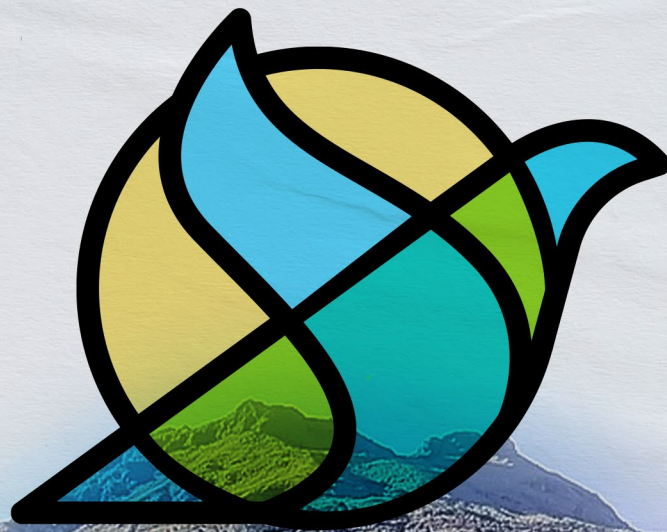


Promotion of the Rule of Law in Mindanao

# Training Handbook

Strengthening Local Capacities in  
Conflict Analysis and Dispute Resolution

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Federal Foreign Office



german  
cooperation

DEUTSCHE ZUSAMMENARBEIT

Implemented by:

**giz** Deutsche Gesellschaft  
für Internationale  
Zusammenarbeit (GIZ) GmbH





# Table of contents

<b>Acronyms</b> . . . . .	<b>4</b>	<b>Session 3: Conflict Analysis</b> . . . . .	<b>39</b>
<b>Foreword</b> . . . . .	<b>5</b>	Conflict Analysis Tools Stakeholders' Analysis . . . . .	42
<b>i Introduction</b> . . . . .	<b>6</b>	End of Day Learning Debrief . . . . .	48
<b>ii The Training Handbook</b> . . . . .	<b>7</b>	Reflective Learning / Grounding . . . . .	49
<b>iii Training Elements</b> . 8		<b>Session 4: Dispute Resolution Skills</b> . . . . .	<b>50</b>
Overall Goal of Training . . . . .	08	Katarungang Pambarangay (KP) Process . . . . .	54
Overall Learning Objectives . . . . .	08	Communication . . . . .	58
Training Agenda . . . . .	09	Mediation . . . . .	63
Overview of Training Sessions . . . . .	10	<b>Session 5: Land Conflict Simulation</b> . . . . .	<b>69</b>
		Simulation for IPS . . . . .	70
		Land Conflict Simulation for IPS and Barangay . . . . .	71
		<b>Session 6: Conflict Resolution Action Planning</b> . . . . .	<b>75</b>
		Final Session: Reflection, Debriefing, and Closure / Post-test . . . . .	77
<b>iv Session Guides</b> . . . . .	<b>12</b>	<b>V Bibliography</b> . . . . .	<b>79</b>
Preliminaries /Grounding / Pre-test . . . . .	12	<b>vi Annexes</b> . . . . .	<b>81</b>
<b>Session 1. My Identity as Member of Local Conflict Resolution</b>		Pre-test /Post-test Questionnaire . . . . .	81
<b>Structure</b> . . . . .	<b>15</b>	NCIP Advisory on Dispute Resolution Management . . . . .	87
Dual Nature of Human Being . . . . .	18	Mediation Role-play Scripts and Instructions . . . . .	88
Mechanisms, Mandates, Roles, & Processes in Dispute Resolution . .	22	Final Evaluation Form . . . . .	91
Perception to Discrimination . . . . .	26		
<b>Session 2. Basics of Peace and Conflict</b> . . . . .	<b>29</b>		
Basics of Peace and Conflict . . . . .	29		
Peace, Culture of Peace and Peacebuilding . . . . .	30		
Conflict and Violence . . . . .	32		



# Acronyms

<b>A &amp; D</b>	Alienable and Disposable
<b>AD</b>	Ancestral Domain
<b>ADR</b>	Alternative Dispute Resolution
<b>ADMO</b>	Ancestral Domain Management Office
<b>ADSDPP</b>	Ancestral Domain Sustainable Development Protection Plan
<b>BARC</b>	Barangay Agrarian Reform Committee
<b>BHRAC</b>	Barangay Human Rights Action Center
<b>CADT</b>	Certificate of Ancestral Domain Title
<b>CEB</b>	Commission en Banc
<b>CHR</b>	Commission on Human Rights
<b>CLOA</b>	Certificate of Land Ownership Award
<b>DAR</b>	Department of Agrarian Reform
<b>DARAB</b>	Department of Agrarian Reform Adjudication Board
<b>DENR</b>	Department of Environment and Natural Resources
<b>DILG</b>	Department of the Interior and Local Government
<b>FPIC</b>	Free, Prior and Informed Consent
<b>GIZ</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit
<b>ICC</b>	Indigenous Cultural Communities
<b>IP</b>	Indigenous Peoples
<b>IPRA</b>	Indigenous Peoples Rights Act (RA 8371)
<b>IPS</b>	Indigenous Political Structure
<b>KP</b>	Katarungang Pambarangay (Barangay Justice System)
<b>LGU</b>	Local Government Unit
<b>LT</b>	Lupong Tagapamayapa (Peace Council)
<b>MANP</b>	Mt. Apo Natural Park
<b>NCIP</b>	National Commission on Indigenous Peoples
<b>PARO</b>	Provincial Agrarian Reform Office
<b>PB</b>	Punong Barangay
<b>PLOT</b>	Probing Listening Observing Telling
<b>RA</b>	Republic Act
<b>RHO</b>	Regional Hearing Office
<b>ROLMIN</b>	Promotion of the Rule of Law in Mindanao
<b>SPZ</b>	Strict Protection Zone
<b>UBT</b>	Unified Bagobo-Tagabawa

# Foreword



disputes. The training is specifically tailored to the unique needs and conditions of MANP but is flexible enough to be replicated in other areas of Mindanao. Through this initiative, the Promotion of the Rule of Law in Mindanao (ROLMIN) project seeks to equip stakeholders with the knowledge, skills, and attitudes required for effective conflict management.

This handbook is a comprehensive resource for both trainers and participants, guiding them through the learning process with clear objectives, detailed modules, and interactive exercises. The structure is flexible enough to allow facilitators to adapt the content to the specific needs of their audience, ensuring that the training remains relevant and impactful.

It is our hope that this handbook not only serves as a guide for training but also as a catalyst for building stronger, more peaceful communities. We encourage all participants to engage fully in this learning journey and to use the knowledge and skills gained here to contribute to a more just and harmonious society.

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The effective resolution of land-related conflicts is vital for the peaceful and sustainable development of communities, particularly in areas with complex socio-cultural and environmental contexts, such as the Mount Apo Natural Park (MANP). Within this context, local complaint bodies play a crucial role in maintaining peace and resolving disputes.

This Training Handbook has been designed to support the efforts of these local conflict resolution bodies by providing a structured, two-day training program aimed at developing their capacity to analyze and resolve land

# I. Introduction

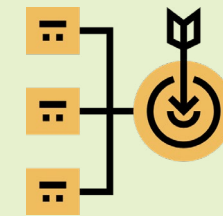
The Training Handbook is designed to support the delivery of a two-day training aimed at enhancing the capabilities of local conflict resolution bodies in analyzing conflict and resolution of land-related disputes. This includes the Lupong Tagapamayapa (LT), Indigenous Peoples Structure (IPS), and Barangay Human Rights Action Center (BHRAC) from the eight focused barangays within the Mount Apo Natural Park (MANP). The training can also be replicated in other areas of Mindanao.

Tailored to the unique socio-cultural and environmental contexts of MANP, the training endeavors to promote peace, sustainability, and resilience within the community. It is anchored in the larger capacity development framework of the Promotion of the Rule of Law in Mindanao (ROLMIN) project. This initiative aims to equip

the relevant key stakeholders with the skills, knowledge, and attitudes needed to handle land disputes effectively, with a keen emphasis on gender sensitivity, cultural awareness, and conflict sensitivity.

ROLMIN is a project of Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH commissioned by the Federal Foreign Office of Germany in cooperation with the government of the Republic of the Philippines represented by its agency, the Department of Environment and Natural Resources (DENR) as lead executing agency for promotion of conflict management measures through legally secure title allocation of land rights and strengthening dispute resolution and local mediation processes.

# II. The Training Handbook



## PURPOSE

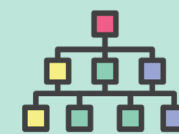
This training handbook is designed to provide trainers (facilitators) and participants with the necessary training to strengthen local capacities in conflict analysis and dispute resolution. It serves as a guide for learning and acquiring the knowledge and skills needed to analyze land conflicts and address them through the application of appropriate dispute resolution or mediation processes available in the Philippines.



## AUDIENCE

The training handbook for strengthening local capacities in conflict analysis and dispute resolution serves as a valuable resource and guide for both trainers (facilitators) and participants. It ensures that the training is structured, consistent, and effective. While the guide provides a comprehensive reference, facilitators and participants are encouraged to adapt and innovate based on their specific needs and contexts to keep the training relevant and effective.

## STRUCTURE



To support the delivery of the training program, this Training Handbook comprehensively outlines the clear goals and outcomes the training aims to achieve. The handbook covers six sessions over two days, detailed in six modules and broken down into twelve sub-topics. These sub-topics integrate exercises, case simulations, and interactive elements to engage participants and reinforce learning. The modules include step-by-step guidance for trainers on how to conduct the sessions effectively. Additional materials such as readings, templates, and tools to aid in the training process are also included in this handbook.





# III. Training Elements

## Overall Goal of the Training

The primary goal of this training is to build the capacity of local conflict resolution bodies for effective analysis and resolution of land conflicts. It aims to empower participants with a set of knowledge, skills and attitudes thereby effectively resolving or managing land disputes.

## Overall Learning Objectives

Upon completion of the training, participants will:

**A. Increase their understanding of themselves and their roles as members of local complaint bodies.** Participants will recognize the complexities of their personal identities, understand how this impact their conflict resolution approaches, and appreciate the significance of their positions in local complaint bodies. This awareness will lead to more mindful and effective engagement in the conflict resolution process.

**B. Understand the basic concepts of peace and conflict.** Participants will acquire a solid foundation in peacebuilding and conflict dynamics, focusing on the nature and progression of land disputes within their respective communities.

**C. Develop skills in conflict analysis.** Participants will utilize conflict analysis tools such as conflict trees, stakeholder analysis, and peace mapping to accurately evaluate conflict scenarios and identify effective resolution strategies.

**D. Enhance conflict resolution skills.** Participants will learn and apply communication, mediation, and negotiation techniques specifically adapted to address the complexities of land conflicts in their communities.

**E. Create action plans for land conflict resolution.** Participants will develop actionable and practical plans to apply the learned concepts and skills to real-world land conflict scenarios within their communities, aiming for constructive conflict resolution and peacebuilding outcomes. Prior to detailed action planning, participants will review available barangay institutional plans such as the Barangay Development Plan, Barangay Agenda for Governance and Development (BAGAD), Barangay Capacity Development Agenda (BCDA), and for IPS leaders, the Ancestral Domain Sustainable Development and Protection Plan (ADSDPP) to ensure clarity and coherence of the developed action plans with the broader barangay development direction. This process ensures the proper implementation of the land conflict resolution plans.

## Training Agenda

This two-day training session is structured to not only impart essential theoretical knowledge but also to offer hands-on practice and collaborative learning opportunities. Participants will engage in interactive sessions that facilitate a deep understanding and practical application of conflict analysis and conflict resolution skills, particularly mediation, preparing them to effectively contribute to peacebuilding initiatives in their communities.

Time	Activity	Person/s in Charge
8:30 – 9:00	Arrival and registration	Secretariat
9:00- 9:30	Opening Program / Snacks	Facilitator
9:30 – 10:15	Grounding/Pre-test	Facilitator
10:15- 12:15	My Identity as Member of Local Conflict Resolution Structure	Facilitator
12:15- 01:00	Lunch break	Facilitator
01:00 –04:30	Basics of Peace and Conflict / Snacks	Facilitator
04:30- 06:30	Conflict Analysis Tools	Facilitator
06:30- 07:00	Closure and Daily Learning Debrief	Facilitator
<b>Day 2</b>		
8:30 – 9:00	Reflective Learning and grounding	Facilitator
9:00 - 12:00	Basic Conflict Resolution Techniques	Facilitator
12:00- 01:00	Lunch Break	Facilitator
01:00 –03:00	Land Conflict Simulation	Facilitator
03:00 –04:30	Land Conflict Resolution Planning	Facilitator
04:30- 05:30	Reflection, Debriefing, and Closure: Post-test	Facilitator

The table outlines the different training sessions to be covered over the two days. It lists the sessions, provides short descriptions, and details the expected results, ensuring a structured approach to building capacities in conflict resolution.

## Overview of Training Sessions

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### **Preliminaries, Grounding and Pre-test administration**

The training will begin with an interactive session to establish baseline knowledge and set the stage for learning. Pre-tests will be conducted to gauge participants' initial knowledge of the training topics. During this session, participants will be oriented to the training's goals, and facilitators will gain a clear understanding of participants' initial knowledge levels.

### **SESSION 1: Identity as Member of Local Conflict Resolution Structure**

This session reinforces roles, responsibilities, and member composition within local conflict resolution structures. Activities will foster self-awareness and include role-playing to understand different perspectives. This will lead to an enhanced understanding of individual and collective roles in conflict resolution, resulting in improved empathy and self-awareness.

### **SESSION 2: Basics of Peace and Conflict**

A foundational understanding of peace and conflict, including conflict management styles and human rights responsibilities, is offered in this session.

### **Debriefing**

Reflect on the day's learning, encouraging journaling or group discussions to consolidate understanding. This session provides insight into personal learning progress and helps identify areas needing further exploration.

### **Reflective Learning and Grounding**

This session will use a method to reinforce previous learning and set intentions for new skill acquisition. Participants will be prepared for upcoming sessions with a reinforced understanding of learned concepts.

### **SESSION 3: Conflict Analysis**

The participants in this session will revisit the barangay map to situate land conflict issues, prioritize these issues, and use conflict analysis tools on chosen scenarios. Participants will be able to effectively analyze land conflicts, prioritize issues, and prepare for strategic interventions.

### **SESSION 4: Dispute Resolution Skills**

Review the processes for each dispute resolution mechanism, focusing on communication and mediation. Conduct role-plays and simulations to practice these skills. This session aims to improve conflict resolution skills, with a particular focus on mediation, enhancing participants' abilities to facilitate the land conflict resolution process between disputants.

### **SESSION 5: Land Conflict Simulation**

A specific case of land conflict will be developed for this session to run a simulation exercise reflective of the land conflict issues, including human rights concerns, in the context of their communities. Participants will apply learned skills in a realistic setting, gaining confidence in their abilities to resolve similar real-world conflicts.

### **SESSION 6: Land Conflict Resolution Action Planning**

Participants in this session are guided in developing action plans for land conflict resolution, tailored to their specific contexts and anchored on institutional plans such as the Barangay Development Plan (BDP), ADSDPP, and others. Participants will leave with actionable plans for applying their knowledge and skills to resolve land conflicts in their communities.

### **Reflection, Debriefing, and Closure: Post-test administration**

Prior to the closing of the training, a post-test must be conducted to evaluate the knowledge and skills gained. The results should be compared with the pre-test to measure learning progress. This session will assess participants' progress and learning outcomes, ensuring training effectiveness and identifying areas for future improvement.

# IV. Session Guides

## Preliminaries / Grounding / Pre-test

This session aims to establish a learning community among participants. It is intended to ground participants in the purpose and expectations of the training. It also includes a pre-test to assess participants' baseline knowledge of conflict resolution principles, their roles within the local conflict resolution structure, and their attitudes towards conflict. This module sets the tone for an immersive learning experience.

Basic objectives to be achieved by participants	The participants are able to: <ul style="list-style-type: none"> <li>- Set the tone of the two-day session</li> <li>- Understand the objectives and flow of the training workshop.</li> <li>- Conduct pre-test to determine level of knowledge on key thematic session areas.</li> </ul>
Time	1 hour
Preparation of rooms	<ul style="list-style-type: none"> <li>- U-shaped arrangement at the beginning</li> <li>- Tables and chairs arranged for group activity</li> </ul>
Requirements	
Trainers / Assistants	One lead facilitator, at least 2 assistants
Didactic aids to prepare	<ul style="list-style-type: none"> <li>- Meta plan cards</li> <li>- Meta boards</li> <li>- Whyte board and markers</li> <li>- Sound system – microphone</li> <li>- Projector</li> </ul>
Materials for the trainers	Pre-test questionnaire for distribution
Materials for the participants	Notepads and pens
Important conditions of the room	Air-conditioned or well-ventilated room

## Learning Process Overview

Step	Time	Process
Opening Amenities	10 min.	Conduct the opening and welcome addresses, with pre-identified participants to lead the prayer and with remarks from LGU leadership and GIZ rep.
Introduction	10 min.	Allow everyone to introduce themselves, with names and positions in the barangay.
Expectation Check	30 min.	<p>Do the interactive fun game to create a learning community, generate expectations and ground rules.</p> <p><b>Instructions for the Interactive Fun Game:</b></p> <ul style="list-style-type: none"> <li>• Introduce the game of “Making the right line fastest”. The participants will be divided into two lines with same number if possible. They will form the line according to the categories provided. The first one to form the line first takes the point. The group that takes more points, wins. In each of the category, the participants from the two lines will face one another to form a dyad.</li> <li>• Use the following categories and the pair discussion points.</li> </ul> <p><b>Sample category:</b></p> <ul style="list-style-type: none"> <li>• height from tallest to shortest.</li> <li>• Time to travel from home to venue (shortest to longest)</li> <li>• First letter of your family name (A to Z)</li> <li>• Birth-month (from December to January)</li> <li>• Number of children from many to fewest</li> <li>• Age from oldest to youngest</li> <li>• Number of years engaged in barangay affairs (shortest to longest)</li> </ul> <p><b>Pair Discussion points:</b></p> <ul style="list-style-type: none"> <li>• something you bring to remind you of home</li> <li>• your fears while attending the workshop</li> <li>• gifts you bring to the workshop</li> <li>• strategies in managing your stress</li> <li>• expectations for the training</li> <li>• training community guidelines</li> </ul> <p><b>Note:</b> Ask them to write in meta cards the pair discussion results on training expectations and community guidelines.</p>

## Learning Process Overview

Step	Time	Process
Opening Amenities	10 min.	<p>Color of your skin (from superior to inferior):</p> <ul style="list-style-type: none"> <li>- Allow the group to arrange themselves.</li> <li>- Generate perspectives and process the various points.</li> <li>- Synthesize by stating that color of skin does not determine one's superiority or inferiority. These are social constructs imposed to us. Stress the value of empathy, respect, and inclusivity in building a more equitable and just society. Encourage participants to be advocates for change, challenging biases and promoting diversity and inclusivity in their communities.</li> <li>- Process and summarize the expectations and suggested ground rules. <ul style="list-style-type: none"> <li>• Sample Community Learning Guidelines</li> <li>• Speak from your experience.</li> <li>• Listen when someone speaks.</li> <li>• Share airtime to listen to others.</li> <li>• Respect differing opinions.</li> <li>• Ask if you do not understand.</li> <li>• Honor confidentiality.</li> <li>• You have the right to pass</li> </ul> </li> </ul> <p>Present the training agenda, and point-out that the training agenda serves as guide. This can be adjusted as necessary.</p>
Pre-test administration	10 min.	Administer the pre-test questionnaire. Explain that this will provide their level of knowledge in relation to training thematic areas. They can answer as best as possible. See Annex 1 for the Pre-test Questionnaire.

### Notes to Facilitators:

- Plan out in advance the room arrangements to ensure appropriate spaces for interactive processes.
- Be sensitive to the diversity of experiences and perspectives in the room; encourage respect and openness in discussions.
- Revise the categories and pair discussion points as necessary to reflect the profiles of the participants.
- Observe the group dynamics to assess early on active or passive participants and identify participants for the potential roles in the training exercises.

## Session 1

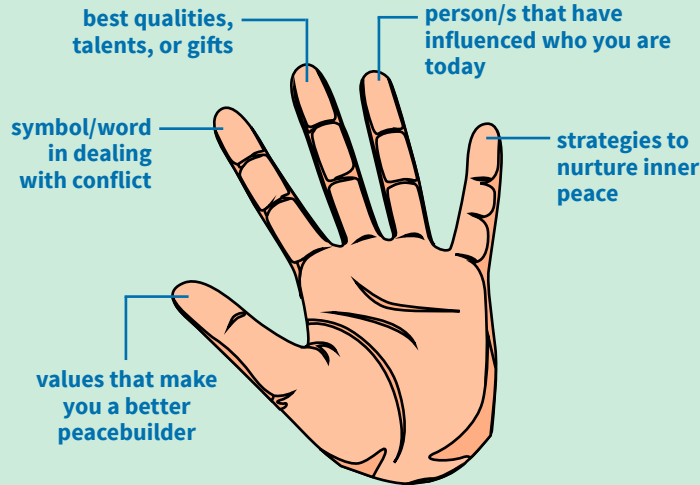
## My Identity as Member of Local Conflict Resolution Structure

This session focuses on personal and collective identity within the context of a local conflict resolution structure. Participants will reflect on their roles, responsibilities, and the attitudes they bring to the process. The session is designed to build self-awareness and foster a sense of ownership and accountability as responsible community leaders assigned to their respective roles.

Basic objectives to be achieved by participants	The participants are able to: <ul style="list-style-type: none"> <li>- Identify and articulate their roles within the local conflict resolution process.</li> <li>- Examine how their personal attitudes can affect conflict dynamics and resolutions.</li> <li>- Increase awareness of the influence of personal biases and assumptions on conflict resolution.</li> </ul>
Time	Two (2) hours
Preparation of rooms	<ul style="list-style-type: none"> <li>- U-shaped arrangement at the beginning</li> <li>- Tables and chairs arranged for group activity</li> </ul>
Requirements	
Trainers / Assistants	One lead facilitator, at least 2 assistants
Didactic aids to prepare	<ul style="list-style-type: none"> <li>- Meta plan cards</li> <li>- Meta boards</li> <li>- White board and markers</li> <li>- Sound system – microphone</li> <li>- Projector</li> <li>- Handprints</li> <li>- Crayons</li> <li>- Fans</li> </ul>


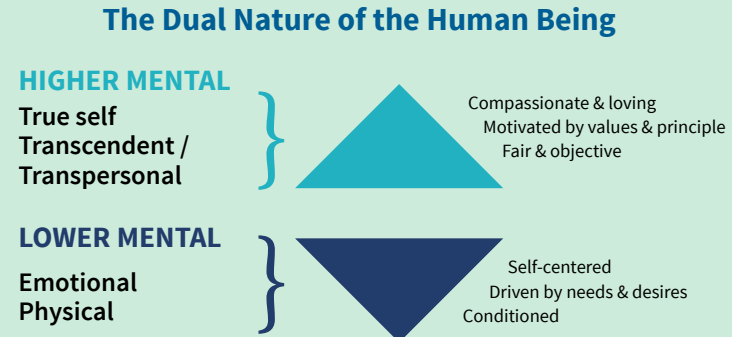


## Learning Process Overview

Step	Time	Process
Handprint Exercise	10 min.	<ul style="list-style-type: none"> <li>- Explain the objective of the activity and distribute the handprint templates to each participant.</li> <li>- Briefly describe what each part of the hand represents.</li> <li>- Participants spend time individually filling out each section of the handprint.</li> </ul> <p><b>Thumb:</b> List values that make you a better peacebuilder.</p> <p><b>Index finger:</b> Choose a symbol or word that represents your approach to dealing with conflict.</p> <p><b>Middle finger:</b> Note your best qualities, talents, or gifts.</p> <p><b>Ring finger:</b> Write down a person or people who have influenced who you are today.</p> <p><b>Pinky finger:</b> Describe strategies you use to nurture inner peace.</p> 
Sharing	25 min.	<ul style="list-style-type: none"> <li>- Ask participants to pair up and share insights from their handprint, explaining their choices for each section.</li> <li>- Invite volunteers to share one aspect of their handprint with the larger group, focusing on particularly meaningful or unique contributions.</li> </ul>

Step	Time	Process
Processing	15 min.	<ul style="list-style-type: none"> <li>- Process the feelings of the participants, particularly on their self-discoveries through the activity. You may ask the following questions: <ul style="list-style-type: none"> <li>• How did you feel about the activity?</li> <li>• What key learnings/insights have you gained from your own reflection and from sharing with others?</li> </ul> </li> <li>- What values and principles have you gleaned from the sharing?</li> <li>- Note of the common themes or insightful strategies on a flip chart.</li> <li>- Highlight the diversity of influences and strategies within the group.</li> <li>- Emphasize how personal experiences and qualities contribute to a collective strength as members of local complaint bodies.</li> </ul>
Synthesis Input	10 min.	<p>This hand outline serves as a reflective activity for members of local complaint bodies to explore and articulate various aspects of their identity and approach to conflict resolution.</p> <p><b>Thumb: “Values that make you a better peacebuilder”</b> - Members reflect on their personal strengths and how these can be applied to their roles in conflict resolution.</p> <p><b>Index Finger: “Symbol/word in dealing with conflict”</b> - This prompts participant to acknowledge mentors, leaders, or family members who have shaped their approach to handling disputes and their growth as individuals.</p> <p><b>Middle Finger: “Best qualities/talents/gifts”</b> - This symbolizes the core principle or value that members hold on to when mediating conflicts, such as justice or empathy.</p> <p><b>Ring Finger: “Persons that have influenced who you are today”</b> - Members consider the values that are important in their work, like neutrality, fairness, or respect.</p> <p><b>Little Finger: “Strategies to nurture inner peace”</b> - Here, members share personal strategies that help them maintain calm and balance, which is essential for effective conflict resolution.</p> <p><b>The center of the palm: “Name”</b> - The member places their name here, signifying the personal nature of the reflections and their central role in their peacebuilding efforts.</p> <p>This exercise is valuable for members of local complaint bodies as it encourages self-awareness and highlights the diversity of experiences and perspectives that each member brings to the table. It can lead to a deeper understanding of how personal attributes contribute to the collective effectiveness of the group in resolving conflicts within the community.</p> <ul style="list-style-type: none"> <li>- Encourage participants to keep their handprint as a reminder of their unique contributions to peacebuilding and to continue developing strategies for inner peace and effective conflict resolution.</li> </ul>

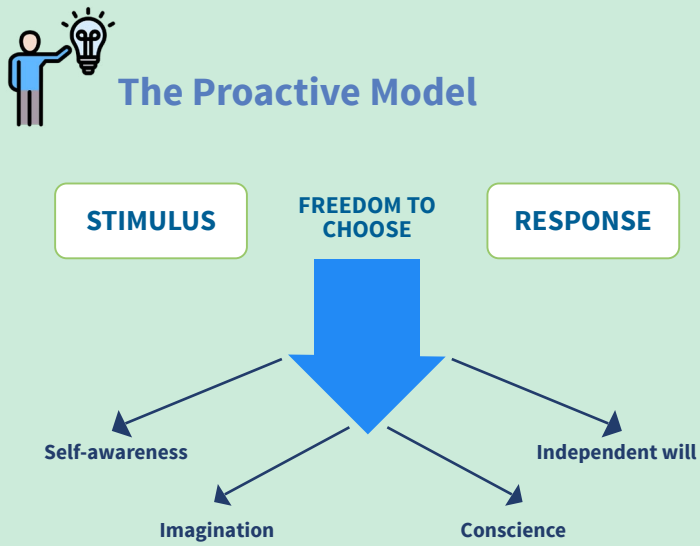
## Learning Process Overview

Step	Time	Process
Input: “The Dual Nature of the Human Being”	10 min.	<p>Deepen the activity with short inputs on “The Dual Nature of the Human Being” and “The Proactive Model”.</p>  <p><b>Dual Nature of the Human Being</b></p> <p>Human nature has two levels of awareness – <b>Lower Mental Awareness</b> and the <b>Higher Mental Awareness</b>. Both levels may be considered as vehicles within which our levels of awareness reside. Both also have attendant characteristics. The Lower Mental Awareness deals with information on our emotions and our physical behavior. There have been various breakthroughs on healthy living because man has had extensive information about how our body works.</p> <p>The Higher Mental Awareness has three characteristics. One’s action can be easily determined as coming from the Higher Mental Awareness if the action is:</p> <ul style="list-style-type: none"> <li>- <b>Compassionate and loving.</b> The recipient of the action feels that he/she is being cared for because the action is done out of love.</li> <li>- <b>Motivated by values and principles.</b> The action is done in adherence to the universal values.</li> <li>- <b>Fair and objective.</b> Viewing things as they are.</li> </ul> <p>The Lower Mental Awareness, on the other hand, also has three characteristics:</p> <ul style="list-style-type: none"> <li><b>Self-centered.</b> Actions are motivated by personal desires.</li> <li><b>Driven by needs and desires.</b> Actions sometimes violate the universal values because they failed to contemplate about the effect of the actions. A parent may declare love for child, yet still managed to employ punitive actions.</li> <li><b>Conditioned.</b> These are the involuntary movements or activities within the body.</li> </ul> <p><b>The Dual Nature of the Human Being</b></p> 

Step	Time	Process
		<p>This concept regarding the duality of human nature offers a profound framework for understanding our actions and motivations, particularly when engaged in roles that require conflict resolution and community service. This duality is categorized into two aspects: the lower mental and the higher mental.</p> <p>The lower mental is associated with our emotions and physical presence. It encapsulates the ego-centric part of our existence, which is driven by personal desires, impulses, and basic needs. This aspect is represented by the black sheep, an embodiment of the primal and often selfish instincts that can lead to shortsighted decisions or actions that prioritize individual gain over collective good.</p> <p>In contrast, the higher mental relates to the intrinsic virtues of our character, akin to the white sheep, symbolizing purity, and the best within us. This aspect transcends mere physical existence, encompassing the virtues of mercy, love, justice, and impartiality. The higher mental is guided by our principles and the core values we uphold, propelling us toward actions that reflect the greater good and the well-being of others beyond just ourselves.</p> <p>Understanding and being mindful of these two mental states is crucial, particularly for those serving as barangay officials, educators, farmers, or any role that interacts with and impacts the community. In the context of conflict resolution, tapping into the higher mental can facilitate a more empathetic, fair, and principled approach, ensuring that outcomes are not only just but also nurturing and considerate of all parties involved.</p> <p>This dual framework encourages individuals to self-reflect and strive for personal growth, aligning more with the higher mental traits in daily interactions and decision-making processes. By doing so, one can become a more effective peacebuilder, resolving disputes with a sense of justice and empathy that resonates with the true spirit of community service.</p>




## Learning Process Overview

Step	Time	Process
Input: “The Proactive Model”	10 min.	 <p><b>The Proactive Model</b></p> <p>Being proactive is about mastering your environment instead of being a passive recipient of its whims. It’s about having the self-direction, autonomy, and the ability to choose your reactions to whatever life throws at you.</p> <p>This extends beyond just being the first to act.</p> <ul style="list-style-type: none"> <li>• We own the direction of our lives.</li> <li>• Our actions stem from our choices, not our situations.</li> <li>• Our principles can guide our emotional responses.</li> <li>• We have the power and the obligation to drive positive change.</li> <li>• Responsibility is our “ability-to-respond” — our capacity to select our responses.</li> </ul> <p><b>Key Traits of Being Human:</b></p> <p><b>Self-Awareness</b> - Recognizing the inherent gap between what happens to us and how we respond, where our choice lies.</p> <p><b>Imagination</b> - The power to envision realities that don’t yet exist.</p> <p><b>Conscience</b> - Our internal compass that discerns the ethics of our behavior, guiding us to align our actions with our moral standards.</p> <p><b>Independent Will</b> - The freedom to make choices based on our self-awareness, unaffected by outside pressures.</p> <p>In the context of local conflict resolution, the Proactive Model is pivotal for actors who are often at the forefront of community disputes. This model empowers them to manage conflicts effectively by taking charge of their actions and decisions, rather than reacting impulsively to the situations they face.</p>

Step	Time	Process
		<p>For local conflict resolution actors, being proactive involves:</p> <p><b>Taking Initiative:</b> Going beyond merely reacting to disputes as they arise, and instead seeking out ways to prevent conflicts before they escalate.</p> <p><b>Self-Responsibility:</b> Recognizing that they are in control of their own lives and that their actions in resolving conflicts are the result of conscious decision-making rather than external conditions.</p> <p><b>Prioritizing Values Over Feelings:</b> Understanding that while emotions are natural, they can choose to respond based on core values such as justice, respect, and community harmony.</p> <p><b>Responsiveness:</b> This “response-ability” refers to the capability to choose their response to conflict stimuli, rather than acting out of reflex or emotion.</p> <p>The Basic Human Endowments play a vital role in the Proactive Model for conflict resolution:</p> <p><b>Self-Awareness:</b> Local conflict resolution actors must be aware of the space between stimulus (a conflict arising) and response (how they choose to handle it) and use this awareness to make informed choices.</p> <p><b>Imagination:</b> They need to envision peaceful outcomes and creative solutions that extend beyond current realities or conflicts, considering the future of the community.</p> <p><b>Conscience:</b> This internal guide informs them of the rightness or wrongness of a situation, helping ensure that their actions align with ethical principles and the best interests of the community.</p> <p><b>Independent Will:</b> The capacity to act according to one’s self-awareness, free from external pressures or immediate emotional responses, is crucial for effective, impartial conflict resolution.</p> <p>Local conflict resolution actors can significantly contribute to creating and maintaining a peaceful community. By choosing to respond rather than react, utilizing their endowments, and aligning with their values, they set a powerful example of leadership and take control over the resolution process, fostering a proactive rather than reactive approach to conflict management.</p>
Workshop: Roles and responsibilities	20 min.	<p><b>Follow with a short workshop on their roles and responsibilities.</b></p> <ul style="list-style-type: none"> <li>• As members of the Lupon Tagapamayapa, BHRAC, and IPS-Leaders, what do you think are your roles and mandates?</li> <li>• Ask them to come together, discuss their responses, and write in brown paper.</li> <li>• Allow group presenters to share their outputs.</li> <li>• Present their roles and responsibilities based on legal mandates.</li> </ul>

## Learning Process Overview

Step	Time	Process
Lecture		 <p><b>Mechanisms, Mandates, Roles, &amp; Processes in Dispute Resolution</b></p> <p>On July 19, 1953, the Philippine Congress enacted Republic Act 876 otherwise known as Arbitration Law which authorized the making of arbitration and submission agreements and provided for the appointment of arbitrators and the procedure for arbitration in civil controversies. In 2004, the Philippine Legislature passed a new law which aims to promote the use of alternative dispute mechanisms. The law aims to actively promote party autonomy in the resolution of disputes and to afford the parties freedom to make their own arrangements in resolving their disputes. The law mandated the creation of a new agency to implement said tasks- the Office for Alternative Dispute Resolution. The Office shall encourage and actively promote the use of ADR to achieve speedy and impartial justice and declog court dockets.</p> <p><b>1. Indigenous Conflict Resolution Mechanism</b> IPRA, Section 15- The ICCs/IPs shall have the right to use their own commonly accepted justice systems, conflict resolution institutions, peace building processes or mechanisms and other customary laws and practices within their respective communities and as may be compatible with the national legal system and with internationally recognized human rights.</p> <p>The Indigenous Conflict Resolution Mechanism combines customary norms, spiritual beliefs, and community participation to achieve harmony and justice. The Indigenous Conflict Resolution Mechanism varies in different tribal groups. The forms of the mechanisms are affected by the local history; local geography; population dynamics, social organization and kinship, economy and technology, political systems, customary laws and practices, and tangible and intangible culture. These dispute resolution mechanisms persist and continue to evolve and have undergone innovations over time.</p> <p><b>Specific duties of the IPS-Leaders:</b> To formulate and implement systems for the sustainable use, protection and conservation of the flora and fauna, watershed areas, sacred places and all other objects of ritual and ecological importance in accordance with their indigenous knowledge systems and practices (IKSPs), customary laws and traditions, and duly adopted ADSDPP, if any; (NCIP Administrative Order No. 2 Series of 2012 - Article 3, Section 7, #1) To revitalize and strengthen ICCs/IPs own institutions, systems,</p>

Step	Time	Process
		<p>and standards for protecting their natural resources, taking into consideration the national minimum standards. For this purpose, the ICCs/IPs may be authorized by the appropriate government agency to exercise powers to prevent, apprehend and prosecute all persons violating environmental and natural resources laws within ancestral domains in accordance with Chapter XI, Section 72 of the IPRA; (NCIP Administrative Order No. 2 Series of 2012 - Article 3, Section 7, #2)</p> <p>To uphold the Free and Prior Informed Consent (FPIC) process relative to all activities involving the utilization, extraction, or development of natural resources; (NCIP Administrative Order No. 2 Series of 2012 - Article 3, Section 7, #5)</p> <p>To resolve all conflicts emanating from violations of all customs and traditions of the community; (NCIP Administrative Order No. 2 Series of 2012 - Article 3, Section 7, #10)</p> <p><b>2. Katarungang Pambarangay (Barangay Justice System)</b></p> <p>Republic Act 7160, otherwise known as the 1991 Local Government Code, gives barangays the mandate to enforce peace and order and provide support for the effective enforcement of human rights and justice. Decentralization has facilitated the recognition of the Katarungang Pambarangay or Barangay Justice System as an alternative venue for the resolution of disputes. Section 399 of RA No. 7160 provides for the creation in each Barangay a Lupong Tagapamayapa, hereinafter referred to as the Lupon, composed of the Punong Barangay as Chairperson and 10 to 20 members. The Lupon shall be constituted every three (3) years in the manner provided herein. The Katarungang Pambarangay is implemented at the barangay level by the Lupong Tagapamayapa chaired by the Punong Barangay.</p> <p><b>Duties of Lupong Tagapamayapa:</b></p> <ul style="list-style-type: none"> <li>• Exercise administrative supervision over the conciliation panels.</li> <li>• Meet regularly once a month to provide a forum for exchange of ideas from among its members and the public on matters relevant to the amicable settlement of disputes and enable various conciliation panel members to share with one another their observations and experiences in effecting speedy resolution of disputes.</li> <li>• Exercise such other powers and perform such other duties as may be prescribed by law or ordinance. (LGC, Section 402)</li> </ul>



## Learning Process Overview

Step	Time	Process
		<p><b>3. Barangay Human Rights Action Center (BHRAC)</b></p> <p>The 1987 Philippine Constitution primarily gave CHR the mandate to protect and promote the rights and dignity of every human being in the country. The State values the dignity of every human person and guarantees full respect for human rights. (Sec. 11, Art. II, Philippine Constitution)</p> <p>The DILG through the efforts of the Commission on Human Rights (CHR) passed a Memorandum Circular enjoining all barangays to pass or adopt a Human Rights Center in their barangay on October 27, 1994. All Regional Directors of the DILG were instructed to distribute this circular to all LGUs in their respective jurisdiction. The BHRAC program, through initiatives of the CHR and cooperation of the DILG was thus initiated.</p> <p><b>The Objectives in establishing the BHRAC are:</b></p> <p>(a) To hand to ordinary citizens the central role of human rights promotion and protection in their community; and</p> <p>(b) To bring the services of the Commission closer to the populace.</p> <p><b>Duties of BHRAC</b></p> <ul style="list-style-type: none"> <li>• Consolidate human rights reports from both barangay-based institutions (e.g. Lupong Tagapamayapa, VAW Desks, BCPC, etc.) and non-government entities (e.g. sectoral CSOS and purok leaders) in the community.</li> <li>• Submit semestral Barangay Human Rights Situation Reports to MHRAC or CHRAC; and</li> <li>• Receive complaints of human rights violations and refer the same to the nearest CHR Regional Offices and other appropriate agencies copy furnished the P/C/MHRACs and monitor the status thereof. (DILG Joint Memo Circular No.1. s.2014)</li> </ul> <p><b>4. Alternative Dispute Resolution approach of DENR</b></p> <p>DENR's ADR mechanism operates within the legal framework provided by Philippine environmental laws, regulations, and policies, ensuring that resolutions are consistent with legal requirements and environmental protection principles.</p> <p>The Alternative Dispute Resolution (ADR) mechanism of the Department of Environment and Natural Resources (DENR) in the Philippines aims to provide a means for resolving environmental disputes outside of formal court proceedings. The primary goal of this mechanism is to facilitate the fair and timely resolution of environmental conflicts and disputes, promoting sustainable development and environmental protection.</p>

Step	Time	Process
		<p>It covers various types of environmental disputes, including conflicts related to land use, pollution, natural resource management, and environmental compliance. DENR employs several ADR methods to resolve disputes effectively, such as negotiation, mediation, conciliation, and arbitration. These methods allow parties to engage in constructive dialogue and reach mutually acceptable <b>solutions</b>.</p> <p><b>5. Barangay Agrarian Reform Committee (BARC)</b></p> <p>Pursuant to Department of Agrarian Reform (DAR) Administrative Order No. 14, Series of 1990, the Barangay Agrarian Reform Committee (BARC) is mandated to mediate/conciliate agrarian disputes brought to it by the contending parties for resolution.</p> <p>The DAR, through BARC, provides a framework in mediating/conciliating agrarian disputes between and among contending parties relative to tenurial and financial arrangements, and other agrarian-related matters. This aims to promote the speedy and cost-free administration of justice; alleviate the congestion of Court and DAR Adjudication Board (DARAB) dockets; and develop a sense of commitment and responsibility among landowners and farmer-beneficiaries to comply with their agreements, thus, ensuring the successful implementation of the CARP.</p> <p><b>Duties and Functions of BARC:</b></p> <ul style="list-style-type: none"> <li>• Identification of Beneficiaries and Landowners: Assisting in identifying qualified beneficiaries and landowners within the barangay</li> <li>• Land Valuation: Helping in the initial determination of the value of the land</li> <li>• Mapping and Surveys: Attesting to the accuracy of initial parcellary mapping and perimeter surveys</li> <li>• Mediation and Dispute Resolution: Mediating, conciliating, or arbitrating agrarian conflicts and issues brought to it for resolution</li> <li>• Support for Agrarian Reform Programs: Participating in and supporting the implementation of agrarian reform programs</li> <li>Information Dissemination: Providing information and education to the community about agrarian reform laws and policies</li> </ul>

## Learning Process Overview

Step	Time	Process
Input: Perception to Discrimination	20 min.	 <p><b>Perception to Discrimination</b></p> <p>How we look at situations/things depends on where we stand when we look or from what angle we view them. Who we think others are is colored by our perception borne out of our experience and knowledge of them. We should work on our perception to gain a better understanding of who people are. We should go deeper than the title a person has in the community. When we look at a person, we generally only consider what is physically visible. We tend to limit our understanding of others based on what we see at the “surface”. For example, how a person carries oneself, how he/she walks or speaks, if one smiles a lot or not, and how scary or aggressive one looks. All these physical manifestations shape our perception of others. We forget that, like an anthill, there is more to discover about a person than what meets the eye. The submerged part is even greater than what is on the surface as illustrated by the anthill. The only way to access this invisible area is if we begin to talk to the other. The more we communicate with the other, the more we discover about the other. This process of discovering helps us understand another person in a holistic and deeper level. On the one hand, not knowing the other may result to biases, prejudice or even discrimination.</p> <p><b>From Perception to Discrimination (How we begin to perceive others negatively)</b></p> <p>Perception refers to the way we see and understand the world around us. It’s our individual interpretation of our surroundings, influenced by our personal experiences, culture, and existing beliefs.</p> <p><b>Example:</b> A member of a local complaint body might perceive a case differently based on their first impression of the complainant. If the complainant is well-spoken and presents themselves confidently, the member might perceive their complaint as more credible, even before examining the facts.</p> <p>Biases are preconceived notions or inclinations toward or against something or someone. These can be conscious or unconscious and can significantly affect judgment and decision-making.</p> <p><b>Example:</b> A local complaint body member has a bias towards believing complaints from older individuals over younger ones, thinking older people are more likely to be truthful. This bias could lead to younger complainants not being taken as seriously, even if their complaints are valid.</p>

Step	Time	Process
		<p>Prejudice is a preconceived opinion or feeling formed without just grounds or before sufficient knowledge. Unlike bias, which can be somewhat neutral, prejudice is usually negative and based on stereotypes.</p> <p><b>Example:</b> If a member of the complaint body holds a prejudice against a specific ethnic group, believing they are more prone to causing disturbances, they might approach complaints involving individuals from this group with skepticism or hostility without any evidence to justify such an attitude.</p> <p>Stereotypes are oversimplified generalizations about groups of people. Stereotypes can be about race, gender, age, etc., and do not take individual differences into account.</p> <p><b>Example:</b> A stereotype within the local complaint body might be that “business owners are always trying to evade regulations.” This stereotype could lead to members automatically treating any business-related complaints with undue suspicion, impacting fair assessment.</p> <p>Discrimination is the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex. It’s an action that segregates and harms individuals based on the biases, prejudices, and stereotypes held against them.</p> <p><b>Example:</b> Discrimination occurs if the local complaint body consistently prioritizes complaints from a certain neighborhood deemed ‘more respectable’ and delays or disregards addressing complaints from less affluent areas. This action discriminates based on socio-economic status, impacting the fairness and justice supposed to be upheld by the body.</p> <p>Understanding these concepts is crucial for members of local complaint bodies to ensure they provide equitable and fair treatment to all individuals in their community. Recognizing and addressing one’s own perceptions, biases, prejudices, stereotypes, and discriminatory behaviors is vital in promoting justice and fairness in community governance.</p> <p>Some important lessons are: (a) taking stock of one’s understanding (perception) of what is happening and checking what influences/shapes this understanding i.e. We suspend judgment and analyze and understand the situation at hand.</p> <p>Cultural sensitivity is the awareness that cultural differences and similarities between people exist without assigning them a value, whether positive or negative, better, or worse, right,</p>



## Learning Process Overview

Step	Time	Process
		<p>or wrong. A culturally competent person views all people as unique individuals and realizes that their experiences, beliefs, values, and language affect their perceptions.</p> <p>Gender Sensitivity refers to understanding and taking account of the societal and cultural factors involved in gender relations in the most diverse spheres of public and private life. It also refers to modifying behavior by raising awareness of gender equality concerns. It encompasses the ability to acknowledge and highlight existing gender differences, issues and inequalities and incorporate these into strategies and actions.</p> <p>End the session by highlighting “Be the change we want to see the world.”</p> <p>As members of local complaint-bodies, it is important to reflect on how personal change is a powerful step toward broader transformation. This statement, often attributed to Mahatma Gandhi, encapsulates the idea that actions and behaviors are a form of communication as powerful as words.</p> <p>In conflict resolution, the way we perceive ourselves and others can profoundly influence the outcomes. If we wish to see a world where dialogue trumps discord, we must start by exemplifying those values in our interactions. When we approach a situation with understanding and empathy, we not only resolve the immediate conflict but also set a precedent for others.</p> <p>Our actions, driven by the positive change we embody, can alter perceptions, inspire collaborative problem-solving, and promote a culture of peace.</p> <p>Being the change is about consistency between our beliefs and our behaviors. As local conflict resolution actors, when we demonstrate fairness, active listening, and respect, we encourage these values in our community. By embodying the change, we influence others’ perceptions, fostering an environment where positive change can flourish. This approach doesn’t just resolve conflicts – it transforms them into opportunities for growth and unity.</p>

### Notes to Facilitators:

- Be sensitive to the diversity of experiences and perspectives in the room; encourage respect and openness in discussions.
- Guide participants to consider both the strengths and limitations their identities and attitudes bring to their roles.
- Encourage participants to think about how they can leverage their identities and attitudes positively within their work.
- Make note of any prevalent attitudes or misconceptions that may need to be addressed later in the training.

## Session 2

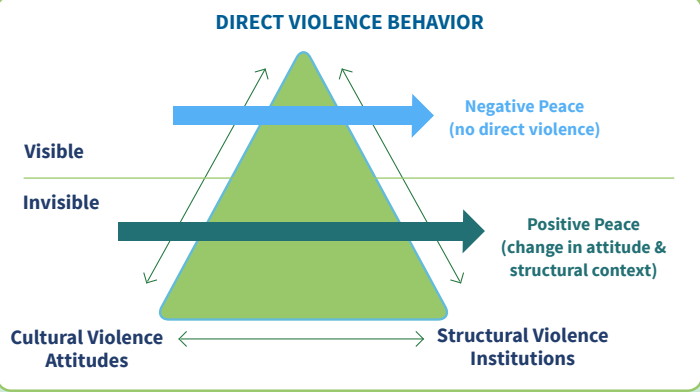
## Basics of Peace and Conflict

This module introduces fundamental concepts. Participants will explore various conflict of peace and conflict, including definitions, management styles and their effectiveness in principles, and the evolution of conflicts. different scenarios.

Basic objectives to be achieved by participants	<p>The participants are able to:</p> <ul style="list-style-type: none"> <li>- Understand peace and conflict</li> <li>- Gain insight into the principles that underpin conflict dynamics.</li> <li>- Learn to identify different conflict management styles and their appropriate applications.</li> </ul>
Time	2.5 hours
Preparation of rooms	<ul style="list-style-type: none"> <li>- U-shaped arrangement at the beginning</li> <li>- Tables and chairs arranged for group activity</li> </ul>
Requirements	
Trainers / Assistants	One lead facilitator, at least 2 assistants
Didactic aids to prepare	<ul style="list-style-type: none"> <li>- Meta plan cards</li> <li>- Meta boards</li> <li>- White board and markers</li> <li>- Sound system – microphone</li> <li>- Projector</li> <li>- Brown Paper</li> </ul>


## Learning Process Overview

Step	Time	Process
Image of Peace (Individual work)	15 min.	<p>Start the session with personal vision of peace.</p> <ul style="list-style-type: none"> <li>- Ask participants to think and reflect this question: What is my image of peace?</li> <li>- Provide time for each one to work on their outputs. Encourage those who are artistic to reflect their talents in their outputs. Those who are challenged to draw, instruct them to use words or statements instead.</li> <li>- Ask everyone to think of a word or few words to describe their image of peace. Show the image of peace and shoutout the word description.</li> </ul>
Sharing	25 min.	<ul style="list-style-type: none"> <li>- After everyone shares, ask them to put together a montage of all the peace images. Ask them to post all the images to the plenary board and come up with a coherent collective peace image?</li> <li>- Allow them to clarify and ask questions about the images of others.</li> <li>- In producing the montage, key questions to use: <ul style="list-style-type: none"> <li>• When you saw your image as part of the collective image, how did you feel?</li> <li>• What images we should group together to make the entire image more coherent?</li> </ul> </li> <li>- Instruct them to add some elements to show their image of peace for their barangay, and for the entire Mt. Apo Natural Park.</li> <li>- Synthesize the various points and highlight the following: <p>It is important that we align our peace aspirations with others. There are other like-minded individuals or groups with whom we share our peace vision, and with whom we can work together in achieving it. It is great to make our peace vision as clear as possible to ensure we know what to achieve.</p> </li> <li>- Let us all celebrate and affirm our vision of peace.</li> </ul>
Peace, Culture of Peace and Peacebuilding	15 min.	 <h3>Peace, Culture of Peace and Peacebuilding</h3> <p>The diagram you've provided illustrates a conceptual model of peace, distinguishing between 'negative peace' and 'positive peace,' as well as the visible and invisible factors contributing to violence and peace.</p> <p><b>Negative Peace</b> is defined as the absence of direct violence or armed conflict. It is a basic level of peace where, superficially,</p>

Step	Time	Process
		<p>there is no active fighting or overt aggression. This is typically what is achieved through ceasefires or armistices – the immediate threat stops, but the underlying issues may still be unresolved.</p> <p><b>Positive Peace</b>, on the other hand, goes deeper. It refers to the presence of social justice, equality, and harmony, and it addresses the root causes of conflict. Positive peace involves a change in attitudes, indicating a shift away from prejudice and animosity, and a change in the structural context, which means reforming or removing social, political, and economic structures that create inequality or injustice.</p> <p><b>The Triangle Diagram shows two types of violence:</b></p>  <p><b>Cultural Violence</b>, represented at the base of the triangle as attitudes, symbolizes the aspects of culture that justify or legitimize direct or structural violence. This includes the beliefs, perceptions, and values that perpetuate discrimination and intolerance.</p> <p><b>Structural Violence</b> refers to institutional factors that harm people by preventing them from meeting their basic needs or reaching their full potential. This type of violence is systematic and often embedded in the political and economic organization of society. It's invisible in the sense that it's not physical violence, but its effects are profound and long-lasting. The arrows represent a continuum. To move from a state of negative peace to positive peace, societies must address both cultural and structural violence. This involves altering institutions to be more inclusive and equitable and changing societal attitudes to reject discrimination and embrace diversity.</p> <p>This framework for understanding peace suggests that merely stopping direct violence is insufficient for true peace. Societies must actively promote positive peace by transforming attitudes and structures that sustain indirect forms of violence.</p>



## Learning Process Overview

Step	Time	Process
Understanding Conflict	15 min.	<p>Introduce the discussion on conflict by asking: what is it? and write responses on the board.</p> <p>Do a quick activity to understand conflict better.</p> <p><b>Activity steps:</b></p> <ul style="list-style-type: none"> <li>- Have everyone count off to divide into groups, aiming for at least five people per group.</li> <li>- Groups should find their own space in the room, keeping distance from others.</li> <li>- Each group forms a circle, facing away from the center.</li> <li>- Everyone links arms and forms a circle.</li> <li>- Silently, each person thinks of a place they'd like to move the group to, without telling anyone.</li> <li>- Remind everyone they can't talk or gesture to indicate where they want to go.</li> <li>- Let the groups try to move to someone's chosen spot without speaking for about a minute.</li> <li>- Once done, everyone goes back to sitting down.</li> <li>- Ask the following questions to process the activity: <ul style="list-style-type: none"> <li>• What was your first action when told to start?</li> <li>• Did you manage to move your group to your spot?</li> <li>• If yes, how do you think you succeeded?</li> <li>• If no, what stopped you?</li> <li>• Did you have experiences that you can relate to this activity?</li> <li>• Think of conflict you experienced and how managed it?</li> <li>• What are your reflections and lessons?</li> </ul> </li> </ul>
Conflict, Levels of Conflict, Types of conflict	20 min.	 <p><b>Conflict and Violence</b></p> <p><b>What is Conflict?</b></p> <ul style="list-style-type: none"> <li>• Conflict is very fluid, mobile, ambiguous, word. It can mean different things to different people.</li> <li>• Conflict can refer to: a debate or contest, a disagreement, argument, dispute, or quarrel; a struggle, battle, or confrontation; a state of unrest, turmoil, or chaos.</li> <li>• Conflict is an opportunity and a danger.</li> <li>• Conflict can happen from the inner emotional or psychological process of the individual relationships within or between different social groups (such as the family, town, states, cultures, or even civilizations)</li> <li>• Conflict arises when parties disagree about the distribution of material or symbolic resources and act based on perceived incompatibilities.</li> </ul>

Step	Time	Process
		<p>Conflict sensitivity refers to the ability of an organization to understand the context it operates in, understand the interaction between its intervention and that context, and act upon this understanding to minimize negative impacts and maximize positive impacts on conflict.</p> <p><b>Key Messages:</b></p> <ul style="list-style-type: none"> <li>• Irrespective of type of intervention, it is important to acknowledge the responsibility to seek to understand potential impact.</li> <li>• Conflict sensitivity is a deliberate &amp; systematic practice to maximise the positive &amp; reduce the negative impact across the programme cycle.</li> <li>• Effective conflict sensitivity requires continuous thinking about the context &amp; your impact on the context &amp; means being flexible and adaptable to change</li> </ul> <p><b>What is Violence?</b></p> <p>Violence consists of actions, words, attitudes, structures, or systems that cause physical, psychological, social, or environmental damage and/or prevent people from reaching their full human potential.</p> <p><b>Principles of Conflict</b></p> <ul style="list-style-type: none"> <li>• Conflict is natural</li> <li>• Conflict is an on-going process</li> <li>• Conflict is a dynamic process.</li> <li>• Conflict is positive.</li> <li>• Conflict is embedded in all types of relationships.</li> </ul> <p><b>Conflict is Natural</b></p> <ul style="list-style-type: none"> <li>• Always part of any human condition.</li> <li>• It is how we respond or channel energy that we can take very destructive or constructive directions.</li> <li>• It is how we begin to understand and respond to what is presented to us as we live in our lives.</li> <li>• There is no good or bad, no true or good relationship without experiencing conflict.</li> <li>• The emergence of conflict in a certain relationship is a sign of dynamic relationship.</li> <li>• It is a sign that there is no one superior in the relationship.</li> </ul>

## Learning Process Overview

Step	Time	Process															
		<p>Conflict is a Dynamic Process</p> <ul style="list-style-type: none"> <li>Conflict has only one definite direction: it initiates change.</li> <li>Change is also dynamic.</li> <li>The key challenge: how to direct conflict towards a process of positive change.</li> <li>Our key task: to manage conflict and transform it to a higher and better relationship</li> </ul> <p>Conflict is Positive</p> <ul style="list-style-type: none"> <li>It encourages a human being to reflect and search for new direction, to examine or re-examine his/her relationship with others and with society.</li> <li>An essential propeller for change.</li> <li>It is necessary part of human relationship which makes human beings more humane.</li> <li>It always makes human being stronger and more prepared for living.</li> </ul> <p>Conflict is Embedded in all Relationships</p> <ul style="list-style-type: none"> <li>Present not only in human relationship, but also to different social, economic, and political structures.</li> <li>Since it is in every relationship, it makes the parties adjust to each other.</li> </ul>															
		<table border="1"> <thead> <tr> <th>HUMAN NEEDS</th> <th>SOURCES OF CONFLICT</th> <th>TYPES OF CONFLICT</th> </tr> </thead> <tbody> <tr> <td> <b>4. Creativity Ideas</b> </td> <td>                     - Exclusion                      - Suppression                 </td> <td> <b>Ideology-based conflict</b> </td> </tr> <tr> <td> <b>3. Community Belonginess</b>                      - Culture                      - Religion                      - Family                 </td> <td>                     - Discrimination                      - Biases, Prejudices,                      - Marginalization                      - Generalization                      - Stereotyping                 </td> <td> <b>Value-based or Identity-based conflict</b> </td> </tr> <tr> <td> <b>2. Security</b>                      - Political                      - Economic                      - Social, Cultural                 </td> <td>                     - Injustice                      - Oppression                      - Abuse of power                      - Underdevelopment                 </td> <td> <b>Governance or Power-based conflict</b> </td> </tr> <tr> <td> <b>1. Basic Needs</b>                      - Land                      - Food                      - Shelter                      - Education                      - Health                 </td> <td>                     - Exploitation                      - Inequity                      - Neglect                      - Corruption                 </td> <td> <b>Resource-based conflict</b> </td> </tr> </tbody> </table>	HUMAN NEEDS	SOURCES OF CONFLICT	TYPES OF CONFLICT	<b>4. Creativity Ideas</b>	- Exclusion - Suppression	<b>Ideology-based conflict</b>	<b>3. Community Belonginess</b> - Culture - Religion - Family	- Discrimination - Biases, Prejudices, - Marginalization - Generalization - Stereotyping	<b>Value-based or Identity-based conflict</b>	<b>2. Security</b> - Political - Economic - Social, Cultural	- Injustice - Oppression - Abuse of power - Underdevelopment	<b>Governance or Power-based conflict</b>	<b>1. Basic Needs</b> - Land - Food - Shelter - Education - Health	- Exploitation - Inequity - Neglect - Corruption	<b>Resource-based conflict</b>
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<b>1. Basic Needs</b> - Land - Food - Shelter - Education - Health	- Exploitation - Inequity - Neglect - Corruption	<b>Resource-based conflict</b>															

Step	Time	Process
		<p><b>Human Needs:</b> Based on a hierarchy of needs like Maslow's, this covers foundational needs and moving up to more complex societal needs.</p> <p><b>Basic Needs:</b> Includes essentials for survival such as land, food, shelter, education, and health.</p> <p><b>Security:</b> Involves protection and stability in political, economic, social, and cultural domains.</p> <p><b>Community/Belonginess:</b> Encompasses the desire to be part of a community, including culture, religion, and family ties.</p> <p><b>Creativity/Ideas:</b> Represents the need for self-expression, innovation, and the exchange of ideas.</p> <p>Sources of Conflict outlines potential triggers or issues that can lead to conflict, corresponding to the level of unmet human needs.</p> <p><b>Related to Basic Needs:</b> Conflicts can arise from exploitation, inequality, neglect, and corruption.</p> <p><b>Linked to Security:</b> Sources include injustice, oppression, abuse of power, and underdevelopment.</p> <p><b>Community level:</b> Conflicts can stem from discrimination, biases, prejudices, marginalization, generalization, and stereotyping.</p> <p><b>Creativity/Ideas:</b> Conflicts might involve exclusion and suppression.</p> <p>Types of Conflict presents the nature of conflicts that typically correlate with the sources listed.</p> <p><b>Resource-based Conflict:</b> Associated with competition over basic needs like land and water.</p> <p><b>Governance or Power-based Conflict:</b> Tied to the security level, often about political power and control.</p> <p><b>Value-based or Identity-based Conflict:</b> Relates to community level issues where cultural, religious, or familial values clash.</p>



## Learning Process Overview

Step	Time	Process
		<p>Ideology-based Conflict: Occurs at the creativity level, where differing ideas and philosophies can lead to disputes. The arrows on either side indicate the progression from basic to more complex levels, suggesting that as human needs become more sophisticated, so do the sources and types of conflicts. Understanding this hierarchy can aid conflict resolution actors in identifying the root causes of disputes and addressing them effectively.</p> <p><b>Social Transformation of Conflict</b></p> <p>7. Polarization Change in Social Organization</p> <p>6. Antagonism &gt; Hostility</p> <p>5. Eye for an eye Reaction and Escalation</p> <p>4. Triangle Talk about not with</p> <p>3. Issue proliferation From specific to general</p> <p>2. Shift from disagreement to personal antagonism</p> <p>1. Problem-solving Disagree, but share <b>problem</b></p> <p>DESTRUCTIVE</p> <p>CONSTRUCTIVE</p> <p>MORE VIOLENCE</p> <p>LESS TRUST</p> <p>LESS ACCURATE COMMUNICATIONS</p> <p>LESS DIRECT CONFLICT</p> <p><b>Problem-solving:</b> At this initial stage, parties disagree but recognize they share a common problem that needs to be addressed. This is a constructive phase where collaboration is possible.</p> <p><b>Shift from disagreement to personal antagonism:</b> Here, the conflict becomes personal. The people involved start to see each other as the problem rather than focusing on the issue at hand.</p>

Step	Time	Process
		<p><b>Issue proliferation:</b> The conflict begins to expand beyond the original problem, bringing in other unrelated issues and making the situation more complex.</p> <p><b>Triangle:</b> Communication breaks down further as people talk about each other rather than with each other, often involving third parties in the conflict rather than addressing it directly.</p> <p><b>Eye for an eye:</b> This stage is characterized by retaliation, where one party's actions lead to reciprocal actions by the other, creating a cycle of reaction and escalation.</p> <p><b>Antagonism to Hostility:</b> The emotions and stakes increase as the conflict becomes deeply rooted in antagonism, leading to entrenched hostility.</p> <p><b>Polarization:</b> The final stage of conflict where the parties are completely divided, often resulting in a change in social organization as groups form around each polarized position.</p> <p>The diagram also associates these stages with decreasing constructive elements like direct contact, accurate communication, and trust, and increasing destructive elements like violence.</p> <p>For local conflict resolution, this model provides a framework for understanding how conflicts can escalate and what interventions might be necessary at each stage. For example, at the problem-solving stage, facilitation and negotiation are essential. As conflicts move into personal antagonism, interventions might focus on personal relationships and separating people from the problem. By the polarization stage, broader peacebuilding efforts may be required to address structural changes and deeply rooted hostilities.</p> <p><b>Here is an example of how a land boundary conflict can escalate, if not resolved early on.</b></p> <p><b>Problem-solving:</b> Two farmers notice a discrepancy in where they believe their property boundaries are. They agree there's an issue and come together to check their deeds and perhaps re-survey the land to find a solution.</p> <p><b>Shift from disagreement to personal antagonism:</b> The discussion breaks down, and each farmer starts blaming the other for encroaching on their land. The problem is no longer a shared issue; each now views the other as the adversary.</p> <p><b>Issue proliferation:</b> The conflict escalates as old grievances are brought up, such as past disputes or unrelated issues like one farmer's livestock damaging the other's crops.</p> <p><b>Triangle:</b> Neighbors and community members get involved. The farmers talk about each other to these third parties, spreading rumors and escalating the conflict instead of negotiating directly.</p>

## Learning Process Overview

Step	Time	Process
		<p><b>Eye for an eye:</b> One farmer retaliates for the perceived encroachment by deliberately plowing a few rows on what they consider their side of the disputed boundary. The other farmer responds by letting their livestock graze on the disputed land.</p> <p><b>Antagonism to Hostility:</b> The farmers' interactions become characterized by open hostility. They may build fences or other structures, not just to mark the boundary but to make a statement of ownership, often without legal backing.</p> <p><b>Polarization:</b> The conflict is now public and divisive, perhaps involving legal action. It polarizes the community, with people taking sides. The original issue of the boundary dispute may be overshadowed by the conflict's symbolic significance, representing larger issues of rights, respect, and identity within the community.</p> <p>In such scenarios, each step away from problem-solving typically reduces the chances for a peaceful and mutually agreeable solution, reinforcing the importance of early, constructive intervention.</p>
Synthesis	10 min.	<p>Wrap-up the session by asking participants to share reflections and lessons, as well as one action they plan to do based on their learnings.</p> <p>End the session by revisiting the vision of peace and highlight that the constructive ways in managing conflicts will be a good strategy to achieve their peace vision.</p>

### Notes to Facilitators:

- Highlight that it is up to us how we respond to conflict.
- Use real-world examples that are relatable to the participants' experiences.
- Encourage participants to share their experiences and perceptions of peace in their communities.
- Highlight that different situations might need different approaches to solving conflicts.
- Be prepared to address common misconceptions and to deepen understanding of the various approaches to conflict management.

## Session 3 Conflict Analysis

Participants will be equipped with analytical tools to examine land conflicts critically. Barangay results of the conflicts identified during the assessment will be revisited and mapped-out in respective barangay maps. Participants will identify and prioritize land conflict issues they want to focus on. Of the many conflict analysis tools, the session will focus on constructing conflict trees and understanding stakeholder perspectives.

Basic objectives to be achieved by participants	<p>The participants can:</p> <ul style="list-style-type: none"> <li>- Identity priority land conflict issue present in the barangay</li> <li>- Do an in-depth conflict analysis of the issue using conflict tree and stakeholders analysis.</li> </ul>
Time	2.6 hours
Preparation of rooms	<ul style="list-style-type: none"> <li>- U-shaped arrangement at the beginning</li> <li>- Tables and chairs arranged for group activity</li> </ul>
Requirements	
Trainers / Assistants	One lead facilitator, at least 2 assistants
Didactic aids to prepare	<ul style="list-style-type: none"> <li>- Meta plan cards</li> <li>- Meta boards</li> <li>- White board and markers</li> <li>- Sound system – microphone</li> <li>- Projector</li> <li>- Crayons</li> <li>- Barangay maps</li> <li>- Land conflict issues identified during the consultation</li> <li>- Templates for conflict trees and peace maps.</li> <li>- Sample scenarios for stakeholder analysis.</li> </ul>

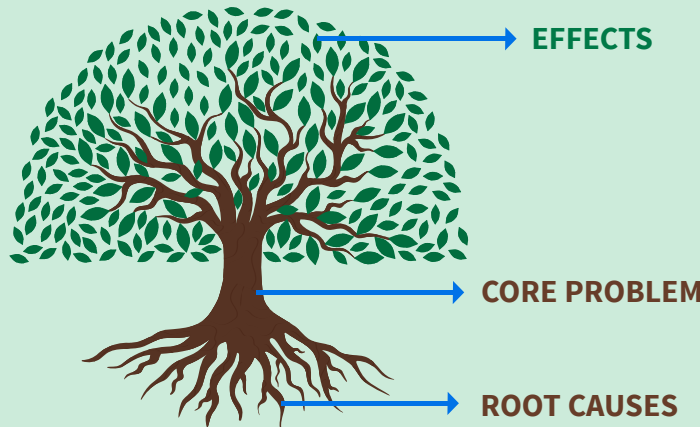


## Learning Process Overview

Step	Time	Process
Land Conflict	20 min.	<ul style="list-style-type: none"> <li>- Start the session by presenting to the participants the barangay community issues identified during the earlier consultations.</li> <li>- Present the barangay map with the conflicting resource and ownership claims and ask them to situate the land conflict issues identified in the consultation. Be clear to them that the barangay map is developed for the learning exercise only. It is a work in progress.</li> <li>- Encourage them to identify land related disputes that are ongoing in the barangay.</li> <li>- Ask them to identify two land conflict issues they think important and that they have the capacity to manage and resolve.</li> </ul>
Synthesis	10 min.	<p>Introduce conflict analysis as an important aspect in managing and resolving land conflicts.</p>  <h3>Conflict Analysis</h3> <p>Conflict analysis is a systematic process used to understand the complexities and dynamics of a conflict. It involves breaking down the issue into its component parts to understand the underlying causes, the parties involved, their interests and goals, the history of the conflict, and the dynamics that continue to drive it. The purpose is to gain a deep and nuanced understanding of the conflict.</p> <p>Conflict analysis is essential especially for members of local complaint-bodies for several key reasons:</p> <p><b>Inform Conflict Resolution Approaches:</b> Empower members to utilize conflict analysis to develop and implement effective conflict resolution strategies within the community.</p> <p><b>Stakeholder Engagement:</b> Enhance members' ability to identify and engage all relevant stakeholders in a dispute, ensuring a comprehensive understanding of the conflict landscape.</p> <p><b>Motivational Insight:</b> Strengthen members' competencies in uncovering the root causes and motivations driving conflicts, including economic pressures, power struggles, or historical grievances.</p> <p><b>Issue Clarification:</b> Foster skills in identifying and clarifying the key issues at the heart of local disputes, enabling focused and effective mediation.</p>

Step	Time	Process
		<p><b>Understanding Conflict Progression:</b> Prepare members to recognize and adapt to the evolving nature of local disputes, allowing for proactive and responsive conflict management.</p> <p>These reframed objectives aim to make members of local complaint bodies more adept at analyzing conflicts and applying this analysis to mediate effectively and maintain social harmony.</p> <p><b>Key questions to ask in doing conflict analysis:</b></p> <p><b>Where:</b> This examines the location of the conflict, including its physical, cultural, social, economic, and political contexts. Understanding 'where' provides insight into the environment and external factors that may influence conflict.</p> <p><b>Who:</b> This involves identifying the stakeholders involved in the conflict. Stakeholders are individuals, groups, or organizations with a direct or indirect interest in the conflict's outcome.</p> <p><b>Why:</b> This seeks to understand the motivations behind stakeholders' actions. It delves into the reasons why the conflict started and why stakeholders continue to engage in it.</p> <p><b>What:</b> This addresses the core issues and driving forces of the conflict. It identifies both the overt issues and underlying factors that are contributing to the conflict's perpetuation or could help mitigate it.</p> <p><b>How:</b> This pertains to the manifestation of the conflict. It asks what means and sources of power are being used, whether it's through violence, dialogue, legal means, etc.</p> <p><b>When:</b> This considers the temporal aspect of the conflict, including any historical patterns or cycles that might be influencing current events.</p> <p>Each of these questions helps build a comprehensive understanding of the conflict, which is critical for developing effective resolution strategies. Overall, thorough conflict analysis is indispensable for an effective local conflict resolution process. It provides a detailed understanding of the conflict, ensuring that our resolution plans are well-informed and targeted towards fostering more just and peaceful communities.</p>




























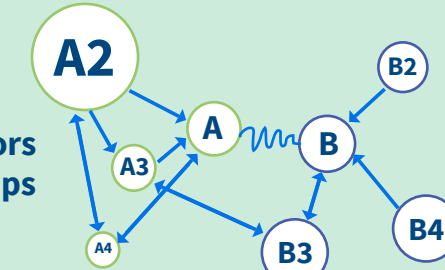
## Learning Process Overview

Step	Time	Process
Conflict Analysis Tools (Input- Workshop Discussion per tool)	40 min. per tool	<p>Highlight that there are several conflict analysis tools, and for this session, we will focus on two tools – conflict tree, and stakeholders analysis.</p> <p>Group them according to the number of land conflict issues identified earlier. Each group will undertake conflict tree and stakeholders’ analysis for the same issue, one after the other.</p> <p>Present the conflict tree tool.</p> <p>The conflict tree uses the metaphor of a tree to analyze conflict. The trunk of the tree represents the core problem, the roots represent the root causes of the problem, and the branches and leaves the effects of the conflict.</p>  <p>The conflict tree analyzes the WHAT of the conflict/issue. The key questions that are asked in this analysis include:1</p> <ul style="list-style-type: none"> <li>• What is the core problem?</li> <li>• What are the root causes?</li> <li>• What are the effects that have resulted from this problem?</li> <li>• What is the most important issue for the community to address?</li> </ul> <p>Explain that the conflict tree uses the image of a tree to analyze the root causes and effects of a key conflict/issue/ problem. Conflict tree encourages group discussion about causes and effects of a conflict. It also helps generate agreement on the core problem. More importantly it helps groups to decide on key priorities in terms of responding to a conflict.</p>

Step	Time	Process
		<p><b>How to use the tool:</b></p> <ol style="list-style-type: none"> <li>1. Ask the group to do the conflict tree analysis focusing on the conflict issue assigned to them by brainstorming first on the core problem, then the causes and effects.</li> <li>2. Ask volunteers from the group to present their outputs.</li> <li>3. Allow time for questions and clarifications from other groups.</li> <li>4. Deepen the analysis with the follow-up questions: <ul style="list-style-type: none"> <li>• What are the most serious effects of each core problem presented?</li> <li>• What are the root causes? Which cases will be easier to address? More difficult to address? Why?</li> <li>• What are observable links and connections between effects and causes of the problems presented?</li> </ul> </li> <li>5. Synthesize by summarizing common and unique points and highlight initial action points to address the conflict.</li> </ol> <p><b>Present the stakeholders analysis tool.</b></p> <p>Stakeholder analysis in conflict resolution involves a comprehensive examination of the individuals directly or indirectly involved in the conflict or issue. This process includes identifying these key actors and understanding their relationships, including the power dynamics at play. Focusing on the nature of these relationships, the analysis offers insights into the stakeholders’ positions, interests, and their influence over the conflict or issue. By delineating each stakeholder’s role and impact, we can better understand how they contribute to the conflict’s landscape and identify opportunities for resolution or intervention.</p> <p>The process can be structured around a set of core questions, often visualized through a matrix for clarity and comprehensiveness:</p> <ul style="list-style-type: none"> <li>• Who are the stakeholders in the issue or problem?</li> <li>• What are their positions and interests? Are their positions compatible? Do their interests match or converge?</li> <li>• What are their motivations? Who among the stakeholders are motivated to resolve the issue or problem?</li> <li>• What are their influences? Who among the stakeholders are influential to control the direction of</li> </ul>



## Learning Process Overview

Step	Time	Process									
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		<p><b>Mapping of Actors and Relationships</b></p>  <p>How to use the tool:</p> <ol style="list-style-type: none"> <li>1. Identify and list the actors directly or indirectly involved in the conflict.</li> <li>2. Map-out their relationship using the following symbols: The above sample maps out actors (A, B, A2, A3, A4, B2, B3, B4) and the relationships among them. The letters A and B likely represent two primary opposing parties in a conflict, with the crooked line between them indicating the main conflictual relationship. The circle of A is smaller than B representing that B is more important and influential than A, indicating imbalance of power relations.</li> </ol> <p>The circles marked A2, A3, and A4 represent stakeholders or actors aligned or associated with party A, while B2, B3, and B4 are aligned with party B. The arrows could signify the direction of influence or support among these actors. For instance, if A2 has an arrow pointing towards A, this might mean A2 exerts influence on A or provides support to A's position.</p>									

Step	Time	Process
		<p>The arrows pointing from A towards A3 and A4, as well as those pointing from B towards B2, B3, and B4, suggest that party A influences or has control over A3 and A4, while party B influences or has control over B2, B3, and B4. There are also arrows showing connections or influences between A2 and A4, which could indicate that these two actors collaborate or influence each other.</p> <p>In the context of conflict analysis, this map could be used to understand the dynamics between various stakeholders, how they might influence the main parties in the conflict, and how alliances or oppositions are structured.</p> <p>Such an analysis can be crucial for conflict resolution as it helps identify not only the primary parties but also secondary stakeholders who could either exacerbate the conflict or help facilitate a resolution.</p> <ol style="list-style-type: none"> <li>3. Allow the group to discuss and develop their own outputs.</li> <li>4. Ask the group presenters to share their outputs, and process the presentations by asking the following questions: <ul style="list-style-type: none"> <li>• What are your insights on the results?</li> <li>• Apart from the main conflict actors, who are other actors appear to be relevant to the conflict resolution process, and why do you think this is the case?</li> <li>• How do the relationships between different actors, as illustrated in the maps, contribute to either the escalation or the de-escalation of the conflict?</li> <li>• What do we learn from this?</li> </ul> </li> <li>5. Instruct the group to remain in their groups to complete the stakeholders analysis. Summarize the key points from all groups, highlight the importance of understanding the power dynamics and relational networks in formulating strategies for conflict resolution.</li> <li>6. Present the Stakeholders Matrix and explain the components.</li> </ol>

## Learning Process Overview

Step	Time	Process
		<p><b>Position:</b> This refers to the publicly stated stance a stakeholder has regarding a conflict or negotiation. For example, in a land dispute, a farmer's position might be that they have the right to maintain ownership of their ancestral land.</p> <p><b>Interest:</b> These are the underlying needs, desires, or concerns that motivates stakeholders. Interests often drive the positions stakeholders take. In the farmer's case, their interest is in preserving their way of life, sustaining their family, and keeping the land that holds cultural significance.</p> <p><b>Motivation:</b> This is the internal or external impetus that prompts stakeholders to act or pursue their interests and positions. The farmer may be motivated by a deep sense of responsibility to protect their ancestral heritage and to provide for their family's future.</p> <p><b>Influence:</b> This indicates the power or capacity a stakeholder must affect changes or make decisions within the context of the conflict. Influence can stem from authority, resources, knowledge, or social connections. The farmer may have influence due to their knowledge of the land and community support but might be less influential in legal or political realms.</p> <p>Highlight that in the context of land conflict resolution, understanding these elements for each stakeholder helps mediators to facilitate discussions, predict stakeholder behavior, and craft solutions that are more likely to be accepted by all parties.</p> <ol style="list-style-type: none"> <li>1. Share the example below to understand better how to use the matrix.</li> <li>2. Allow the group to develop their own Stakeholders Analysis Matrix.</li> <li>3. Ask the group presenters to share their outputs, and process the presentations by asking the following questions:</li> </ol>

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### Notes to Facilitators:

- Highlight that it is up to us how we respond to conflict.
- Ensure concepts are directly related to the participants' experiences and the types of disputes encountered in barangay settings.
- Use simple, accessible language and examples that resonate with the everyday experiences of the participants.
- Facilitate group activities that encourage participants to share insights and work together on analyses, enhancing the learning experience through collaboration.
- Stress how the session's insights can be applied to real-world conflict situations faced by participants, emphasizing actionable strategies.
- Encourage participants to engage in respectful and constructive feedback during group presentations and discussions, creating a positive learning environment.

## End of Day Learning Debrief

This session offers participants to provide feedback on the day's sessions and a structured opportunity to reflect on the day's learnings. It emphasizes the value of personal reflection, and journaling as tools to deepen understanding and identify key insights.

Basic objectives to be achieved by participants	The participants are able to: - reflect and write key insights and reflections.
Time	0.5 hour
Preparation of rooms	Tables and chairs arranged for individual writing
<b>Requirements</b>	
Trainers / Assistants	One lead facilitator
Didactic aids to prepare	- Meta plan cards - Meta boards - White board and markers - Post-its

### Learning Process Overview

Step	Time	Process
Daily Debrief	20 min.	<ul style="list-style-type: none"> <li>- Provide participants with post it notes in three different colors. Instruct them to write what was effective on one color, what needs improvement on the second, and their suggestions for the following session on the third. Encourage them to stick their notes on designated areas of a board for collective review.</li> <li>- Encourage them to spend time to reflect and write in their learning journal. The following are questions for reflection: <ul style="list-style-type: none"> <li>• What are the most significant insights you gained today?"</li> <li>• In what ways do the concepts and skills learned today resonate with your personal or professional experiences?"</li> </ul> </li> <li>- Ask a volunteer to end the day with a prayer.</li> </ul>

## Reflective Learning / Grounding

This session is designed as a reflective practice, providing participants with a structured opportunity to share their insights and experiences drawn from their learning journals. The activity is aimed at reinforcing the key concepts and skills acquired in the previous sessions. Participants will engage in meaningful exchanges, narrating their stories and the moments that inspired them, which will serve as a collective knowledge pool to enhance everyone's understanding and readiness for the learning journey ahead.

Basic objectives to be achieved by participants	The participants are able to: - Share their key takeaways and personal stories related to the training. - Prepare for the upcoming sessions
Time	0.5 hour
Preparation of rooms	- U-shaped arrangement at the beginning - Tables and chairs arranged for individual writing
<b>Requirements</b>	
Trainers / Assistants	One lead facilitator
Didactic aids to prepare	Individual journals
Important conditions of the room	Air-conditioned or well-ventilated room

### Learning Process Overview

Step	Time	Process
Plenary	20 min.	<ul style="list-style-type: none"> <li>- Start the day by inviting a participant to lead an opening prayer.</li> <li>- Ask few volunteers to share their key take-aways from yesterday's sessions such as learnings, stories, and inspirations.</li> <li>- Acknowledge and validate the contributions shared, underscoring the benefit of maintaining a learning journal as a tool for personal and collective growth.</li> <li>- Invite everyone to be excited about today's learning journey.</li> </ul>



## Dispute Resolution Skills

This module focuses on the Dispute Resolution Mechanisms and its processes in resolving conflict. Emphasizing the pivotal role of effective communication, this module equips participants with the skills necessary for addressing and resolving land conflicts. Through interactive role-play scenarios mirroring real-world disputes, participants will have the opportunity to practice and refine their mediation skills.

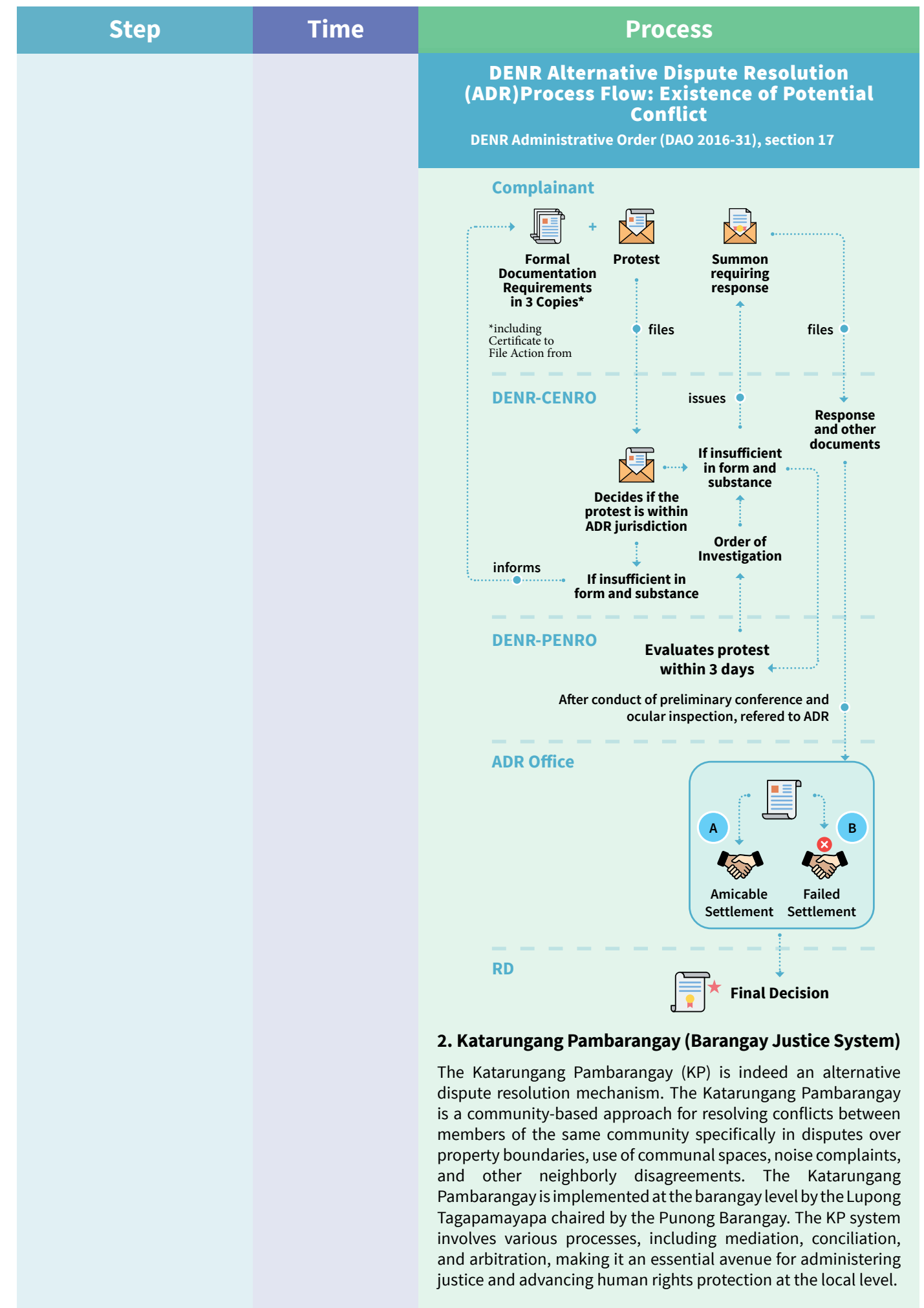
Basic objectives to be achieved by participants	The participants are able to: <ul style="list-style-type: none"> <li>- Validate understanding on the specific alternative dispute resolution mechanisms and its processes</li> <li>- Enhance communication skills for effective dialogue.</li> <li>- Understand and apply mediation techniques through role-plays.</li> </ul>
Time	Three (3) hours
Preparation of rooms	<ul style="list-style-type: none"> <li>- U-shaped arrangement at the beginning</li> <li>- Tables and chairs arranged for group activity</li> </ul>
<b>Requirements</b>	
Trainers / Assistants	One lead facilitator, at least 2 assistants
Didactic aids to prepare	<ul style="list-style-type: none"> <li>- Meta plan cards</li> <li>- Meta boards</li> <li>- White board and markers</li> <li>- Sound system – microphone</li> <li>- Projector</li> <li>- Role play instructions</li> </ul>

## Learning Process Overview

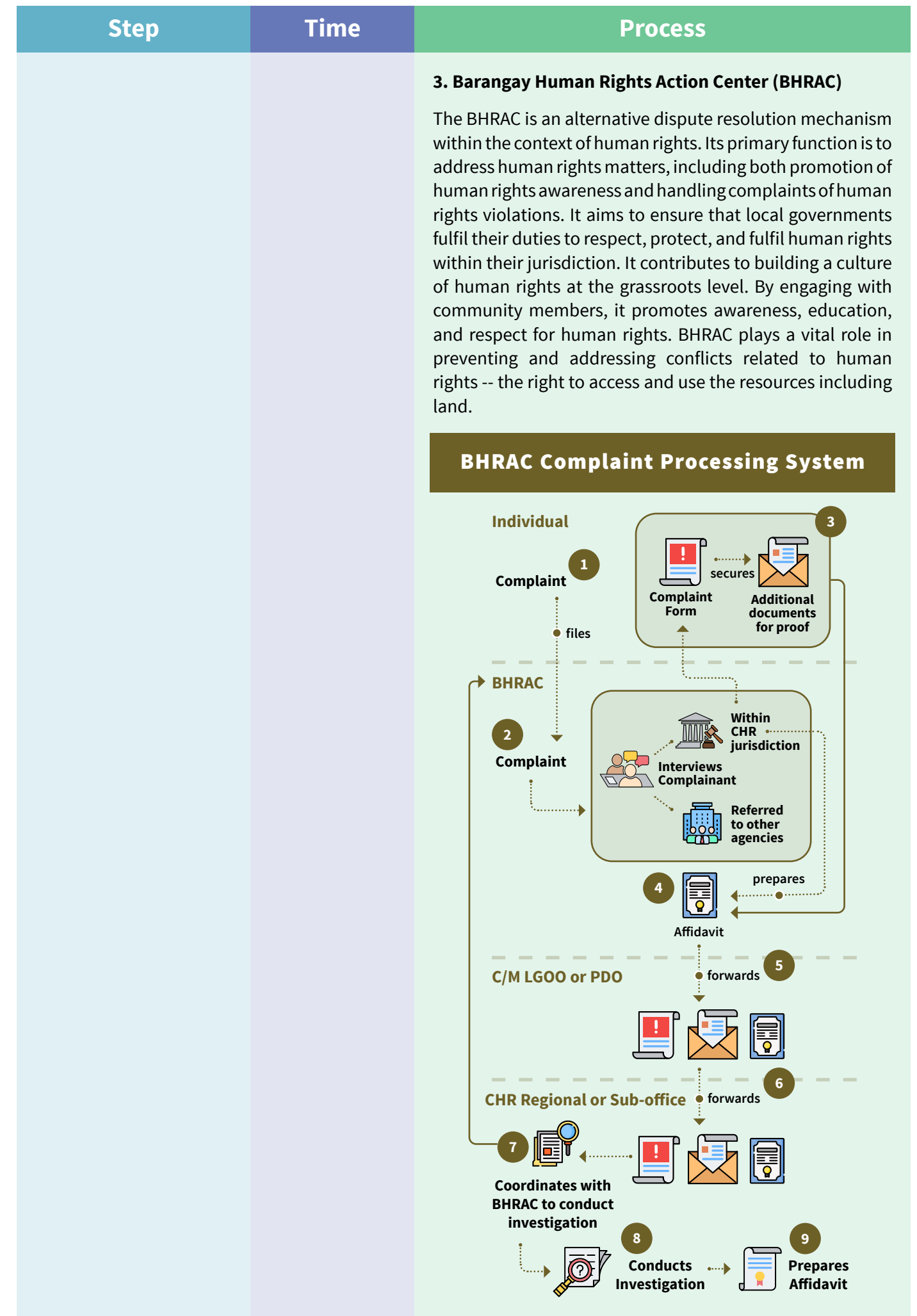
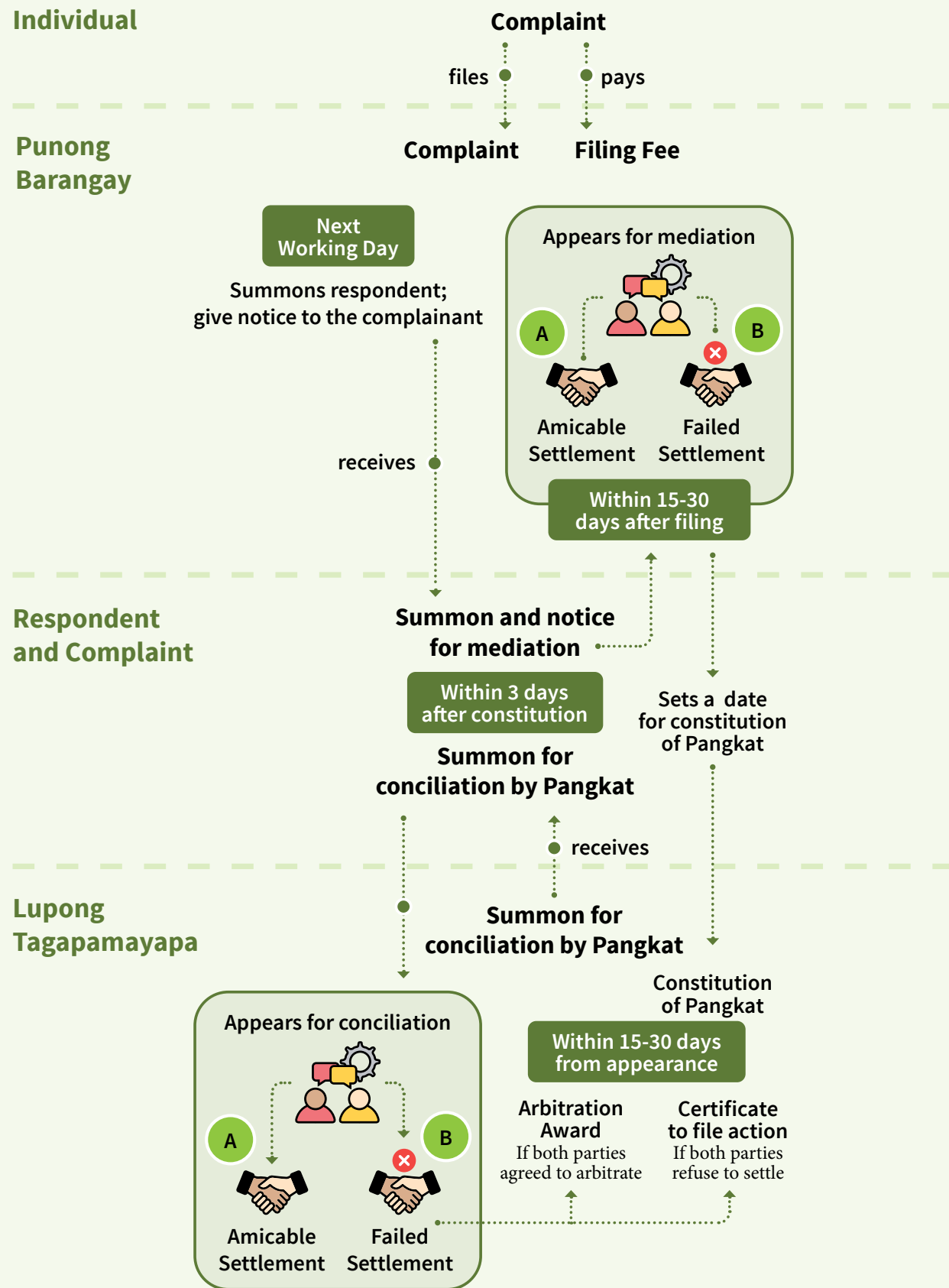
Step	Time	Process
Workshop on Land Conflict Resolution Processes	15 min.	<ul style="list-style-type: none"> <li>- Group the participants into 3 groups for the workshop to gather their experiences on land conflict resolution processes.</li> <li>- Instruct them to answer the following questions and write their responses on brown paper:                             <ul style="list-style-type: none"> <li>• What are the usual steps you are doing in resolving land conflict issues within your barangay?</li> <li>• What are the different roles Lupong Tagapamayapa, IPS-leaders, and BHRAC play in resolution of land conflict?</li> </ul> </li> <li>- Request a reporter from each group to share their outputs.</li> <li>- Synthesize the presentations by highlighting common and unique experiences and affirming their experiences and practices.</li> </ul>
Jumbled Steps	15 min.	<p>Begin the session with the “Jumbled Steps” game, aimed at swiftly arranging the resolution steps of various local complaint-bodies into the correct sequence.</p> <p>This activity serves as both an engaging icebreaker and a practical exercise to deepen understanding of the various steps for different barangay structures.</p> <ol style="list-style-type: none"> <li>1. Prepare in advance set of jumbled pieces with the steps written on them.</li> <li>2. Group the participants into 3-5 and distribute three sets of jumbled pieces of paper bearing KP, IPS and BHRAC steps.</li> <li>3. The group needs to arrange the jumbled pieces into the correct order of steps in 10 minutes.</li> <li>4. Ask each group to share their outputs and allow time to discuss with other groups.</li> <li>5. Debrief by asking the strategy for organizing the steps, any difficulties they encountered, and their learnings if any.</li> <li>6. Highlight the importance of understanding the correct sequence to effectively resolving conflicts in the barangay.</li> </ol>

## Learning Process Overview

Step	Time	Process
Input	15 min.	<p>Present the detailed processes of following dispute resolution mechanisms</p> <p>There are a host of different land conflicts in the Mount Apo area. Many of the land conflicts can be addressed by one or more of the conflict resolution mechanisms. There are various land conflict resolution mechanisms existing in the Philippines and this module tries to introduce the five (5) mechanisms as follows:</p> <ul style="list-style-type: none"> <li>• Alternative Dispute Resolution of DENR</li> <li>• Katarungang Pambarangay (Barangay Justice System)</li> <li>• Barangay Human Rights Action Centre</li> <li>• Indigenous Dispute Resolution Mechanism</li> <li>• Barangay Agrarian Reform Committee (BARC)</li> </ul> <p>Each mechanism often is accompanied by a mediation process to try to resolve the land dispute before a formalized system is then activated. Ultimately, civil courts may take up the cases where they often take years to resolve and are extremely expensive, often not viable options for the people in the communities.</p> <p>The following diagrams illustrate how these mechanisms listed above must be applied to function.</p> <p>1. Alternative Dispute Resolution approach of DENR</p> <p>The Alternative Dispute Resolution (ADR) mechanism of the Department of Environment and Natural Resources (DENR) in the Philippines aims to provide a means for resolving environmental disputes outside of formal court proceedings. The primary goal of this mechanism is to facilitate the fair and timely resolution of environmental conflicts and disputes, promoting sustainable development and environmental protection. It covers various types of environmental disputes, including conflicts related to land use, pollution, natural resource management, and environmental compliance. DENR employs several ADR methods to resolve disputes effectively, such as negotiation, mediation, conciliation, and arbitration. These methods allow parties to engage in constructive dialogue and reach mutually acceptable solutions.</p>

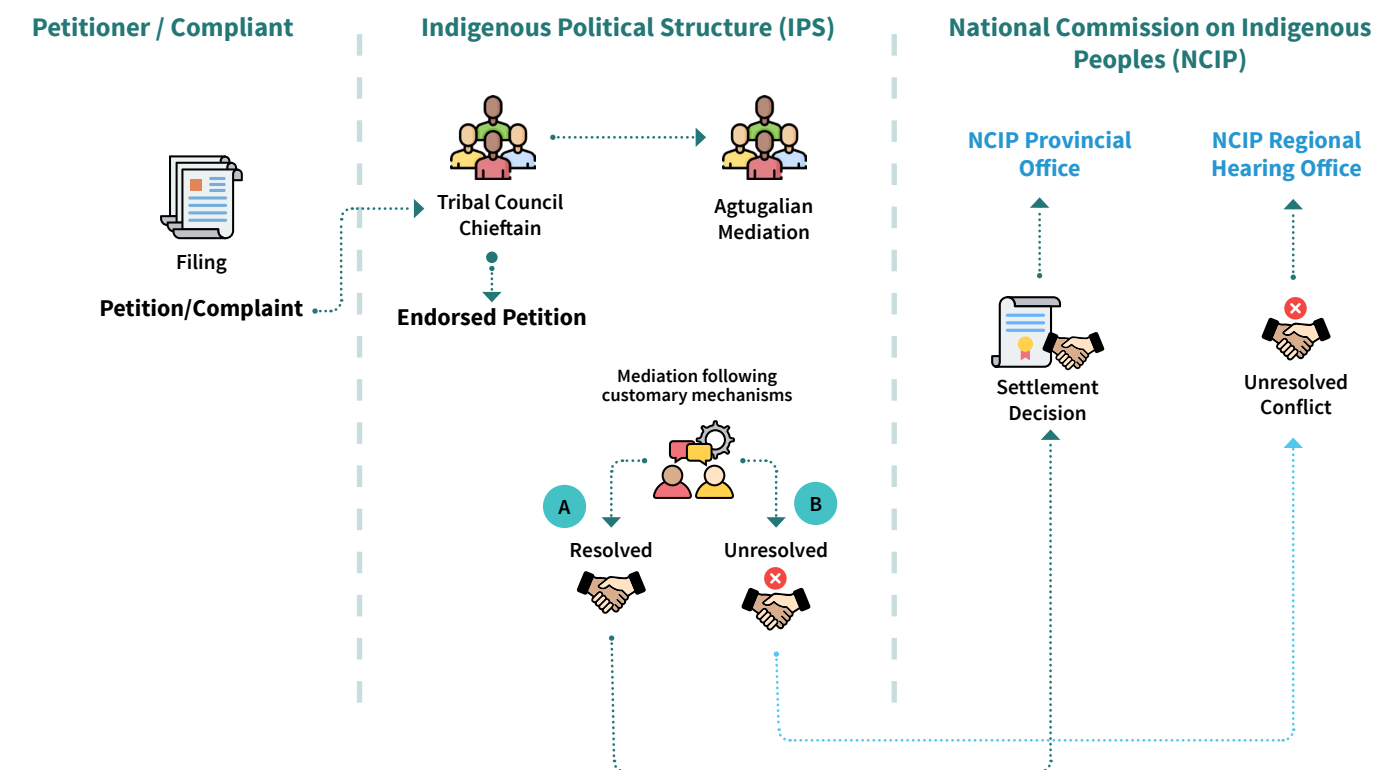


# Katarungang Pambarangay Process Flow Amicable Settlement





Step	Time	Process
		<p><b>4. Indigenous Dispute Resolution Mechanism</b></p> <p>NCIP Administrative Order No. 01, series of 2018 governs the procedures for the resolution of conflicts/disputes and exercise of the NCIP's quasi-judicial powers. Rule 1, Section 2.e states that in resolving cases, the customary laws, traditions and practices of the ICCs/IPs in the ancestral domain where the conflicts arise shall first be applied with respect to property rights, claims of ownership, hereditary succession and settlement of land disputes.</p> <p><b>Rule IV, Section 7.</b> Mediation Under Customary Laws- No case shall be brought before the CEB or the RHO unless the parties have exhausted all remedies provided for under the customary laws or indigenous dispute resolution processes of the ICCs/IPs. As proof thereof, the complainant/petitioner shall submit a Certificate of Non-Resolution (CNR) issues by the concerned council of elders/leaders. The Indigenous Conflict Resolution Mechanism combines customary norms, spiritual beliefs, and community participation to achieve harmony and justice. The Indigenous Conflict Resolution Mechanism varies in different tribal groups. The forms of the mechanisms are affected by the local history; local geography; population dynamics, social organization and kinship, economy and technology, political systems, customary laws and practices, and tangible and intangible culture. These dispute resolution mechanisms persist and continue to evolve and have undergone innovations over time.</p>



Step	Time	Process
		<p><b>5. Barangay Agrarian Reform Committee (BARC)</b></p> <p>The DAR, through BARC, provides a framework in mediating/ conciliating agrarian disputes between and among contending parties relative to tenorial and financial arrangements, and other agrarian-related matters. This aims to promote the speedy and cost-free administration of justice; alleviate the congestion of Court and DAR Adjudication Board (DARAB) dockets; and develop a sense of commitment and responsibility among landowners and farmer-beneficiaries to comply with their agreements, thus, ensuring the successful implementation of the CARP.</p> <p><b>Filing of Complaint to BARC</b> Aggrieved Party</p> <p><b>Initial Evaluation of Case</b> BARC Chairperson</p> <p><b>Mediation / Conciliation</b> BARC Chairperson ↔ BARC Panel ↔ BARC En Barc</p> <p><b>Settlement / Resolution</b></p> <p><b>YES</b> Terms are documented and signed by both parties</p> <p><b>NO</b> Refer to higher authorities i.e. PARO, DARAB</p> <ul style="list-style-type: none"> <li>- Ask for clarification or questions.</li> <li>- Encourage others to provide more relevant information.</li> <li>- Highlight that in the barangay setting, it is important for the members of various local complaint bodies to understand the different processes to do the right strategy to manage and resolve land conflicts.</li> </ul>

## Learning Process Overview

Step	Time	Process
Communication – Acted-out Message	10 min.	<p>Introduce the activity of sending out an “acted-out message.”</p> <ol style="list-style-type: none"> <li>1. Have participants form a long line facing backwards.</li> <li>2. Instruct the first person in the line to come up with four actions to be communicated to the rest.</li> <li>3. Instruct to only face the person behind you when s/he taps your back to receive the message. Once you transmit the message, turn your back again.</li> <li>4. Give time until the message is transmitted to the last person in the line.</li> <li>5. Once finished, ask the first and last person to act-out the messages transmitted and received.</li> <li>6. Debrief by asking the following questions: <ul style="list-style-type: none"> <li>• How did the initial message change by the time it reached the last person? What factors contributed to any changes observed?</li> <li>• What challenges did you encounter in interpreting the actions without verbal cues? How did this activity highlight the importance of non-verbal communication in understanding a message?</li> <li>• Based on this activity, what insights can you share about the reliability of message transmission in a group setting? How might this apply to real-life communication scenarios within your community especially in handling land conflict issues?</li> </ul> </li> </ol>
Input: Communication	15 min.	<p>Discuss elements of communication (message, sender, receiver, channel, feedback) and highlight that most often the feedback is missing in the loop. Discuss also PLOT to enhance communication, and the two modes of communication.</p> <p> <b>Communication</b></p> <p>Communication involves the transmission of messages between a sender and a receiver, aimed at sharing thoughts, feelings, and needs.</p>

Step	Time	Process
		<p><b>Key components of this process include:</b></p> <ul style="list-style-type: none"> <li>• The sender, who initiates the message,</li> <li>• The content of the message, which may encompass ideas, emotions, or values,</li> <li>• The medium, which can vary from direct interactions to various forms of media like mail, radio, or television,</li> <li>• The receiver, who is the target audience of the message, and</li> <li>• Feedback, which is crucial for understanding the impact of the message and how it is perceived by the receiver.</li> </ul> <p>Effective communication occurs when the intended message is comprehensively understood by the recipient. For instance, if I express a desire to be an agent of change and you correctly grasp and acknowledge what I’ve conveyed, either through verbal confirmation or another form of recognition, then successful communication has taken place between us.</p> <p><b>Enhancing Communication Through PLOT</b></p> <p><b>Probing:</b> Delving deeper into conversations is essential. It’s not enough to accept messages at face value; we must seek deeper understanding. This involves asking questions and seeking clarifications to ensure our interpretation aligns with the sender’s intent. A classic example is misunderstanding the suggestion to “increase farm income” as an encouragement for chemical use, when in fact, it’s meant to promote sustainable agriculture. Probing helps us uncover the true intent behind messages, preventing miscommunication.</p> <p><b>Listening:</b> Effective listening transcends just hearing words; it requires engaging with the speaker’s emotions and context—this is the essence of active listening. Misunderstandings often stem from not fully embracing this practice. Active listening involves paying attention to not only the spoken words but also the subtleties and unspoken “undertones” that convey deeper messages. For instance, mentioning a recently freed relative in the context of an unpaid debt could subtly imply a threat. Listening closely enables us to understand both the explicit and implicit messages being communicated.</p> <p>Moreover, listening isn’t just an auditory activity; it’s about empathy and truly feeling the speaker’s emotions. Observing non-verbal cues plays a critical role in this, as body language can reveal truths not conveyed by words alone. Silence, too, is a powerful aspect of communication, emphasizing the adage that sometimes, the best way to communicate effectively is simply to listen more and speak less.</p>

## Learning Process Overview


Step	Time	Process
		<p><b>Observing:</b> Keen observation of non-verbal cues like body language, tone of voice, and facial expressions can provide significant insights into a speaker's true feelings and intentions. These observations can tell us if someone is disinterested, anxious, or eager to communicate, guiding us on how to proceed effectively in our interaction.</p> <p><b>Telling:</b> The way we express ourselves—our clarity, choice of words, sincerity, and the interest we show in our listener—greatly impacts the effectiveness of our communication. Ensuring our words match our genuine intentions and paying attention to how we convey our message can greatly enhance understanding and connection.</p> <p><b>Probing:</b> In conflict resolution, it's critical to explore beyond the surface of statements. Mediators / conciliators must ask precise questions to uncover underlying issues and verify that their understanding matches the stakeholders' perspectives. For example, when a community leader proposes "improving livelihoods," a mediator might probe to discover whether this refers to diversifying crops or seeking land rights, which could significantly influence the direction of discussions.</p> <p><b>Listening:</b> Active listening is a cornerstone of mediation. It involves not only hearing words but understanding the emotions and intentions behind them. For instance, if a farmer speaks of "land encroachment" with noticeable frustration, it may indicate deeper issues of perceived injustice or historical grievances. An effective mediator listens to these undercurrents to fully grasp each party's standpoint.</p> <p><b>Observing:</b> Observing body language and other non-verbal cues is as informative as listening to words. A participant's reluctance to make eye contact or crossed arms during a negotiation may signal discomfort or opposition. A skilled mediator observes these cues to gauge the true sentiment of the parties involved and adjust the mediation approach accordingly.</p> <p>Telling: Communicating effectively as a mediator means speaking with intention and empathy. The choice of words, the tone, and the conveyance of genuine concern can either bridge gaps or widen them. For instance, using terms that resonate with the local context can show respect and understanding for cultural nuances, which is essential in building trust among conflicting parties.</p> <p>Incorporating these aspects into our communication strategy not only improves clarity and understanding but also fosters deeper connections and empathy between parties, crucial for resolving conflicts and building stronger relationships.</p>

Step	Time	Process																		
		<p><b>Two modes of communication:</b></p> <table border="1"> <thead> <tr> <th></th> <th>DEBATE</th> <th>DIALOGUE</th> </tr> </thead> <tbody> <tr> <td><b>Objective</b></td> <td>To win and not to lose</td> <td>To understand the issue and "the other" better; and to understand the self better</td> </tr> <tr> <td><b>Ask</b></td> <td>To test "the other"</td> <td>To deepen understanding of the issue and to understand the interest of the other</td> </tr> <tr> <td><b>Listen</b></td> <td>To pick out words/ ideas that can be used against "the other"</td> <td>To get a deeper understanding of "the other" and ideas presented</td> </tr> <tr> <td><b>Observe</b></td> <td>To find "defects"</td> <td>To find opportunities</td> </tr> <tr> <td><b>Speak</b></td> <td>Use "put-down" words to hurt "the other"</td> <td>Use words that can build bridges, respectful tone</td> </tr> </tbody> </table> <p><b>In Debate,</b> the objective is to win the argument, not to find common ground or to understand the other party better. Questions are posed to challenge or test the other person, often with the intent of finding weaknesses in their argument. Listening is selective, aiming to pick up on points that can be exploited or used in rebuttal. Observations are made looking for defects or flaws that can be criticized. Speaking in debate is often about attacking the other's position, sometimes using harsh or disparaging language.</p> <p><b>In Dialogue,</b> on the other hand, the aim is to understand the issue and the other party better, and through this, to understand oneself more deeply. Questions are asked to deepen understanding of both the issue and the other person's perspective. Listening is done with the intent of gaining a deeper understanding of the other's point of view. Observing focuses on finding opportunities for connection and agreement. Speaking is done in a way that builds bridges and maintains a respectful tone, facilitating continued conversation and mutual respect.</p> <p>- Encourage participants to share their thoughts and reflections on communication.</p>		DEBATE	DIALOGUE	<b>Objective</b>	To win and not to lose	To understand the issue and "the other" better; and to understand the self better	<b>Ask</b>	To test "the other"	To deepen understanding of the issue and to understand the interest of the other	<b>Listen</b>	To pick out words/ ideas that can be used against "the other"	To get a deeper understanding of "the other" and ideas presented	<b>Observe</b>	To find "defects"	To find opportunities	<b>Speak</b>	Use "put-down" words to hurt "the other"	Use words that can build bridges, respectful tone
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## Learning Process Overview

Step	Time	Process
Mediation	20 min.	<ul style="list-style-type: none"> <li>- Begin by gathering the mediation experiences, practices, and lessons of participants.</li> <li>- Ask them to have two groups and discuss the following questions. <ul style="list-style-type: none"> <li>• What strategies do you usually use in mediation process?</li> <li>• What traits are important to be an effective mediator?</li> <li>• What lesson stands out to you the most about the importance of the mediator's role in conflict resolution?</li> </ul> </li> <li>- Request them to write in brown paper the results of their discussion.</li> <li>- Have one group member present the group output. Synthesize the results and highlight that the same they can apply in the succeeding mediation role plays.</li> </ul>
Mediation Role Plays	10 min.	<ul style="list-style-type: none"> <li>- Introduce the mediation role-plays and assign roles to participants. (conflicting parties, LT members, observers). Two set of role plays can be done. Provide them with their nametags.</li> </ul> <p><b>See Annex 2 for Mediation Role-play Scripts and Instructions.</b></p> <ol style="list-style-type: none"> <li>1. Distribute instructions and provide time for questions and clarifications before the start of the role-play. Co-facilitators can help explain the scripts.</li> <li>2. Allow the role-play to happen simultaneously.</li> <li>3. Process the role-plays afterwards using the following questions:</li> </ol> <p>What happened?</p> <ul style="list-style-type: none"> <li>• What are the key issues of the land dispute? <ul style="list-style-type: none"> <li>How did the mediator proceed with the mediation process?</li> <li>What helped in the mediation process?</li> <li>What did not help?</li> <li>What skills do you think are necessary to be able to mediate effectively?</li> <li>What did you learn from it?</li> </ul> </li> <li>• What insights can you share regarding the two claimants? <ul style="list-style-type: none"> <li>Did it happen in real life?</li> </ul> </li> <li>• Have you experience similar situations in your barangay? Or,</li> <li>• Have you heard of similar experience from other barangays?</li> <li>• How was/were they resolved?</li> </ul>

Step	Time	Process
Input: Mediation		<p>Present the input on mediation.</p>  <p><b>Mediation is defined as...</b></p> <ul style="list-style-type: none"> <li>• A process in which two parties talk about their problem and look for a resolution t their problem through the facilitation of a third party.</li> <li>• The difference from arbitration is that in arbitration, the third party (arbiter) makes the decision for the conflicting parties after evaluating the presentation of the cases of each party while in mediation, the third party (mediator) DOES NOT make the decision. The two parties will make the decision by themselves.</li> </ul> <p>Both conciliation and mediation require skills in the following five areas that must be addressed by all third-party processes: 1) entry, 2) gathering perspectives, 3) locating and framing, 4) arranging and negotiating, and 5) way forward (see diagram below).</p> <p><b>Entry into the Conflict</b></p> <p>The initial stage of engaging with a conflict requires securing access to the involved parties and formulating an appropriate response strategy. It demands addressing key questions such as the identities of the involved parties, the selection of a suitable mediator, the specific nature of the dispute, the transformation process required, and the timing and locations for potential negotiations. Essential skills in this phase include:</p> <ul style="list-style-type: none"> <li>• Planning: Shape the approach to fit the nature of conflict, the parties involved, local context, expectations, and cultural patterns.</li> </ul> 

## Learning Process Overview

Step	Time	Process
		<ul style="list-style-type: none"> <li>• <b>Trust:</b> Build trust from the start and be clear about the mediation steps.</li> <li>• <b>Connections:</b> Use relationships to find key people who can bridge gaps.</li> <li>• <b>Role:</b> Decide if you are setting up mediation or taking the lead as the mediator.</li> <li>• <b>Flexibility:</b> Begin with a clear plan but be ready to change as you learn more.</li> </ul> <p><b>Gathering Perspective</b></p> <p>This step involves actively listening to the diverse viewpoints and concerns of the involved parties, giving them a platform to express their deepest fears, feelings, and aspirations. This stage often emphasizes understanding past events. Skills necessary here include:</p> <ul style="list-style-type: none"> <li>• <b>Creating a Trusting Environment:</b> Foster a space where everyone feels safe to share their experiences and emotions.</li> <li>• <b>Empathy:</b> Show genuine care and understanding without making judgments or offering premature solutions.</li> <li>• <b>Active Listening:</b> Fully engage with each person's account. Use techniques like paraphrasing and summarizing to clarify their key points.</li> <li>• <b>Focus on Underlying Concerns:</b> When solutions are suggested, delve deeper to explore the actual needs and interests driving those solutions.</li> <li>• <b>Emotional Expression:</b> Allow room for people to express their emotions as part of the healing and understanding process.</li> <li>• <b>Steady Support:</b> Offer consistent support without becoming entangled in one individual's perspective or emotional state.</li> </ul> <p><b>Locate and Frame the Conflict</b></p> <p>In this stage, the objective is to articulate what the conflict is fundamentally about and frame it in a manner that ensures all parties feel heard, aiming to create a shared comprehension of the key relationship issues. This raises the question: What is the conflict about and where are we now? The key skills are these:</p>

Step	Time	Process
		<ul style="list-style-type: none"> <li>• <b>Analyze the Conflict:</b> Look beyond surface issues to understand deeper problems and ongoing patterns.</li> <li>• <b>Handle Complexity:</b> Acknowledge complex issues but focus on main concerns affecting both sides.</li> <li>• <b>Frame the Issues:</b> Describe problems in a way that everyone feels heard and agrees on what is at stake.</li> <li>• <b>Avoid Rushing to Solve:</b> Before jumping to solutions, ensure you fully understand all aspects of the conflict.</li> <li>• <b>Adapt the Approach:</b> As your understanding grows, be ready to adjust your strategy.</li> </ul> <p><b>Arrange and Negotiate</b></p> <p>This phase involves addressing the issues and concerns that have been identified and exploring options for future actions. This forward-looking stage raises questions about the direction and potential resolutions. Key skills include to:</p> <ul style="list-style-type: none"> <li>• <b>Foster a Forward-Looking Atmosphere:</b> Establish a positive environment that focuses on future solutions.</li> <li>• <b>Encourage Collaboration:</b> Work together to brainstorm various solutions, avoiding early fixation on any single option.</li> <li>• <b>Recognize Emotions and Aspirations:</b> Acknowledge the feelings involved and clarify the hopes and fears related to the conflict.</li> <li>• <b>Shift Towards Joint Solutions:</b> Guide the conversation to seek out solutions that are beneficial and acceptable to all parties.</li> <li>• <b>Evaluate Options Together:</b> Critically assess the proposed solutions, steering the group towards a consensus on the most effective outcome.</li> </ul> <p><b>Way Forward</b></p> <p>The final phase is about refining the emerging understandings and constructing a supportive framework for the implementation of the agreed-upon actions. This includes implementing the discussed options and solutions. It is important to:</p>

## Learning Process Overview

Step	Time	Process
		<p><b>Detail the Plan:</b> Aid parties in defining the specifics of their agreed-upon solutions—delineating roles, timelines, and locations.</p> <p><b>Cultivate Reconciliation:</b> Create moments for mutual acknowledgment and dedication to mending the relationship. Build a Support Framework: Establish a system to guide and maintain the chosen path forward, ensuring the durability of the resolution.</p> <p><b>Set Clear Expectations:</b> Ensure all parties have a shared understanding of the subsequent actions and commitments.</p> <p><b>Steps to Mediation:</b></p> <p><b>A. Preparation</b></p> <p>Physical arrangement</p> <ul style="list-style-type: none"> <li>• Arrange the venue (seating arrangement)</li> <li>• Tea, coffee, biscuits, where the toilet is, etc.</li> <li>• Paper, pencils, and other necessary materials</li> </ul> <p>Spiritual arrangement</p> <ul style="list-style-type: none"> <li>• Examine yourself for some unnecessary baggage and concern.</li> <li>• Know your process and role.</li> <li>• Be comfortable with your team partner.</li> <li>• PRAY for guidance trust that SOMEONE UP THERE is the GOD OF PEACE</li> </ul> <p><b>B. Introduction</b></p> <ul style="list-style-type: none"> <li>• Introduce yourself as a mediator.</li> <li>• Ask the two people/groups involved in the conflict if they would like your help in solving the problem. If they agree, then,</li> <li>• Find a quiet place to hold the mediation.</li> <li>• Explain that what is said during the mediation will be kept confidential.             <ol style="list-style-type: none"> <li>1. Get a clear agreement to four rules:</li> <li>2. Do not interrupt. You will get your chance to speak.</li> <li>3. No name-calling or “put-downs”</li> <li>4. Be as honest as you can.</li> <li>5. Try hard to solve the problem.</li> </ol> </li> </ul>

Step	Time	Process
		<p><b>C. Listening</b></p> <ul style="list-style-type: none"> <li>• Decide who will talk first. Ask the first person “What happened?” Paraphrase or restate what they say. Ask how the person feels and why. Reflect the feelings to the other party.</li> <li>• Ask the second person “What happened?” Paraphrase or restate what they say.</li> <li>• Ask how the person feels and why. Reflect the feelings to the other party.</li> <li>• Ask both persons if they have anything else to add to their stories.</li> </ul> <p><b>D. Problem-solving</b></p> <ul style="list-style-type: none"> <li>• Ask the first person what s/he could have done differently to avert the conflict. Paraphrase.</li> <li>• Ask the second person what s/he could have done differently to avert the conflict.</li> <li>• Ask the first person what s/he can do to help solve the problem. Paraphrase.</li> <li>• Ask the second person what s/he can do to help solve the problem. Paraphrase.</li> <li>• Ask each person in turn if s/he can agree to the solution offered by the other. Continue until an agreement is reached.</li> </ul> <p><b>E. Agreement</b></p> <ul style="list-style-type: none"> <li>• Restate the solution and make sure both parties understand and agree to it.</li> <li>• Ask each person what s/he could do to keep the problem from happening again.</li> <li>• Ask both parties if the problem is solved. If they agree, and if others have been involved, ask them to tell their friends that the conflict has been solved.</li> <li>• Congratulate both parties on a successful mediation.</li> </ul> <p><b>Importance of Trust</b></p> <p>Throughout the process of mediation, the mediator works to gain and maintain the trust of each party in him/her, in the process itself, and in each other.</p> <p>Trust in the mediator comes from the:</p> <ul style="list-style-type: none"> <li>• Reputation of the mediator (fair and neutral)</li> <li>• Connection the mediator has with each party which allows for a more open communication and understanding of the parties.</li> <li>• Attitude of the mediator throughout the mediation process.</li> </ul>



## Learning Process Overview

Step	Time	Process
		<p><b>Trust in the mediator and the process is gained through:</b></p> <ul style="list-style-type: none"> <li>• Making sure that each party understands the entire process of mediation.</li> <li>• Letting the parties tell their stories without interruption.</li> <li>• Protecting each party from threats, intimidation, and disrespectful behavior</li> <li>• Showing that the mediator is impartial and fair.</li> <li>• Showing that the mediator has no personal interest on the outcome of the resolution.</li> <li>• Avoiding judgments, demonizing, or shaming each party</li> <li>• Not dictating what the parties should do.</li> <li>• Questioning each party without malice</li> </ul> <p><b>Important Traits of a Mediator</b></p> <p>These traits are crucial for effectively resolving disputes and ensuring that all parties feel heard, respected, and that the process is fair. Here's a discussion of the traits listed:</p> <p><b>Patient:</b> A good mediator must be able to listen to all sides without interruption or judgment. Patience also means allowing the process to unfold naturally without rushing to a resolution.</p> <p><b>Problem-solver:</b> This involves recognizing that the problem affects all parties involved and that a collaborative approach is necessary. The mediator should help guide the discussion towards a mutually beneficial solution.</p> <p><b>Culturally-sensitive:</b> Understanding and respecting cultural norms and values are key, even if they seem outdated to outsiders. This respect helps ensure that solutions are appropriate and accepted by all parties.</p> <p><b>Honesty:</b> A mediator must be neutral, unbiased, and operate without hidden agendas. Credibility is fundamental for trust, and without trust, effective mediation is not possible.</p> <p>These characteristics help mediators navigate complex emotional landscapes, build trust, and facilitate a resolution that respects the interests and cultures of all stakeholders.</p>

### Notes to Facilitators:

- Generate inputs from the participants on the relevant processes of KP, IPS, and BHRAC based on their actual experiences.
- Ensure that participants understand their assigned roles in the role play prior before starting it.
- Highlight that role-play scenarios are meant to portray real-world experiences with land conflicts to ensure practical and meaningful engagement.
- Ensure to provide with a clear summary of the session's key points, reinforcing how the skills practiced can be applied in resolving local land conflicts.

## Session 5 Land Conflict Simulation


This interactive session offers a dynamic and engaging simulation of a land conflict scenario, designed to immerse participants in a realistic conflict resolution exercise. Participants will step into the roles of various stakeholders, including local farmers, indigenous community leaders, environmentalists, government officials, and development agents.

This experiential learning opportunity enables participants to navigate the intricacies of land conflict, employing their conflict analysis and resolution skills into practice.

Basic objectives to be achieved by participants	<p>The participants can:</p> <ul style="list-style-type: none"> <li>- Practice conflict resolution in a simulated real-world context.</li> <li>- Apply conflict analysis and conflict resolution techniques.</li> <li>- Understand broader implications of land conflicts in community.</li> </ul>
Time	Two (2) hours
Preparation of rooms	<ul style="list-style-type: none"> <li>- U-shaped arrangement at the beginning</li> <li>- Tables and chairs arranged for group activity</li> </ul>
Requirements	
Trainers / Assistants	One lead facilitator, at least 2 assistants
Didactic aids to prepare	<ul style="list-style-type: none"> <li>- Meta plan cards</li> <li>- Meta boards</li> <li>- White board and markers</li> <li>- Sound system – microphone</li> <li>- Projector</li> <li>- Role play instructions</li> </ul>

## Learning Process Overview

Step	Time	Process
Introduction to the activity	10 min.	<p>Introduce the next activity by explaining the simulation exercise.</p> <p>1. Explain what simulation and its importance is.</p> <p>Simulation is an experiential learning technique that replicates the complexities of real-world scenarios in a structured environment. It allows participants to engage in a mock setup that mirrors actual situations closely, without the associated risks and consequences.</p> <p><b>Importance of Simulation:</b></p> <p><b>Risk-Free Environment:</b> It provides a safe space for participants to test strategies and decision-making without the fear of real-life fallout, which encourages learning and experimentation.</p> <p><b>Hands-On Learning:</b> Simulation facilitates active learning, where participants gain knowledge through experience, which often leads to a deeper understanding of the material than theoretical learning alone.</p> <p><b>Problem-Solving Skills:</b> By dealing with real-time problems in a controlled setting, individuals develop problem-solving and critical-thinking skills that are transferable to actual situations.</p> <p><b>Understanding Dynamics:</b> Participants can observe and understand the dynamics of a situation or system through interactive engagement, which is particularly useful in complex systems like conflict resolution.</p> <p><b>Reflection and Feedback:</b> Simulations often include debriefing sessions where participants can reflect on their actions and receive feedback, which is crucial for learning and improvement.</p> <p><b>Team Building:</b> They foster teamwork and communication among participants, as many simulations require collective decision-making and problem-solving.</p> <p>In the context of conflict resolution, simulation can be particularly useful. For example, participants might simulate a land conflict on tenancy between conflicting parties in a fictional community dispute. Throughout the simulation, they can experiment with various negotiation techniques, mediation strategies, and problem-solving skills, all while receiving feedback on their performance. This hands-on practice allows them to build competencies in a realistic yet controlled environment, preparing them for actual conflict resolution challenges.</p>

Step	Time	Process
Sharing of scripts	20 min.	<p>- Share to them the simulation script, and their assigned roles to play. Explain to them the simulation rules. Provide them with nametags of their roles.</p> <p>- Inform them that when the simulation is on-going, there will be intervening scenarios that will happen. They must act upon these scenarios based on their respective roles. They will either receive these scenarios individually or know the scenarios collectively.</p> <p> <b>Land Conflict Simulation</b> <b>Ancient Artifacts</b></p> <p>In Barangay Liwanag, part of Lakambini Municipality, the community enjoys the natural beauty of their surroundings. Here, around 5,000 people live in peace, including Lumads (indigenous people) and Bisayas (settlers). They share the land, its culture, and the resources it offers. The area is known for its lush rice fields, gentle hills, and a river that's vital for farming and fishing.</p> <p>The barangay is spread over three sitios: Paglaum, Ginhawa, and Bulan, covering 1000 hectares. Paglaum and Ginhawa are mixed communities of both Bisayas and Lumads, while Bulan is entirely Lumad. Life was harmonious, even after they received a Certificate of Ancestral Domain Title (CADT) in 2015, recognizing their land rights. But when land buyers started coming from the city during the pandemic, tensions rose.</p> <p>The main issue now is a piece of farmland that's caught between the Bisaya and Lumad claims. It's not just farmland; it's rumored to hold ancient artifacts. The Lumads argue these artifacts prove the land is part of their ancestral domain and should be included in the CADT. This farmland is more than a place to grow crops; it's a link to the community's shared history and identity. Now, it's at the center of a dispute as the community tries to protect their land and heritage from being sold and changed.</p> <p><b>Main Actors:</b></p> <p>Datu Bulawan: Lumad leader advocating for the inclusion of the contested land and its artifacts within the CADT.</p> <p>Jose Padua: A Bisaya farmer contesting the Lumad claim, believing the land's agricultural value supersedes its historical significance.</p>

## Learning Process Overview

Step	Time	Process
Introduction to the activity	10 min.	<p><b>Barangay Captain Maria Lopez:</b> The mediator, seeking a peaceful resolution that respects both cultural heritage and communal needs.</p> <p><b>Mr. Suazo:</b> You live in the city and just bought a piece of land in Sitio Bulad from your friends in Barangay Liwanag. Now, you plan to build a rest house in the land you bought.</p> <p><b>Robert Asistio:</b> A representative from the National Commission on Indigenous Peoples (NCIP), providing legal insight into the CADT and the rights of indigenous people.</p> <p><b>Miguel Baluyot:</b> Local environmentalist and historian who highlights the importance of preserving the land's cultural and natural heritage.</p> <p>Secondary Actors:</p> <p><b>Lakan Diwa:</b> An elder Lumad historian, offering knowledge on the land's ancestral and cultural importance. Tribal Elders: Provide historical context and moral support to Datu Bulawan.</p> <p><b>Community Members:</b> Including both Lumad and Bisaya residents, whose lives and future are intertwined with the outcome of this dispute.</p> <p><b>Municipal Tourism Officer:</b> You are excited to include the community for local tourism, and plan to include it in the tourism priority project.</p> <p><b>Intervening Incidents:</b></p> <p><b>Discovery of Artifacts:</b> During a community cleanup, significant artifacts are unearthed on the disputed land, heightening the Lumad's claim.</p> <p><b>Proposal for Development:</b> An external investor proposes to develop the land into a commercial agriculture venture, appealing to some community members but alarming others.</p> <p><b>Killing of a family member of Jose Padua:</b> A relative of the land-owner was gunned down when he was farming. It was not clear who killed him.</p> <p><b>Harassment of the IP community:</b> The IP community reported sightings of unknown armed men.</p> <p><b>NCIP Intervention:</b> The NCIP steps in to conduct a thorough review of the land's status, temporarily halting any development plans.</p>

Step	Time	Process
		<p><b>Higher politicians influencing the Punong Barangay:</b> The Punong Barangay receives from the local emissary that an influential politician wants to secure the land he bought in the community many years ago.</p> <p><b>Flood Incident:</b> A seasonal flood damages parts of the barangay, including the disputed land, highlighting the importance of sustainable land management and the potential risks of disregarding environmental and cultural.</p>
Simulation	45 min.	Allow the simulation to unfold 10 minutes after the last intervening incident.
Simulation	45 min.	<p>End formally the simulation exercise. Ask participants to detach their nametags and to place them at the center of the room. Do a breathing exercise to symbolically remove themselves from their roles.</p> <p>1. Facilitate a debrief of the simulation exercise. Allow participants to express their initial thoughts and feelings about the simulation experience. This helps to release any emotional tension and prepares them for deeper reflection.</p> <ul style="list-style-type: none"> <li>• How are you feeling after the simulation?</li> <li>• What was the most surprising aspect of the experience for you?</li> </ul> <p>3. Briefly summarize the objectives of the simulation and the scenario that was played out. Highlight the key events and turning points.</p> <ul style="list-style-type: none"> <li>• What roles did you play, and what decisions did you make?</li> <li>• What challenges did you encounter, and how did you address them?</li> </ul> <p>4. Guide participants through a structured reflection of their experiences, decisions, outcomes, and the skills they applied or observed during the simulation.</p> <ul style="list-style-type: none"> <li>• Were there any moments of conflict or collaboration that stood out to you? How were they managed?</li> </ul>



## Learning Process Overview

Step	Time	Process
		<p>4. Focus on identifying and articulating the lessons learned from the simulation. Encourage participants to consider how these lessons apply to their real-world roles and situations.</p> <ul style="list-style-type: none"> <li>• What did you learn about conflict analysis and resolution from this simulation?</li> <li>• How did communication styles impact the outcomes of the simulation?</li> <li>• In retrospect, would you have approached any situations differently? Why?</li> </ul> <p>Encourage participants to think about how they can apply what they have learned to their professional practice, personal development, or future learning opportunities.</p> <ul style="list-style-type: none"> <li>• How can you apply the insights gained from this simulation to your role or life?</li> <li>• Are there specific skills or strategies you want to develop further based on this experience?</li> <li>• How might you react differently in a real conflict situation after participating in this simulation?</li> </ul> <p>Summarize the key takeaways and thank participants for their engagement. Offer resources or follow-up activities if applicable.</p> <p>Remember, the goal of the debrief is not only to review the events of the simulation but to facilitate a deeper understanding of the dynamics at play, the effectiveness of different strategies, and the importance of reflection in learning and growth.</p>

### Notes to Facilitators:

- Monitor the simulation closely to provide guidance and ensure learning objectives are met.
- Be flexible; allow the simulation to unfold naturally while ensuring it stays on track.
- Use the debrief session to highlight good practices and areas for improvement.

## Session 6

## Conflict Resolution Action Planning

This session enables participants to consolidate their knowledge and skills into actionable plans for resolving land conflicts in their barangays.

Prior to the detailed action planning, participants review the available barangay institutional plans such as the Barangay Development Plan, Barangay Agenda for Governance and Development (BAGAD), Barangay Capacity Development Agenda (BCDA), and for IPS leaders, the Ancestral Domain Sustainable Development and Protection Plan (ADSDPP) to ensure clarity and coherence of the developed action plans into the broader barangay development direction.

This process ensures the proper implementation of the land conflict resolution plans. By the end of this session, the participants will have developed a clear, actionable plan in managing the priority land conflict issues identified.

Basic objectives to be achieved by participants	The participants are able to: - Develop detailed action plans in managing priority land conflict issues.
Time	1.5 hours
Preparation of rooms	- U-shaped arrangement at the beginning - Tables and chairs arranged for group activity
<b>Requirements</b>	
Trainers / Assistants	One lead facilitator, at least 2 assistants
Didactic aids to prepare	- Meta plan cards - Meta boards - White board and markers - Sound system – microphone - Projector

## Learning Process Overview

Step	Time	Process																		
Review of Barangay Plans	10 min.	<ul style="list-style-type: none"> <li>- Begin by highlighting the importance of developing clear plans as demonstration of application of learnings from the two-day session.</li> <li>- Ask the participants to review the available barangay institutional plans such as the Barangay Development Plan, Barangay Agenda for Governance and Development (BAGAD), Barangay Capacity Development Agenda (BCDA), and for IPS leaders, the Ancestral Domain Sustainable Development and Protection Plan (ADSDPP) and identify areas where they can anchor their plans.</li> <li>- Revisit the identified priority land conflict issues in the barangay.</li> <li>- Group the participants according to the number of priority land conflict issues. Each group will cover one land conflict issue.</li> </ul>																		
Planning	30 min.	<p>Share to them the planning matrix. Ask them to write the matrix in brown paper.</p> <table border="1" data-bbox="638 1066 1365 1213"> <thead> <tr> <th colspan="6">NAME OF BARANGAY</th> </tr> <tr> <th>Activities</th> <th>Purpose</th> <th>When to be done?</th> <th>People involved</th> <th>Roles of the people involved</th> <th>Necessary Resources</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• What are the activities?</li> <li>• What is the purpose of the activities?</li> <li>• When will the activities take place?</li> <li>• Who are involved?</li> <li>• What are the roles of the members of LTs and BHRAC in each activity?</li> <li>• What are the resources required?</li> </ul>	NAME OF BARANGAY						Activities	Purpose	When to be done?	People involved	Roles of the people involved	Necessary Resources						
NAME OF BARANGAY																				
Activities	Purpose	When to be done?	People involved	Roles of the people involved	Necessary Resources															
Sharing	30 min.	Request group member to present the plan to the plenary. Allow for questions and clarifications.																		
Synthesis	20 min.	Synthesize the reports by highlighting common and unique points. Point-out that they may engage with other relevant actors and structures to ensure the implementation of their plans.																		

### Notes to Facilitators:

- Ensure to get the commitment of the Punong Barangay to lead the implementation of the action plans.
- Reinforce that the resolution of the land conflict issues will demonstrate the strength of their barangay in managing these issues.

## Reflection, Debriefing, Post-test, Evaluation, and Closure

This last session gives the participants the opportunity to provide both: feedback on the two-days' sessions and a structured opportunity to reflect on their learnings; and as a reflective practice, provide them participants with a structured opportunity to share their insights and experiences of the training.

Participants will engage in meaningful exchanges, narrating their stories and the moments that inspired them, which will serve as a collective knowledge pool to enhance everyone's understanding and readiness to face the realities back to their respected IP communities and barangays.

Basic objectives to be achieved by participants	The participants are able to: <ul style="list-style-type: none"> <li>- Share their key takeaways and personal stories related to the training.</li> <li>- Prepare for their real-life situations in IPS communities and barangays.</li> </ul>
Time	0.5 hour
Preparation of rooms	<ul style="list-style-type: none"> <li>- U-shaped arrangement at the beginning</li> <li>- Tables and chairs arranged for individual writing</li> </ul>
Requirements	
Trainers / Assistants	One lead facilitator
Didactic aids to prepare	Evaluation forms, Post-test paper
Important conditions of the room	Air-conditioned or well-ventilated room

## Learning Process Overview

Step	Time	Process
Plenary	10 min.	<p>In advance, congratulate the participants for finishing the two-day training. Inform them that they will be asked to share their reflections and insights on the training.</p> <p>First, distribute the Post-test Questionnaire for each to answer. You may read the instructions for them, and if needed, you may guide them in answering each number of the questions.</p> <p>Next, distribute the Evaluation Forms for each of them to answer.</p> <p>In case, distribute also the GIZ Monitoring and Evaluation Forms for each of them to answer. Like the Post-test, you may guide them in answering each of the questions.</p>
Sharing	10 min.	Ask for two-three participants to share their reflections and insights of the two-day training.
Closing	10 min.	<p>Call the IPS Leader/Barangay Chair to deliver his final message.</p> <p>Call the GIZ-ROLMIN Principal Advisor or ROLMIN Senior Advisor for the final closing of the training.</p>

### Notes to Facilitators:

- Accommodate others who may want to share their reflections and insights but take control of the time.
- Ensure that all the Evaluation, Post-test and other related documents are gathered before the final closing of the training.

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# Annexes

## Annex 1: Pre/post test Questionnaire

### Training on Land Conflict Analysis and Conflict Resolution Skills for Local-complaint Bodies

## Pre-test Questionnaire

**Name:** \_\_\_\_\_ **Position:** \_\_\_\_\_

Pre-Test Instructions:

Welcome to the beginning of our training. The pre-test is crafted to gauge your existing knowledge of the essential themes that will be explored throughout our sessions. Please approach the following questions with honesty and to the best of your understanding. There are no right or wrong answers here; this is simply a tool to assess our starting point and to help tailor the training to your learning needs.

- Take your time to read each question thoroughly.
- Choose the answer that you believe is most accurate.
- If you’re unsure about a question, select the answer that seems most reasonable to you.

Remember, this pre-test is for your benefit and will not be graded.

Thank you for participating with openness and thoughtfulness. Let’s begin.

#### 1. Why is it important to understand how others see a conflict?

- A. To prove that your own view is correct
- B. To make the conflict seem bigger
- C. To help find a solution that everyone can accept
- D. To choose the best side in the conflict

#### 2. If two people see the same situation differently, what should they do to resolve their conflict?

- A. Insist on their own perspective
- B. Listen to each other to understand the different viewpoints
- C. Ask others to decide who is right
- D. Avoid discussing their different views

# Annexes

## 3. What can change your perception of a conflict?

- A. Ignoring what the other person says
- B. Learning new information about the situation
- C. Keeping your initial thoughts no matter what
- D. Guessing what the other person thinks

## 4. In the Proactive Model of conflict resolution, self-awareness is crucial because it allows you to:

- A. Avoid any conflict situations
- B. Influence other parties easily
- C. Choose your response to conflict stimuli
- D. Always have control over the outcome

## 5. Discrimination in conflict scenarios typically arises from:

- A. Effective communication
- B. Diverse perspectives
- C. Biases and prejudices
- D. Cooperative negotiation strategies

## 6. Which statement best defines peace in the context of conflict resolution?

- A. The absence of any disagreements or arguments.
- B. A situation where everyone always agrees.
- C. The presence of justice and fairness, even when disagreements occur.
- D. Only happening when there is complete silence.

## 7. Conflict is often defined as:

- A. A physical fight between two or more parties.
- B. A natural disagreement resulting from individuals or groups having different needs, interests, or views.
- C. A situation that must be avoided at all costs.
- D. Always negative and harmful.

## 8. Understanding the nature of conflict includes recognizing:

- A. That conflicts should be won by the strongest side.
- B. That conflicts are only resolved when one side gives in.
- C. That conflicts can be opportunities for growth and understanding if managed well.
- D. That all conflicts can be prevented.

## 9. An effective conflict resolution process is characterized by:

- A. Avoiding communication to reduce tension
- B. Prioritizing one party's needs over another's
- C. Establishing trust and clarity in the process
- D. Implementing solutions without consensus

## 10. The 'Conflict Tree' in conflict analysis helps to identify:

- A. The strongest party in a conflict
- B. The most peaceful resolution technique
- C. The root causes and effects of a conflict
- D. The legal outcomes of a dispute

## 11. Stakeholder analysis in conflict resolution is essential because:

- A. It helps predict the duration of the conflict
- B. It identifies those responsible for starting the conflict
- C. It reveals the interests and influence of involved parties
- D. It determines the financial cost of the conflict

## 12. Effective communication in conflict resolution is hindered when:

- A. There is too much feedback provided
- B. Participants have a clear understanding of the PLOT (Purpose, Listener, Outcome, Timing)
- C. Messages are transmitted without the opportunity for feedback
- D. The mediator controls the entire conversation

## 13. The role of a mediator in conflict resolution is to:

- A. Make decisions for the conflicting parties
- B. Facilitate the process and help parties reach their own decisions
- C. Support the most powerful party
- D. Provide legal advice to the parties

## 14. What is NOT a key skill required for mediation?

- A. The ability to quickly provide solutions
- B. Building trust and maintaining neutrality
- C. Engaging all relevant stakeholders
- D. Active listening and empathy

## 15. During mediation, it's important for mediators to avoid:

- A. Rushing the parties to a solution
- B. Keeping the process confidential
- C. Being patient with the parties
- D. Understanding each party's interests

## Training on Land Conflict Analysis and Conflict Resolution Skills for Local-complaint Bodies

### Post-test Questionnaire

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Post-Test Instructions:

Congratulations on completing our training. The post-test is structured to evaluate how your understanding of the training's key themes has evolved. Reflect on what you have learned and answer the questions as accurately as possible. Your responses will help us understand the effectiveness of our training and identify areas that may need further attention or reinforcement.

- Review each question carefully before answering.
- Select the option that best reflects the knowledge you've gained during the training.
- It's important to rely on your own understanding and avoid seeking help or using additional resources.

This post-test is a measure of your learning progress, so honesty is crucial.

We appreciate your dedication to the learning process and your efforts in this training. Let's proceed with the post-test.

#### 1. Why is it important to understand how others see a conflict?

- A. To prove that your own view is correct
- B. To make the conflict seem bigger
- C. To help find a solution that everyone can accept
- D. To choose the best side in the conflict

#### 2. If two people see the same situation differently, what should they do to resolve their conflict?

- A. Insist on their own perspective
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- C. Ask others to decide who is right
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- B. Learning new information about the situation
- C. Keeping your initial thoughts no matter what
- D. Guessing what the other person thinks

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- D. Always have control over the outcome

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- C. Engaging all relevant stakeholders
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- B. Keeping the process confidential
- C. Being patient with the parties
- D. Understanding each party's interests

## Annex 2: NCIP Advisory on Dispute Resolution Management

### Regional Advisory No. 001 Series of 2019

Pursuant to the provisions of Chapter III Section 7 par. e, Section 8 par. a and Section 10, Chapter IV, Chapter VIII Section 53(a), sections 55 and 56 of the Republic Act No. 8371 (RA 8371) otherwise known as the Indigenous Peoples Rights Act of 1997 (IPRA) and under its Implementing Rules and Regulations, Rule III: Rights to Ancestral Domain, Part II Section 5, Procedure for Regulating Entry of Migrants and Other Entities and Part II: Section 1, Rights of the ICCs/IPs to their Ancestral Lands, in pursuing the right of the indigenous cultural communities/indigenous peoples to their ancestral domains and lands, and other NCIP administrative issuances the following Advisory and procedures on the issuance of Certificate of Actual Land Occupancy for Migrants (CALOM) and Certificate of Ancestral Domain Land Allocation (CADLA) is hereby issued for the information and compliance of all concerned.

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#### RULE IX. DISPUTE RESOLUTION & MANAGEMENT

**Section 46.** Governing Rules. Pursuant to Section 7(h) and Section 15 of IPRA, any dispute on the issuance of CALOM and CADLA shall primarily be resolved in accordance with customary laws of the community.

**Section 47.** Parties. Any person adversely affected by the issuance of CALOM/CADLA may file a petition in accordance with the procedure prescribed in this Advisory.

**Section 48.** Jurisdiction over Disputes and Cancellation. The IPS issuing the CALOM/CADLA, through the ADMO, shall have primary jurisdiction over disputes and petitions for cancellation.

**Section 49.** How initiated. Any dispute on the processing of an application for CALOM or CADLA, or for cancellation of a CALOM or CALDA, may be filed with the ADMO, which shall endorse the same to the IPS.

Complaints against the ADMO or any of its representatives shall be resolved in accordance with traditional conflict mechanisms. If customary mechanisms are exhausted and the conflict/dispute remains unresolved, the aggrieved party may elevate the same to the NCIP, in accordance with the succeeding section.

## Annex 3: Mediation Role-play Scripts and Instructions

### Illegal Claims

#### Elena Ramos and family (landowner)

You are already a widow. For generations, your family has cultivated the land next to the now disputed boundary. Recently, you were surprised to find markers encroaching onto your farm, suggesting that the new owner, Mr. Ricardo Salazar, claims part of what you've always considered yours. With official documents passed down through your family, you're certain of your legal rights to the land. The dispute has left you feeling frustrated and determined to defend your family's claim, ensuring that the boundaries respected for so long are formally recognized.

#### Ricardo Salazar and family (owner of adjacent land)

You purchased a parcel of land in in Barangay Ugmad for more than five years now. Now you visited the area to start using it. You were careful to review the legal documents and boundaries outlined in your deed. When you began marking the boundary for development, you didn't expect resistance from the neighboring landowner, Elena Santos. Surprised by the dispute over what you believed was clearly defined in your purchase, you're now faced with contesting claims of ownership. Confident in your legal standing but wary of community discord, you seek a resolution that confirms your rights while considering the longstanding presence of neighboring families.

#### Mediators - Barangay chair / Lupong Tagapamayapa / BHRAC member

As dispute mediator(s), you all are supposed to:

- Understands the issues surrounding the complaints
- Explain to both complainant and respondent the implications of the issues
- Come up with recommendations/resolutions that are acceptable to both parties.
- Resolve the conflict at the barangay level and come up with a 'win-win' situation.

#### General script for members of LTs

As a member of the Lupong Tagapamayapa, your primary duty is to foster an environment where open and constructive conversations can take place between parties in conflict. It's important to create a balanced platform where each party feels equally listened to and valued. Your aim is to guide these discussions in a direction that results in an agreement satisfactory to all involved, ensuring fairness and justice prevail throughout the process.

#### Observers / Community / Audience

You are going to observe the role-play and how it unfolds. Be mindful of how the mediators facilitate the process of resolution.

### Tenancy concerns

#### Mario Flores (tenant)

For the past five years, you and your family have been renting a small farmhouse on a large plot of land owned by Mr. Alberto Tevez. You've invested not just your money but also your sweat and love into making the farm productive, growing crops that have sustained your family and even allowed you to sell the surplus at the local market. Recently, Mr. Tevez informed you that he plans to sell the land to a developer, leaving you fearful for your family's future and the loss of the life you've built on this land. You're seeking to negotiate with Mr. Cruz for the possibility to either purchase the land or extend your stay as the legitimate tenant before the sale proceeds.

#### Alberto Tevez (owner)

As the owner of several hectares of agricultural land, you've always had a good relationship with your tenants, including Mario Flores and his family, who have been leasing one of your properties. Given the increasing value of land in your area, you've decided it's the right time to sell, especially with a lucrative offer from a development company on the table. You understand Luisa's concerns but believe the sale is in your best financial interest. You're open to discussion but are looking for a solution that won't jeopardize the sale.

### Illegal selling of land

#### Maria Gomez (owner)

You've inherited a piece of land from your parents, a parcel that's been in your family for generations. Recently, you were shocked to discover that someone sold your land without your knowledge or consent. The buyer, believing the transaction was legitimate, has already started making plans for the property. You're determined to reclaim your land, feeling a mix of disbelief and betrayal. The land holds not just financial value but also memories and a connection to your family's history.

#### John Reyes (buyer)

You've been looking for a perfect piece of land to build your dream home, and when you found a listing for a beautiful plot in a peaceful community, you thought you struck gold. The seller provided documents that seemed legitimate, and you completed the purchase in good faith, excited about the future. Now faced with claims from Maria Gomez that the sale was illegal, you're confused and concerned, worried about the possibility of losing both your money and the land. You believed everything was done by the book and are seeking a fair resolution to this unexpected problem.

## Illegal land claims

### Ana Santos (legitimate landowner)

You've inherited a piece of land from your parents, a parcel that's been in your family for generations. Recently, you were approached by a group of individuals, led by Carlos Rivera, who claim they are now the legitimate owners of your land, showing you legal papers that purportedly prove their claim. These documents were a shock to you, as you have your own set of papers, passed down through your family, clearly establishing your ownership. Feeling threatened and bewildered by the situation, you are adamant about defending your ancestral rights and contesting what you believe to be fabricated claims.

### Carlos Rivera (alleged new owner)

After purchasing land rights from a seemingly reputable agent, you and several others have come forward with documents asserting your ownership of the land currently occupied by Ana Santos. Believing in the legality of your transaction and the authenticity of your papers, you were surprised to encounter resistance from the existing landowner, who also claims legal ownership. Despite the dispute, you're convinced of your claim's legitimacy and are prepared to defend your rights, though part of you remains concerned about the possibility of having been misled.

## Illegal selling of portion of ancestral domain

### Datu Makibaka (complainant)

You are one of the leaders of an indigenous tribe whose people have lived on this ancestral land for many years. Recently, you found out that Datu Kaalam, a member of the Tribal Council who wanted to be the Chieftain, sold part of your tribe's sacred land near the area you are farming to a migrant who settled in your community, Mr. Mario Esteban. The sale took place without asking for permission from the tribal council or following customary laws. This land is very important to your tribe because of its cultural, historical, and environmental significance. Your job is to protect your tribe's traditions and land. You must address this wrongful sale to keep your community's heritage safe and stop this from happening again.




### Mario Esteban (Migrant Buyer)

Five years ago, you moved to the province in a mountainous area wanting to live a peaceful life close to nature. You were looking for a piece of land to build your retirement house. From your local contacts, you were introduced to Datu Kaalam who sold you a piece of land in the mountainous area you were eyeing for some time. Datu Kaalam assured you that he owned the land and showed you documents that seemed correct, making you believe the sale was legal. You were about to build your environmentally friendly retirement home, but other indigenous leaders of the tribe told you to stop and informed you that the sale was illegal because the land is part of their ancestral territory. You bought the land in good faith, but now you are caught in a potential community conflict. You want to solve this problem fairly, respecting the tribe's rights and also looking after your interests.

## Annex 2: Final Evaluation Form

### Training on Land Conflict Analysis and Conflict Resolution Skills for Local-complaint Bodies

## Final Evaluation Form

Criteria			
1. Quality of Presentation			
2. Knowledge Building			
3. Learning from co-participants			
4. Facilitation			
5. Training Methodology			
6. Training Aids			
Logistics			
1. Hand outs			
2. Training Room Facilities			
3. Location			
4. Food			
5. Achievement of expectations			

Remarks:

What I liked most:

What I can apply:

What is needed to improve:

Others:





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