familiarity with mediation and negotiation techniques |
| COMPETENCE AREA: | Conflict analysis, natural resource management |
| OBJECTIVES OF THE SESSION: | <ol style="list-style-type: none"> 1. Participants understand the various ways of addressing natural resource management and can implement them in real situations 2. To consider how conflict assessment and analysis can be integrated into natural resource planning and management |
| DURATION: | 1 hour |
| LEAD FACILITATOR(S): | |
| PARTICIPANTS: | All |
| MATERIALS NEEDED: | Flip chart or paper, writing materials |
| PROCEDURE: | |
| 1. Responding to Natural Resource Conflicts | |
| <p>Analysts find that people’s responses to natural resource (and other) conflicts can be summarized into a few general patterns. For present purposes, we will be concerned with six broad responses:</p> <p>Avoidance: sometimes people respond to conflict by seemingly not acknowledging it, or responding openly to it (as noted above). At times this may be done for strategic reasons: waiting until a time when sufficient resources are available, or circumstances are otherwise favorable, to take open action. People may engage in avoidance as a way of trying to prevent a conflict from escalating, or because of fears that they may be worse off if they pursue other means of dealing with the situation.</p> <p>Coercion: this involves trying to impose one’s will through a contest of strength, including using threats, force, or other means. Of course coercion can result in a wider, bitterer conflict. It should be noted that the distinction between coercion and avoidance can be more a matter of degrees than of kind. For example, analysts sometimes talk about “weapons of the weak” by marginalized populations. For example, people may engage in absenteeism or other forms of resistance as a way of indicating that conflict exists. In addition, parties sometimes engage in coercion as a means of trying to compel a party into negotiation or another means of conflict resolution.</p> <p>Negotiation: is a voluntary process by which conflicting parties reach agreement through</p> | |

¹⁰ This module has been adapted from the FAO’s *Negotiation and Mediation Techniques for Natural Resources Management* and from the presentation by A. Peter Castro.

mutual consent. It is one of the most common forms of local-level natural resource conflict resolution, in part because it allows disputants to work out their own resolutions, often leading to more satisfying and enforceable settlements. It can take into account local customary practices; for example, people in many cultures have the practice of ‘blood money’ compensation when a wrongful death occurs, but deployment of such a social mechanism still requires some degree of negotiation among the concerned parties.

Mediation: this is the use of a third part to assist the negotiation process, including serving in the role of facilitator, fact-finder, and conciliator. A mediator must be seen as neutral regarding the outcome of the conflict, even though the mediator comes from the community and knows, or is known to, the parties. A mediator is selected by the various parties in the conflict, and possesses qualities such as fairness, strong analytical abilities, and patience that make them an invaluable part of the negotiation process.

Arbitration involves submitting a conflict to a mutually agreeable third party, who renders an advisory or binding decision. In some cases the process of presenting the case to an arbitrator ends up stimulating or renewing direct negotiations between the contesting parties.

Adjudication vests decision-making power in judges and administrators, who possess the authority to impose a settlement on disputants. In recent years there has been a growing appreciation of the importance of rights-based development, supported by national legal institutions that offer impartial and transparent decision-making. Yet, people in rural societies worldwide still often prefer to seek remedy to their conflicts in local settings. In part this reflects the cost and complexity of lengthy court or administrative procedures, but also that national legal mechanisms do not easily accommodate locally-specific knowledge and practices.

To the extent to which they can do so, people often engage in what is called ‘forum shopping’: seeking the best means to achieve their interest. This is an especially crucial aspect of natural resource conflict management, given the complex and overlapping institutions involved. For example, access to, and control over, land is governed in Sudan by local custom, statutory law, and religious practice. Each ‘legal order’ offers its own ways and means for addressing conflicts. Some analysts see such ‘forum shopping’ as a contributing factor to the persistence of land conflicts, while others see it as beneficial by providing alternate spaces where parties might be able to resolve their differences peacefully. There is probably some truth in both claims.

2. Negotiation and Mediation for Collaborative Natural Resource Management

Always remember that facilitation and mediation efforts need to be informed by solid social analysis – you and the concerned parties need to understand the context, including the stakeholders and their gender dimensions. Analyzing the conflict must precede decision-making about dispute resolution choices. You have to understand what the conflict is about, who is involved (and are their parties not included who should be), what obstacles exist, relations that affect their communication, what (if anything) has been tried in the past to resolve the conflict, and so on. In addition, the mediator is by definition only a support person – the decision and the responsibility for it ultimately rests with the concerned parties.

One of the first steps in facilitating negotiations is to help identify *an appropriate setting* for them to take place. This includes assessing obstacles from the perspective of the different

parties, as well as your own costs in terms of shuttle diplomacy, if needed.

As a mediator, you will be **assisting in the process of communication** among the different parties. This means that you need to help clarify present positions, proposals, and counter-proposals. In negotiations, the natural process of information flow is for parties to be wide apart at the beginning, and to seek to eventually narrow the range of differences, either by dropping items that cannot be negotiated, or reaching agreements (including through compromise or bargaining) on those points where it is possible to do so.

A challenging task in some negotiations will be in seeking '**to level the playing field**' – that is, to ensure that socially marginalized groups are treated with respect and are helped to the extent possible in obtaining access to resources and expertise. Once again, a mediator is often called upon to be a networker – helping people identify sources of assistance.

If the negotiation is to be successful, a mediator generally must **help the parties to re-evaluate their positions**, reconciling their differences. One technique for doing so is called interest-based negotiation. In this approach, the mediator helps the parties to understand the differences between their needs (what they must have), their position (what they want), and their interests (what they really want). In general, interest-based negotiation seeks to identify areas of common needs and interests among the contesting parties. It emphasizes creativity; for example, instead of focusing on compromise, one seeks out ways of accommodating everyone. The hope is to foster a “win-win” situation. This technique has proven useful in some settings, but it is not a cure-all. Interest-based negotiation is essentially an art, not a science. The strong point is that it urges practitioners and parties to think creatively, to avoid getting locked into viewing negotiation as a contest where compromise means someone gains while the other loses. At the same time, it offers no inherent way of reducing differences of power between different stakeholders, and like all social technologies, it can be deployed in ways that serve to manipulate people, rather than fostering their empowerment.

BATNA (best alternative to a negotiated settlement) is another technique for seeking closure to negotiations. It gets parties to consider what are their likely best, minimum, and worse outcomes to be obtained from negotiation? These are compared against outcomes from other possible options.

'**Reframing**' is yet another technique, which encourages the parties to use self-reflection and mutual learning to think differently about their conflict. The mediator assists the parties in constructing new interpretations or 'narratives' of the various positions. These new outlooks are supposed to stimulate new ideas and creative solutions.

Whatever techniques are used, the mediator should be ready to assist the parties in assessing any possible agreements. The mediator or facilitator needs to make sure that the parties consider:

- ***Is the agreement achievable?***
- ***How is the agreement to be monitored and enforced?***
- ***What are its costs? Who will be responsible for their payment?***
- ***What is its time-scale for implementation?***

- ***What advantages or opportunities does it offer?***
- ***What are the advantages or opportunities for the other side (or sides)?***
- ***What are the risks for the various parties?***

Always bear in mind: mediators by definition lack the authority to impose a settlement. Yet, when effective, they can considerably influence the negotiating process, helping conflicting parties reach effective and sustainable agreements.

| Appendix to Module 11: Additional Module on the Factors Influencing Negotiability in Collaborative Natural Resource Management¹¹ | |
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| SESSION TITLE: | Factors Influencing Negotiability in Collaborative Natural Resource Management |
| RATIONALE: | <ul style="list-style-type: none"> • Helping participants identify and assess important factors in influencing the effectiveness of negotiation. • Identifying conditions where third-party involvement can contribute to addressing natural resource conflicts. |
| OBJECTIVES OF THE SESSION: | <ul style="list-style-type: none"> • Review collaborative conflict management procedures, and the potential of interest-based negotiation in relation to mediators. |
| DURATION: | 1 hour 15 minutes |
| LEAD FACILITATOR(S): | Two facilitators |
| PARTICIPANTS: | |
| MATERIALS NEEDED: | Three pin boards, colored markers, cards, and copies of table at the end of this module to be distributed |
| PROCEDURE: | |
| 1) Conflict management procedures | <i>Time: 10 minutes</i> |
| <p><i>Objective:</i> Review collaborative conflict management procedures, and the potential of interest-based negotiation in relation to mediators.</p> <p><i>Method (10 minutes):</i> Collaborative conflict management procedures, such as interest-based negotiations, have considerable potential in addressing natural resource conflicts. However, mediators and facilitators must not assume that collaborative conflict management procedures are always possible or appropriate. Instead, exploration of their suitability should be part of the preliminary conflict assessment. This module will help participants review the circumstances that are favorable, challenging and limiting for interest-based negotiations.</p> | |
| 2) Group conflict negotiation factors exercise | <i>Time: 50 minutes</i> |
| <p><i>Objective:</i> Apply lessons from CCM into factors that may influence the process, and find when these factors may lead to the necessity of a third party.</p> <p><i>Method (35 minutes):</i></p> <ul style="list-style-type: none"> -Form groups of 4 to 5 people and give them 15 to 20 minutes to identify and discuss the factors that support interest-based negotiations and factors that challenge or limit such negotiations. -After 15 to 20 minutes, reconvene the participants. Ask a member of each group to explain its findings. Ask the groups to compare their findings, and then also compare them with the attached table to make sure that all major points have been considered. <p><i>Discussion (15 minutes):</i> Wrap up the session by showing attached table, emphasizing the following key learning points: although it may be hard to judge the outcome, a mediator must</p> | |

¹¹ This module has been adapted from the FAO's *Negotiation and Mediation Techniques for Natural Resources Management*.

make a go or no go decision; mediators are not able to guarantee success, but are there to give a fair and thorough process; nevertheless, conflict managers have a responsibility for assessing the chances of mediation producing an outcome that is fair to all parties; the “best alternative to a negotiated agreement” (BATNA) is an important consideration when deciding whether to negotiate or not; and a good and fair outcome does not necessarily require settlement of all the issues at stake, even if full resolution is not possible, parties in conflict may still prefer a partial settlement or trial solution to having no solution at all.

| Relevant criteria | Factors that support interest-based negotiations | Factors that pose a real limitation to interest-based negotiations | Issues to be checked/questions to be raised |
|--|---|--|---|
| <i>Disputing parties and their relationship</i> | Parties are interested in negotiations because they believe that the outcome will offer more than they would have achieved without negotiations There is interdependence among the parties | Future relationships are not of concern Lack of ongoing relationship or future contact among parties | Is the conflict a single-encounter dispute, or is it occurring in the context of an ongoing relationship? |
| <i>Leadership/ authority</i> | Participants have the authority to represent the constituencies they claim to speak for | The person or group who/that can make binding decisions is not present, or key role players are influenced or pressured to continue the conflict | Do the individuals and organizations have the necessary leadership? |
| <i>Power and other means of influence:</i> | Equal means of influence exist, or the party with superior power is willing to curtail the exercise of power and work towards a cooperative solution Parties are ready and willing to talk in good faith (resolution of the dispute is a high priority for all stakeholders) | Participants have no power and capacity to negotiate, or individuals are denied their fundamental rights Parties refuse to take part in the process. This often occurs when there are major power imbalances among parties and/or weak legal systems (absence of sanctions) Parties are unable to accept their own best interests (because they suffer from emotional or other blocks) | What power or means of influence do disputants have to make the other side give them what they want? What might happen to limit the party's power? What possible allies and other sources of power might the party be able to tap into? |
| <i>Participation</i> | Participation in the process is voluntary | Parties are forced to participate in the process | How did stakeholders get involved in the process? |
| <i>Type of dispute</i> | The conflict is negotiable (subject to a compromise solution) There are multiple issues, which allows for trading and negotiation | The conflict is intractable (resources are undividable and cannot be shared) There is a single contested issue, or the conflict is centred on clashes of values or denial of fundamental rights (identity) or needs (security, food security) | What are the different issues (substantive, relationship and procedural) in this conflict? |
| <i>Costs</i> | There is adequate time for negotiations | There is a deadline by which time an agreement must be reached | How long will it take to settle the dispute? Are there any critical deadlines or time constraints to be considered? |

Source: Adapted from Moore, 2003.

Day 3, Module 12

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| SESSION TITLE: | Negotiation Role-Play: The Two Villages and the Foresters¹² |
| RATIONALE: | <ul style="list-style-type: none"> To enhance the capacity of participants to engage in, and to analyze, natural resource conflict management processes, particularly negotiation and mediation To understand the complexity of how people respond to conflict |
| OBJECTIVES OF THE SESSION: | To provide the participants with experience in trying to engage in negotiations related to a natural resource conflict situation |
| DURATION: | <i>1 hour-plus</i> |
| LEAD FACILITATOR(S): | <i>Two facilitators</i> |
| <p><i>Editorial note:</i> Role-playing can be very useful in exploring negotiation and mediation. It requires imagination rather than specialized equipment. This role-play is presented as an example of what can be done in terms of encouraging interactive learning. Role-playing is especially effective when the players bring as much innovation and energy to the part as possible. The role-players at the Zalingei TOT Workshop deserved high praise for their excellent role-playing. The audience there too also merited high praise for their outstanding analyses and reflections.</p> <p>Opening Procedures (about 15-20 minutes) There are four roles in this role-play:</p> <ol style="list-style-type: none"> 1) Six or more participants are selected to be members of Village “A” 2) Six or more participants are selected to be members of Village “B” 3) Six or more participants are selected to be members of the Forestry Department 4) The rest of the participants serve as audience members, who will be offered the first say in providing comments and questions after the completion of the role-play <p>Explain to all the participants that the role-play will demonstrate the key role of information in influencing the nature and viability of negotiations. For purposes of the role-play, we will identify two kinds of knowledge:</p> <p><i>General or public knowledge:</i> this is information that is widely shared. In this case, it is a broad familiarity with the basic scenario. A forest exists between Village “A” and Village “B.”</p> <p>Village “A” is the closest to the forest. Its members have long collected firewood, gathered medicinal plants, herded their livestock, collected honey, and cut, as needed for their own use, timber for building.</p> <p>Village “B” is farther away from the forest and has started to use it only recently. Its young men</p> | |

¹² Created by A. Peter Castro.

are cutting the trees to produce firewood for sale in the nearby urban area.

The Foresters are charged with the responsibility of managing the country's forest resources in a sustainable manner, thereby benefiting the public. The government is concerned about the clearing of the forest, and the foresters have been instructed to protect it. The foresters seek a public meeting with the members of both villages in order to discuss with them this situation.

Specialized or private knowledge: this category consists of the knowledge, concerns, needs, worries, fears, priorities, and historical experiences of the members of particular communities and groups. It is marked by internal diversity, reflecting localized differences based on gender, economic status, education, leadership roles, and so on within these entities.

Instructions: The facilitators need to meet with each group separately to impart their specialized knowledge, and then time must be given to the role-players to develop their own interpretations of how such knowledge is to be manifested in terms of identities and social action. For example, villagers should be encouraged to assume diverse identities such as farmer, herder, medicinal plant collection, village leader, female villager, young villager, and so on. In this sense all the participants in the training session, including the facilitators, face a degree of uncertainty about how the meeting and the expected negotiation session will play out.

Specialized instructions for Village "A": You have long relied on the forest for your livelihood and feel that your management has sustained it. You want Village "B's" destruction of it to stop, and you are upset that the foresters have done little to date to do so.

Specialized instructions for Village "B": Your livelihoods are connected to the forest, which you feel you are entitled to have access to. Your concern is that the forest will be taken away by the foresters, or it will be given to Village A despite your shared claims to it.

Specialized instructions to the Foresters: You take seriously your charge of protecting the forest, but also realize that to do so you must involve the local communities, as you simply lack the resources to do it on your own (note: there is no mention of any potential hostility on the part of the local community)

The Negotiation (20-30 minutes)

Setting: In the Zalingei TOT Workshop the role-playing was done at the front of the hall, with mats placed on the floor for the villagers, and chairs arranged for the foresters. About 25 minutes or so were allocated to the negotiation process. Despite the appeal for cooperation from the foresters, the negotiation ended in acrimony, with the foresters compelled to leave as villagers shouted at them, and at each other.

Commentary

Instructors in conflict management know that failure in negotiation and mediation can be a powerful teacher, probably much more so than success. In the role-play at the Zalingei TOT Workshop, the foresters appeared genuinely surprised by the underlying hostility that they

initially met. As the meeting progressed, the animosity became more open, and the meeting terminated prematurely as the foresters wisely fled. This role-play stimulated excellent discussion from the audience and the role-players. Discussion centered around many facets of the role-play, including the following questions:

- 1) What are the best ways to approach a community? Should one come armed with police, or should informal and formal contacts be used to smooth the way beforehand? Should one meet only with local officials?
- 2) Why were the foresters so unaware of the potential for villager hostility regarding the forest? Why were the foresters unaware of antagonism between the villagers, given the competing uses of the forest? How does one prepare to meet worries and fears that might be groundless, yet nevertheless are urgent to people?
- 3) What are the best ways to address community members during such a meeting? What sort of language should be used? What kind of agenda and what should be prioritize?
- 4) How does body language matter? Should the foresters had recognized and acted on the initial display of hostility by the villagers? Should the foresters have realized that their own body language may have signaled aloofness?
- 5) Should the foresters have met separately with each village, rather than bringing them together?
- 6) Was it proper for the villagers to react with hostility? How else could they have communicated their concern? To what extent did they understand what the foresters were trying to accomplish?
- 7) How do the interests and needs of the villagers and foresters differ? How is it possible for them to bridge their differences?
- 8) Was being hostile in the villagers' best interests? How else could they communicate the gravity of their feelings?
- 9) What would happen next? Does a meeting that ends in hostility signal further hostility, even violence, or is it possible to restart the process of contact and communication?

Regarding the last question, some participants thought that a police response was likely, but others suggested that the encounter was simply the opening act in what could still be a peacefully conducted action. Perhaps both the foresters and villagers might feel the need to reconcile to some extent after that encounter, though working essentially through local mediators to ensure a different outcome for next time. As noted in Module X, sometimes people use coercion as part of their negotiation strategy.



From uneasy calm to outright chaos in the role-play

| Appendix to Module 12 – Part II: Additional Module on the Role of the Mediator in Collaborative Natural Resource Management | |
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| SESSION TITLE: | <i>The Role of the Mediator in Collaborative Natural Resource Management</i> |
| RATIONALE: | <i>To help participants consider when and whether mediation might contribute to conflict management in collaborative natural resource management.</i> |
| OBJECTIVES OF THE SESSION: | <i>To learn roles and significance of mediators in the context of collaborative natural resource management -To give participants experience utilizing mediation techniques</i> |
| DURATION: | <i>1 hour 35 minutes</i> |
| LEAD FACILITATOR(S): | <i>Two facilitators</i> |
| PARTICIPANTS: | |
| MATERIALS NEEDED: | <ol style="list-style-type: none"> 1. Flip charts, 2. Markers, 3. Use “triangle diagram” from module 12 on flip chart, 4. Write definition of a mediator on a chart page: “A mediator is a third party who helps the parties in a dispute jointly to develop an acceptable, voluntary and non-coerced solution to their conflict”, 5. Print copies of “role of a mediator” for entire class. |
| PROCEDURE: | |
| 1. INTRODUCTION INTO MEDIATORS | <i>Time: 20 minutes</i> |
| <p><i>Objective:</i> Review mediation concepts in the context of natural resource conflict negotiation in preparation for group activities.</p> <p><i>Method (20 minutes):</i></p> <ul style="list-style-type: none"> - Explain that participants have already discussed what mediation is, and have reviewed the circumstances where consensus negotiations require a mediator. This session examines the role of a mediator more closely, and identifies the circumstances in which it may be appropriate for participants to act in this role. - Review the definition of a mediator and stress that mediators vary significantly in the ways in which they define their role and involvement in promoting successful natural resource management negotiations. The main issue regards finding the appropriate focus – process, substance or relationships among the parties. This trainer’s guide promotes a focus on the process and an impartial stance towards substance, for a variety of reasons. First, it is believed that it is the prime role of the mediator to guide people on the procedures, create the psychological conditions necessary for productive talks and move the process forward, from one step to the next. Second, parties should have the primary responsibility for self-determination because they are usually better informed than any third party could ever be, and when parties make their own decisions their commitment to implement and adhere to a | |

settlement is enhanced.

-Explain that a mediator is a facilitator specialized in conflict management. With the participants, review the two core features of a facilitator/mediator: content neutrality and process guidance. Content neutrality means not taking a position on the issues being discussed and not having a position or interest in the outcome. Process guidance means helping the conflict parties in their communication and decision-making processes by encouraging: full participation; mutual understanding; shared responsibilities; inclusive solutions that incorporate everybody's views.

2. Small-scale mediation application

Time: 40 minutes

Objective: Build confidence and experience in problem solving with small-scale personal examples.

Method (30 minutes): Ask participants for reasons why a facilitator/mediator needs to be content-neutral from personal experiences. Make sure that the following reasons are discussed: to support group ownership of the decision-making process, and hence the solution; to encourage a creative thinking process; to avoid being perceived as favouring one idea and taking sides; to help find a solution that all can live with.

-After discussing reasons for mediation, have the group give examples of mediation they have seen. Ask what worked, what didn't, and why. The participants did not necessarily need to have been stakeholders or mediators in their examples; it can be just instances they just observed.

Discussion (10 minutes): After each person has had an opportunity to share, write down on the flip chart key themes found from participants examples that can be applied to everyone. Take note of patterns when it was necessary, do's and don'ts, and good mediator practices.

3. "Credibility" explanation with group participation

Time: 35 minutes

Objective: Emphasize the neutrality of mediators as a resource for possible agreements, and how "credibility" is built upon this; and may lead to better agreements.

Method (20 minutes): Introduce the concept of an independent mediator who is neutral and impartial. Check that the participants know what these terms mean and why they are important: neutrality means that a party is not connected to, and has no prior relationship with, any of the disputants; impartiality refers to the absence of bias or preference for a party or a particular outcome.

-Explain that a mediator in a conflict needs first to assess how neutral or impartial she/he is. The role of mediator may be difficult or impossible for somebody who is involved in and affected by the conflict. Hand out "the role the mediator" sheet. "Review what stake you hold" and ask participants to assess themselves against the questions.

-Point out that sometimes a person who has not passed the neutrality test may still be expected to act as a mediator. It is sometimes not feasible to find a truly neutral mediator. In such situations, the mediator needs to make a conscious effort to step out of the stakeholder role

and to be as impartial as possible. Explain that in order to be successful as a mediator, participants need two major attributes: credibility, to be accepted in the role; and trust, to be seen as finding an unbiased solution.

-Divide the participants into groups of four or five and ask half the groups to think about what provides credibility and the other half to think about what builds trust. Give them 15 minutes to do so.

Discussion (15 minutes):-After 15 minutes, reconvene the participants. Ask the groups working on credibility to call out their ideas, and note these on a flip chart.

-Refer back to “role” handout. “What confers credibility?”, and discuss any of the suggestions that did not emerge from the group’s discussions.

-Repeat the process with the group working on trust, using the “role of the mediator” handout. “Ways of generating trust in the mediator”.

Attachment 5.5.B Role of a mediator

(i) Review what stake you hold

- Do you have a personal stake in how the conflict is resolved? For example, do you live in the affected area, or does your employment or security depend on a particular outcome?
- Does your organization have a history of working in the area, which requires you to work for a particular outcome? For example, have you worked with particular groups that you must continue to support, or have you put projects in place whose existence may be threatened by the conflict?
- Are you under pressure from partners, funders, government authorities or other agencies to work in a particular way or towards a particular outcome? What price might you pay for your neutral involvement?
- Positive answers to any of these questions suggest that you may not be able to provide a genuinely neutral intervention in the conflict.

(ii) What confers credibility?

- Your skills and actions.
- You have been recommended by a respected person.
- You are part of an organization that has experience of providing effective neutral interventions.
- You have access to influential people.
- Your age and demeanour.

(iii) Ways of generating trust in the mediator

- Exercising good listening skills, and demonstrating that you can hear contradictory points of view without taking sides.
- Making explicit statements about the actions you intend to take during your intervention, and not acting contrary to those statements.
- Keeping your word and building a pattern of consistent behaviour.
- Not abusing or betraying confidential information.
- Demonstrating commitment to work with the parties for as long as it takes, or managing your withdrawal in a way that does not leave the parties worse off than before.

TRAINER NOTES:

Source: FAO, *Negotiation and Mediation Techniques for Natural Resource Management: Trainer's Guide* (Food and Agriculture Organization of the United Nations)

Day 3, Module 13

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| SESSION TITLE: | The Zalingei Urban Resource Rapid Assessment: Fieldwork Assignment for Day Four ¹³ |
| RATIONALE: | <ul style="list-style-type: none"> • Collaborative natural resource management and conflict management require strong social analysis skills • This will provide first-hand experience with doing rapid assessment of stakeholder, gender, and conflict related to natural resources |
| COMPETENCE AREA: | Contextual Analysis, Gender Analysis, Stakeholder Analysis, Conflict Analysis, rapid data collection |
| OBJECTIVES OF THE SESSION: | <ul style="list-style-type: none"> • Providing individual and team experience in rapid assessment related to natural resources and conflict • Learning how to present the results from such data collection and analysis exercises |
| DURATION: | About 30-45 minutes for this session. In addition: Team will meet at the end of Day 3 to plan their field investigation for Day 4. The start of Day 5 will be devoted to allowing groups to finalize their presentations |
| LEAD FACILITATOR(S): | |
| PROCEDURES | |
| <p>Workshop Field Training Exercise: Zalingei Urban Resource Rapid Assessment</p> <p>The Assignment: We will divide into small teams (8-10 each) that will examine natural resource use and users in Zalingei as a means of identifying stakeholders and their related interests and concerns. This also provides first-hand experience with rapid field methods and the use of mapping techniques. Each team on Saturday morning (Day 5) will present their findings in a brief report to the group. You should also provide summary statements on a flip chart.</p> <p>Team composition: Zalingei residents should be mixed with non-residents. Each team will be assigned a specific part of the town (maps were handed out to each team)</p> <p>Questions to be Examined:</p> <p>Field Site - Specify where you have done the study – where is it located, what are its boundaries or spatial limits?</p> <p>Resources - What natural resources exist in the local area? For example, for water, are there wells, water</p> | |

¹³ Devised by A. Peter Castro, with revision by the NEF Zalingei staff; with thanks to Kojiro Nakai for suggesting the idea, and for the use of maps of Zalingei and Central Darfur used during the TOT Workshop.

taps, donkey carts, puddles, and so on.)? Where are these resources located?

Resource Uses & Users

- Who are the users in the local area? (E.g., business, institutions, households, livestock?)
- How do they gain access? (Buy, fetch?)
- Who does the task of supplying it?
- For household users, how are they differentiated? (Town folk or IDPs, prosperous vs. poor, etc.?)
- What concerns, if any do they have about water (availability, cost, quality, etc.?)

Management

- What are the formal and informal institutions and practices for managing resources?
- Who is in these institutions?

Reporting

- Each team will be given 20 minutes to present their findings

Day 5, Module 14

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| SESSION TITLE: | Review of Results from the Zalingei Urban Resource Rapid Assessment |
| RATIONALE: | Strengthening the capacity of Workshop participants to analyze and present the results from participatory data collection |
| COMPETENCE AREA: | Participatory Process, Rapid Data Collection and Analysis |
| OBJECTIVES OF THE SESSION: | <ul style="list-style-type: none"> • To share findings and experiences from the field exercise • To demonstrate how combining the findings can provide a greater understanding of the community |
| DURATION: | 2 hours |
| LEAD FACILITATOR(S): | |
| PARTICIPANTS: | All |
| MATERIALS NEEDED: | <ol style="list-style-type: none"> 1. Flip charts 2. Markers |
| PROCEDURE: | |
| 1) PRESENTATION OF FINDINGS | <i>Time: 1.5 hour</i> |
| <p>Each of the teams will present its findings (20 minutes each), plus question times</p> <p>The teams are given a brief period to meet together to finalize their presentations. The presentation includes key findings regarding the assignment, including those regarding the community's profile, the particular resource, its characters, users, other stakeholders, institutional governance, and presence of past or current conflicts.</p> <p>Any brief reflections on the experience, including what seemed to work, what did not, and any questions for follow-up</p> | |
| 2) SUMMARY OF OVERALL FINDINGS | <i>Time: 20 minutes</i> |
| <p>Synthesis of the findings</p> <ol style="list-style-type: none"> 1) Facilitator or Session leaders guide the discussion about overall lessons | |
| ASSIGNMENTS/ACTIVITIES: | None. |
| TRAINER NOTES: | |

Day 5, Module 15

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| SESSION TITLE | Review and Final Questions |
| RATIONALE: | Review material and themes that spanned the entire training session. Respond to any final questions by the participants |
| COMPETENCE AREA: | |
| OBJECTIVES OF THE SESSION: | Ensure that everyone leaves with a complete understanding of the topics |
| DURATION: | 45 minutes -1 hour |
| LEAD FACILITATOR(S): | |
| PARTICIPANTS: | All |
| MATERIALS NEEDED: | Any remaining handouts desired by participants |
| PROCEDURE: | |
| 1. REVIEW OF MATERIAL | <i>Time: 15 minutes</i> |
| Closing Remarks by A. P. Castro | |
| <p>1) This training has been aimed at widening and strengthening collaborative natural resource management and conflict management. Use the ideas and practices creatively, realizing that each situation has its own requirements. The knowledge presented here is not meant to displace customary practices but to supplement, enhance, and encourage them. Participation is a key ingredient in promoting both efficiency and equity in natural resource management.</p> <p>2) Remember that for collaborative and conflict management practices, including mediation, to be successful, certain conditions need to be met: the mediator has to be acceptable to all parties and has to be neutral; stakeholders need to be effectively identified and prepared to participate; resolving conflict has to be seen as a priority by the parties; negotiation and mediation need to be viewed as offering better outcomes than other options; and the issues at stake in the conflict need to be negotiable.</p> <p>3) Some suggestions regarding training: It is often more effective when directed to a group of affiliated people, instead of to individuals. Try to train two or more persons from the same organization, so they can provide support to each other, as well as try to instill conflict management principles into their institution. It is also often better to train a group of people from a small geographic area, rather than over a wider one, as they can create a critical mass of expertise and resources within the locality. Networking is crucial – meet periodically to share best practices – and bad experiences, too. Seek to the extent possible to provide ongoing support by periodic mentoring.</p> | |
| 2. FINAL QUESTIONS | |
| Encourage participants to ask any final questions, and questions inspired by the review: | |
| 1) Facilitator or Session leaders respond to questions | |
| 3. EVALUATION QUESTIONS | |
| Ask the participants: What did you gain from this workshop? | |

Ask the participants: *What were its strengths?*

Ask the participants: *What could be improved?*

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| ASSIGNMENTS/ACTIVITIES: | None. |
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| TRAINER NOTES: | This should be largely a participant-led session with participants generating questions and reflecting and drawing connections between the sessions |
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Day 5, Module 16

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| SESSION TITLE: | Training Wrap Up and Certificate | |
| RATIONALE: | Focus the wrap up on concepts discussed throughout the training. | |
| COMPETENCE AREA: | | |
| OBJECTIVES OF THE SESSION: | Give participants a feeling of closure; ensure that they met the original objectives of the training. | |
| DURATION: | 1 hour | |
| LEAD FACILITATOR(S): | | |
| PARTICIPANTS: | | |
| MATERIALS NEEDED: | Printed certificates and certification materials | |
| PROCEDURE: | | |
| 4) CLOSING REMARKS | | <i>Time: 15-30 minutes</i> |
| A. To officially end the training sessions, and bring closure to all participants <ol style="list-style-type: none"> a. Facilitator or session leader gives speech | | |
| 5) CERTIFICATION CEREMONY | | <i>Time: 30 minutes</i> |
| A. To congratulate participants on their successful completion: <ol style="list-style-type: none"> 1. Facilitator or Session leaders review some key topics from the training 2. Congratulatory taking points 3. Participants receive certification B. To encourage participants to continue to use their new knowledge: <ol style="list-style-type: none"> 1. Give examples of training applications for the future. | | |
| ASSIGNMENTS/ACTIVITIES: | None. | |
| TRAINER NOTES: | | |