

# Basics in Inclusive Facilitation Training:

## Land Conflict Analysis and Conflict Resolution Skills

Promotion of the Rule of Law in Mindanao (ROLMIN)



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# Acronyms

<b>ADR</b>	Alternative Dispute Resolution
<b>ADRO</b>	Alternative Dispute Resolution Officer
<b>BARC</b>	Barangay Agrarian Reform Committee
<b>BHRAC</b>	Barangay Human Rights Action Center
<b>CENRO</b>	Community/City Environment and Natural Resources Office
<b>CHR</b>	Commission on Human Rights
<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>DOJ</b>	Department of Justice
<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
<b>IPS</b>	Indigenous Political Structure
<b>KP</b>	Katarungang Pambarangay
<b>LGC</b>	Local Government Code
<b>LGU</b>	Local Government Unit
<b>MANP</b>	Mount Apo Natural Park
<b>MENRO</b>	Municipal Environment and Natural Resources Office
<b>NCIP</b>	National Commission on Indigenous Peoples
<b>OADR</b>	Office of Alternative Dispute Resolution
<b>PAMB</b>	Protected Area Management Board
<b>PARAD</b>	Provincial Agrarian Reform Adjudicator
<b>PASu</b>	Protected Area Superintendent
<b>PLOT</b>	Probing Listening Observing Telling
<b>RA</b>	Republic Act
<b>RARAD</b>	Regional Agrarian Reform Adjudicator
<b>ROLMIN</b>	Promotion of the Rule of Law in Mindanao
<b>GIS</b>	Geographic Information System

# Foreword



Improving access to justice and land rights has been at the very core of ROLMIN. While we strive to harmonize policies covering Mt. Apo Natural Park (MANP) through our approach, we also recognize that the challenge of bringing justice and land rights closer to the community is not unique to MANP; it is a widespread issue across the Philippines. More often than not, people's idea of resolving conflicts, particularly those related to land disputes, is through the court justice system, which can be tedious, expensive, and beyond the reach of many individuals. The overlapping mandates of different land titling agencies can sometimes add to the already complicated process of resolving these conflicts.

Although processes for more community-based justice systems are already in place, local complaint bodies sometimes lack the necessary skills and capacities to handle land-related disputes effectively. To support the government partners in Mt. Apo Natural Park, the ROLMIN project has conducted a series of training sessions to enhance their conflict resolution capabilities. Over the course of three (3) months, we have trained 171 local complaint bodies, partner

agencies, and relevant stakeholders in the responsible handling of land conflicts using an approach that is gender-responsive and culturally sensitive.

As part of our sustainability measures, we also conducted a Trainer of Trainers (TOT) learning session to ensure that this capacity-building initiative can be replicated in more local communities around Mt. Apo and other areas facing similar challenges. In line with this, we developed this training manual to guide partners and stakeholders who are interested in conducting training on the responsible handling of land conflicts for more local complaint bodies and duty bearers. Tailored to the unique socio-cultural and environmental contexts of Mt. Apo, this manual aims to improve the understanding of relevant partners and development practitioners regarding land conflict resolution mechanisms, enabling them to conduct similar training sessions.

Ultimately, our goal is to empower more local complaint bodies with the knowledge and skills necessary to perform their duties effectively. More empowered local officials mean more communities with improved access to justice and land rights. Given the limited lifespan of our project's implementation, we hope that the impact we have created continues to resonate beyond the project's timeline. Through the TOT training and this manual, we believe that we have made, and will continue to make, a meaningful contribution

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# I. Introduction

This Training-of-Trainers Manual has been developed through the support of the Promotion of the Rule of Law in Mindanao (ROLMIN) project of Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH. The project is commissioned by the Federal Foreign Office of Germany in cooperation with the government of the Republic of the Philippines, represented by 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. The overall goal of the ROLMIN project is to contribute to stabilization and peacebuilding in Mindanao by reducing the potential for violence and conflict from land use and land distribution conflicts. It aims to improve access to justice in land conflicts for marginalised groups in the Mount Apo Area of the Davao Region.

The project's target groups are the executive staff, and the administrative specialists of the institutions and authorities mandated for the decision to register resource use instruments

and selected local authorities in the Davao Region i.e. DENR, NCIP, DAR, DOJ, DILG, CHR involved in conflict resolution and promotion of human rights, including prosecutors, lawyers, and Alternative Dispute Resolution Officers. The project also cooperates with the members of Lupong Tagapamayapa, Barangay Human Rights Action Center, leaders, and representatives of the Indigenous Political Structure (IPS) of Indigenous cultural communities, and other organizations working for gender equality.

The project aims to positively impact the population in Mount Apo, including the Indigenous Cultural Communities/Indigenous Peoples as well as migrant population who are or could be affected by land use conflicts. The specific interests and potential disadvantages of women regarding land use and conflict resolution are particularly considered.

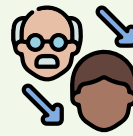
# Context: Land Conflicts

Conflicts over access to, use of, and control over land in the Philippines have been occurring nationwide and since generations. Conflicts are at the intra-personal level (e.g. between siblings or neighbours), at the intra-societal level (e.g. between different ethnic groups or between the state and local population) and at the inter-societal level (i.e. between different states).

The consequences of land conflicts vary tremendously ranging from disturbed inter-personal relationships to affecting people's livelihood. Land conflicts may also affect human rights. These rights can include right to own property alone as well as in association with others, the right to an adequate standard of living, the right to freedom of choosing one's residence, the right to adequate housing, the right to adequate food, and the right to freedom from discrimination. Furthermore, larger land conflicts, such as those related to large-scale infrastructure projects or large-scale agricultural investments may result in local populations' loss of their customary land tenure rights and consequently their access to (their) land.

Land conflicts occur in many forms. There are conflicts between single parties, for instance boundary conflicts between neighbours and inheritance conflicts between siblings. Conflicts that include several parties though – such as group invasions or evictions or more complex land conflicts that are marked by asymmetry of power, often involving poor people in power. Land conflicts are a widespread phenomenon and can occur at any time or place.

Both need and greed can equally give rise to them, and scarcity and increases in land value can make things worse. They especially occur when there is a chance to obtain land for free or at a very low price. Some examples of land conflicts include:



**Inheritance conflicts**



**Boundary disputes**



**Influential individuals accumulating land through illicit practices – involving abuse of position, fraud, corruption and bribery**



**Unauthorized (multiple) sales of customary, collective or public land for which the seller did not pay anything**



**Investors rushing for cheap land ignoring local/customary rights because they are not formally recognized**

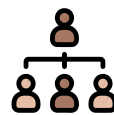


# II. Manual Guide Design



## Goal

The primary goal of this training manual is to prepare potential trainers in Mindanao to undertake training and capacity-building sessions for participants aiming to transform land conflict situations into peaceful and sustainable social environments. This manual also provides basic training material for building the capacity of local complaint bodies to effectively analyse and constructively resolve land conflicts. It specifically aims to help staff from key government agencies, academia, and development practitioners understand the dynamics of land conflicts and various conflict resolution mechanisms. This approach can be successfully undertaken in Mount Apo or replicated in other regions of the Philippines.



## Structure

This manual is a resource document for land conflict resolution skills trainers, providing content and guidance for conducting training sessions with various key target groups. It covers general topics on how to organize and conduct trainings, including assessing land conflicts and building capacity at community and local levels to address these conflicts through mediation processes available in the Philippines. The manual contains clear instructions on how to facilitate the various sections for different target groups. It includes developing a training plan (course) that can vary between 1 and 3 days, incorporating a series of exercises, icebreakers, preparatory notes for facilitators, and examples where possible.



The learning sessions in this manual are structured to not only impart essential theoretical knowledge but also to offer hands-on practice and collaborative learning opportunities. Trainers 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 the MANP area. It is designed to be flexible, allowing facilitators to tailor the work schedule to meet the needs of different groups or organizations. The suggested program session objectives, schedules, training methods, activities, and materials outlined in this trainers' manual can and should be applied flexibly and adapted to the context and participants' needs as appropriate.



## Audience

The target users of this training manual are broadly the potential land conflict resolution skills training staff working in key governmental institutions, as well as academic and non-governmental training institutions that are relevant to land conflicts in Mindanao and generally in the Philippines. These may include the Department of the Interior and Local Government (DILG), Department of Justice (DOJ), Department of Environment and Natural Resources (DENR), Department of Agrarian Reform (DAR), Department of Agrarian Reform Adjudication Board (DARAB), National Commission on Indigenous Peoples (NCIP), staff from Local Government Units, Protected Area Management Board (PAMB), Provincial Agrarian Reform Adjudicator (PARAD), Protected Area Superintendent (PASu), Regional Agrarian Reform Adjudicator (RARAD), City/Municipal Environment and Natural Resources Office (C/MENRO), and staff members from academic institutions, training institutions, and non-governmental organizations.

# III. Objectives of the training

The Training of Trainers aims to support the staff from key government agencies, academe, and development practitioners in Mindanao to prepare and undertake trainings designed to strengthen the capacities of local complaint bodies in constructive resolution of land conflict, including the Lupong Tagapamayapa, Indigenous Peoples Structures, and Barangay Human Rights Action Center (BHRAC).

The training also specifically aims to equip the potential trainers with the knowledge and skills in analysing land conflicts and address them through application of appropriate dispute resolution or mediation processes available in the Philippines.

# IV. Training Agenda

Time	Topic/Activity
<b>Day 1. “Key elements of effective training”</b>	
7:30 - 8:30	Travel time for participants coming from outside Davao City
8:30 – 9:30	Arrival / Registration
9:30 – 10:45	Preliminaries/Opening Welcome, getting to know each other, Expectation check, Gauging participants knowledge
10:45 – 11:15	Overview of the TOT Workshop
11:15 – 12:00	Session 1. Organizing and Running Training Course Principles of participatory Training, methodologies, ground rules, responsibilities of trainers and trainees, equipment and materials
13:00 – 15:30	Session 1: Organizing and Running Training Course Room set-up/logistical arrangements, ethical considerations in training, module outline, training sessions plan
15:30 – 16:45	Session 2: Developing training course
16:45 – 17:00	Wrap-up day 1
<b>Day 2. “Effective Communication and Peacebuilding Training”</b>	
08:30 - 08:45	Outlook day 2
08:45 - 9:45	Session 3: My Identity in Mediating Conflicts
09:45 – 10:45	Session 4: The Mechanisms, Structures, and Roles in Dispute Resolution
10:45 - 12:00	Session 5: Basics of Peace and Conflict
13:00 – 14:00	Session 6: Violence and Violent conflict
14:00 – 15:00	Session 7: Conflict Analysis
15.15 – 17:00	Session 8: Conflict resolution Skills, Communication, and Mediation
17:00 – 17:15	Wrap-up day 2
<b>Day 3. “Land Conflicts in Mount Apo”</b>	
08:30 – 08:45	Outlook for day 3
08:45 – 10:00	Session 9: Gender and social inclusion concepts in the context of conflicts
10:00 – 12:00	Session 10: Land conflict simulation
13:00 – 14:00	Session 10: Land conflict simulation
14:00 – 15:30	Session 11: Digital methods and approaches to communication, training, peace-building and land Management
15:45 – 16:30	Summary and closing

# **V. Training Sessions Guide**

## **Session 1.**

**Organizing and running  
training course**

**Method: Lecture and discussion**

# 1.1

## Principles of Participatory Training for Land Conflicts and Resolution

### **Learning means change:**

It means change in how we think and how we act. It involves altering our mental processes, expanding and adapting our repertoire of behaviours, and reviewing our habits. Using an interactive and participatory approach makes it much more likely that participants will consistently reflect upon land conflicts and conflict resolution attitudes and skills in their workplace, community and personal lives.

Participants bring with them the ideas, intuitions, and behaviours they have spent a lifetime building. Trainers usually have only a brief time in which to encourage effective learning, and real and useful change.

### **Identify Participants' Current Views:**

Help participants to recognise and clarify their current ideas and behaviours and assess the usefulness of these ideas in resolving conflicts in their lives. This heightens their interest in learning effective alternative ideas and strategies.

### **Help Participants Construct / Develop Their Own Understandings:**

Training isn't about just giving people a new set of ideas. The ideas must fit into a framework of what they already know. You activate the framework by discussing their current views first and then help them make new links to the material you are presenting. New meanings are not transferences by the trainer; they are transformations by the learner.

### **Be Aware of Participants' Level of Readiness to Learn:**

Participants in a course will be ready to learn if they are there voluntarily, and if they identify problems and their limitations in solving them. If participants are not yet "ready", it is not advisable to proceed too far. Instead, work on encouraging their commitment, identifying their needs, and getting them to recognise the weaknesses in their current ideas and behaviours.

### **Use a Variety of Interactive Approaches:**

Learning occurs by engaging the participant actively in the process. Use lots of questions. Questions hook the mind. (They are bold in the text so the trainer can glance down to find them easily.)

## Encourage a debate and discussion within the confines of your time limits.

This will be most fruitful if your questions do not require the “right” answer. Try to treat all answers as a contribution to the group’s understanding. When people are assured that they won’t be made “wrong” they are far more likely to contribute actively.

The attitude shifts and understandings you are working towards can usually be elicited from the group, by astute questioning. They are more likely to become part of the person’s behavioural repertoire if they can say “I thought of that myself”.

## Always structure a session with some activities which require active participation:

People need to talk and practise.

People love stories. Tell personal anecdotes that illustrate a point. Keep them short and relevant to the group’s purpose. With the same provisos encourage participants to personalise the materials with their own stories.

Wherever possible, work on current conflicts experienced by participants. This heightens the significance of the example.

Active investigations and practical experiences are especially valuable because they engage participants in moving repeatedly between mental concepts and actual **behaviours**.

## Be Precise:

People also need to be reminded of what they have learnt and what they are about to learn. Use introductions, summaries, and blackboard key points to focus and reinforce learning. This manual will help you be precise about the teaching points

you are getting across. Woolly thinking does not promote change. Sharp clarity does.

## Use Language Appropriately:

Ideas are made and shared using language. Where the vocabulary and syntax is precise and engaging (without being pedantic and over-blown), the ideas can more clearly be expressed, recognised and adapted to the uses of the participants.

Many land conflict terms have distinctive meanings and usages, even though they also appear in common use. Draw attention to how these words are deliberately distinctive, or confusion and distortion will easily occur, e.g. the distinction between mediation and arbitration. confidence in managing conflict situations using the knowledge they have gained.

**Role of the Trainer / Facilitator:** It is important to recognize that facilitators leading the training activities play an important role and will directly affect the success of the program. Facilitators should ensure that they:

- are flexible
- have good communication and group facilitation skills
- can use a range of different training techniques
- are informed about conflicts and emerging forms of extreme violence and life skills for appropriate attitudes and behaviour change
- respect the views of young people even if these views are very different than from their own
- enjoy helping others to grow and are enthusiastic about the learning environment
- are nonjudgmental

# 1.2

## Training Methodology

The manual is designed for training trainers for between two and maximum five-day workshop and uses a mixture of presentations, small group work, plenary discussions, participant presentations, pictures, video and pictures (where possible), role-plays and energizers. Trainers will be expected to adapt the content and timing for delivering each module when delivering training to project participants.

The training method used throughout this manual is the participatory approach. Using this approach is important when working on conflict issues because it engages with people's experience and perceptions. Understanding how people think, feel, and behave will help shape conflict intervention and peacebuilding approaches that can be matched to community needs. It also means that we can be flexible throughout the training, adjusting the pace and content to participants' needs. To have a wider dissemination of the acquired knowledge, the training of trainers shall embark on the following: practical exercises; use cartoons, videos and pictures; and using practical examples from around the world.



### Brainstorming

A brainstorm is an exploration of ideas and a great way to open a topic for discussion. During brainstorming, no one should judge or place a value on an answer someone else gives. Each answer is simply recorded on flipchart paper or a chalkboard for the entire group to see. This activity encourages participants to expand their thinking about an idea and look at a topic from different angles and perspectives. The facilitator makes relevant clarifications.



### Group Discussion

Group discussion elicits responses from participants on a particular topic or issue and provides many teachable moments to enhance knowledge or correct misinformation. The effectiveness of the group discussion often depends on the use of Open-ended questions, which are questions that go beyond a simple "yes" or "no". These questions seek to bring out feelings or thoughts about a topic or an activity.



### **Role play**

Role play is an effective method for practicing and modelling new skills. Since role-play can potentially be emotional, it is very important to emphasize that participants are playing characters and not themselves. Role plays also provide an opportunity to remind participants of agreed-upon ground rules and group norms.



### **Case study helps to create a “real situation” of a topic under study**

The facilitator will use this method to assess the level of understanding of participants on a topic under discussion. It will also be used to reinforce what was learned.



### **Energizers or icebreakers**

are games to help participants relax, have fun and reconnect with each other. At the beginning of each session or meeting, lead participants in a warm-up. Games can also be used at the end of the day or between sessions and activities to lighten the mood and give participants an opportunity to relax after a difficult or intense session/day.



### **Open debate and questions**

The facilitator can engage participants using question and answer approaches. This is mainly aimed at assessing the level of participants’ knowledge at the beginning of a topic or assessing the level of understanding after delivering a topic.



### **Illustrations, videos, and pictures**

The use of visual aids like videos, photographs, and cartoon drawings can assist the facilitator to deliver messages that have close contexts and interpretations by participants. Participants can identify themselves with what they see and relate to quickly.



### **Ordinary use of lecture method**

This is a method used by the facilitator to guide the delivery process by explaining key information and occasionally engaging participants through questions and answers.



# 1.3

## Training Ground Rules

Trainers may find it helpful if some form of a “learning-agreement” is established at the start of the training between the trainer and participants, and between the participants themselves. This could help to establish “ground rules” for the training / workshop. Some examples of “ground-rule” that could be considered include:



All participants agree that they should start each session promptly.



Mobile phones should be switched off.



Digital cameras are not permitted.



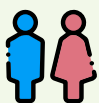
Divergent opinions should be respected, even where other participants do not agree.



Participants should not be interrupted when they are talking.



Differing religions and culture should be respected.



Participants should be gender sensitive.



Everyone's voice should be heard.



Monologues and domination by only a few participants should be avoided.



Side conversations are discouraged.

# 1.4

## Trainers and Trainees responsibilities

### **The **trainer** should be able to:**

- Facilitate the modular courses outlined in the manual.
- Manage time effectively, ensuring the completion of each module.
- Ensure the quality of the training course by transmitting essential knowledge and skills by the best means possible.
- Encourage active involvement from the participants to create an interactive and engaging atmosphere.

### **After the course, the **participants** should have:**

- An appreciation, and a new understanding, of the mediation process.
- An improved understanding, of the fundamental elements of conflict resolution.
- Familiarity with the concept of, and tools for, understanding and then negotiating and mediating conflicts.
- Gained experience of the role of a mediator through simulation exercises.
- A better grasp of the practical application of the course.



# 1.5 Equipment and Materials

The following is a list of equipment that would be highly desirable to have for the training, clearly from logistical, financial or administrative reasons this may not all be available:

**Name tags**

**Projector**

**Laptop/  
computer**

**Markers**  
(one per trainee)

**Whiteboards**  
(2)

**Pinboards**  
(3-4)

**Brown Paper**  
(10 sheets)

**Sticky  
notes**

**Different  
coloured cards**

**Pins**  
(2-3 boxes of pins)

**Masking tape**  
(2)

**Notebooks**  
(one per trainee)

**Pens / Pencils**  
(one per trainee)

**Attendance  
Sheet**

**Evaluation  
Forms**

**Certificates of  
attendance**

- **Flip chart/whiteboard/pinboards**

Use a board, preferably with flip chart paper, to record key points and catch phrases as they emerge for visual reinforcement. Use pin boards for group exercises

- **Methods**

Use a range of training methods to provide variety and to suit the different ways that people like to learn e.g. large and small group discussion, role plays, simulations, completion of handouts, mini lectures etc.

- **Handouts**

Give out most handouts at the end of a session so that participants focus their attention on the discussion and developing their own ideas rather than on reading the handouts.

# 1.6

## Room Set-up / Logistical Arrangements



A suitable location for the training will need to be secured well in advance of the training.



### Group Size

A group of 12–25 works well. Larger groups benefit from more activities and small groups discussions. Also consider two trainers for large groups.



### Seating

Optimum seating arrangement is circular or semi-circular. It is essential that chairs are movable so that participants can do the activities.

The costs can be kept to a minimum if large conference rooms or halls in relevant government departments can be used for the training. Budget allocations will be needed if the trainings are to take place in rented hotel conference rooms or other conference facilities.

- The room should be spacious enough to accommodate the number of participants.
- Alongside the main room, there should also be rooms/spaces available for activities which require group breakout sessions.
- The rooms should have enough chairs, tables as required and must also have a projection screen for slide presentations.
- There should be somewhere to set out any snacks and drinks which are being provided, such as a refreshment table.
- The room should have a registration table for larger groups.
- Ensure it is easy to hear in all areas of the venue.
- Use microphones if needed, and make sure that the venue is in a quiet location.

A timeline must be developed for planning and organising the training course to clarify what needs to be accomplished and prepared for:

- The location and venue, as well as the type and target number of participants, are planned and arranged.
- Catering and other facilities would also need to be organised and arranged, especially for trainings multi-day trainings.
- The trainer/s is/are identified and selected.
- A preliminary selection process for participants is conducted by sending out questionnaires. The completed questionnaires have also been collected in order to allow the trainer/s to modify the course to make it more relevant to the target audience.
- Participants are selected for the training course.
- Logistics and administrative activities are undertaken – such as arranging transportation and accommodation as well as sending out invitation letters and other necessary documents to the participants.
- Evaluation forms are printed
- Participants list is compiled.

# 1.7

## Ethical Considerations in Training

Land conflicts and conflict resolution sessions involve both emotions and opinions, and so there are important obligations between trainer and participants, and amongst the participants. Some of these require attention during planning, and some arise during the interactions within the sessions themselves. It is the responsibility of trainers to:

- ▶ Explain the intentions and objectives at the start of the course, the sessions and the activities. It needs to be clear what the participants can expect.
- ▶ Discuss the need for confidentiality as a protection and an encouragement to everyone's honest and free participation. Consensus needs to be reached as to the level and type of confidentiality everyone can abide by, before the course commences.
- ▶ Ensure that the privacy of trainers and participants is respected. Activities and discussions need to allow people to expose only as much personal information as they wish.
- ▶ Minimise the amount of time they and some participants use when monopolising or rambling. This reduces participants' energy and enthusiasm, distracts from the effective pursuit of the session's objectives, and wastes the group's resources.
- ▶ Ensure that there is sufficient debriefing discussion time at the end of activities for participants to talk through what they felt. In this way, participants can leave the session cleared of the strong emotions activities often evoke.
- ▶ State clearly that participants have the freedom not to participate in an activity. It is usually helpful to encourage participants to push through minor reluctance, but strong discomfort needs to be respected.
- ▶ Be aware of signs of emotional distress in any participant. A session should never be planned or executed for this to happen deliberately, and trainers need to watch for such signs so the activity or discussion can be diverted to minimise the person's hurt and allow them to recover. Trainers need to be ready to support these participants and refer them to appropriate competent support.
- ▶ Be alert to (and, indeed, actively seek) feedback from participants. Sessions need to be adjusted to deal with emerging issues and needs, wherever appropriate. Courses also need to be evaluated formally by the participants as to the matter and manner of the course, and the performance of the trainer.

# 1.8

## Module Outline

The module descriptions contained in this manual are designed to be used as a guideline for conducting training sessions.

Each module outline has the following main standard structure:

**Title of module**

**Materials that can be used**

**Purpose of the module**

**Time / outline of training session**

**Method of training**

**Procedure**

**Background information for trainers**





# 1.9

## Training Session Plans

A training session plan is a structured and organized document that outlines the framework and details of a training programme or session. It's a roadmap for trainers and facilitators, helping them design and deliver effective learning experiences. A well-crafted training session plan ensures that learning objectives are met, participants are engaged, and the training session is both informative and interactive.

### Key components of a successful training session plan typically include:

- **Objectives**

Clearly defined learning goals that specify what participants should know or be able to do by the end of the training session.

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- **Agenda**

A detailed schedule of activities, topics, and the timing of each segment within the session. Depending on your style, you might even include a script. If collaborating with other trainers, it can also be useful to delineate who is running which section and who is supporting.

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- **Materials**

Any training material, resources, and tools required for the session, such as presentations, handouts, workbooks, or multimedia aids. In virtual sessions, this can also include links to resources you may share during the training. These are great to add to your agenda so everything you need is in one place.

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- **Follow-up**

Plans for gathering feedback from participants and assessing the overall success of the training session. This might include choosing a survey tool, having a paper exit form, or having an activity planned to facilitate this.

A training session plan is a valuable tool for trainers for imparting knowledge or skills to others. It provides structure and coherence to the training process, helping to achieve specific learning outcomes and create a positive and impactful learning experience.

The objective of this manual is to provide a “toolbox” of different methods that can be combined in any form for trainings that can last from 1 to 5 days.

The following steps could guide how the trainings should be organised:

- Agree upon with the **objective** of the training
- Agree upon the participants to be trained, including their level of knowledge of the subject matter
- Agree with institution how many days the training should be
- Develop an initial design that combines training needs, training objectives with possible modules and time required to conduct the module
- Develop of the sessions.

The following are two examples of a possible training agenda and possible summary of session plans. Both are examples, they can be modified.

## Example of 1 day training agenda

Time	Activity	Person/s in charge
<b>DAY 1</b>		
8:30 – 9:00	Arrival and registration	ROLMIN staff
9:00- 9:30	Opening Program, introduction, getting to know each other	Interdev Facilitator
	Snacks	
9:30 – 10:15	Grounding/Pre-test	Interdev Facilitator
10:15- 12:15	My Identity as Member of Local Conflict Resolution Structure	Interdev Facilitator
12:15- 01:00	Lunch break	Interdev Facilitator
01:00 –04:30	Basics of Peace and Conflict	Interdev Facilitator
	Snacks	
04:30- 06:30	Conflict Analysis Tools	Interdev Facilitator
06:30- 07:00	Closure and Daily Learning Debrief	Interdev Facilitator

## Example of summary sheet: Sessions, descriptions and expected results

Session	Description	Expected Results
<b>DAY 1</b>		
Preliminaries, Grounding and Pre-test administration	Begin with an interactive session to establish baseline knowledge and set the stage for learning. Use pre-tests to gauge initial understanding.	Participants are oriented to the training's goals, and facilitators have a clear understanding of participants' initial knowledge levels.
Session 1: Identity and Perception	Reinforce roles, responsibilities, and member composition within local conflict resolution structures. Activities foster self-awareness and role-play to understand different perspectives.	Enhanced understanding of individual and collective roles in conflict resolution, leading to improved empathy and self-awareness.
Session 2: Basics of Peace and Conflict	Provide foundational understanding of peace and conflict, including conflict management styles and human rights responsibilities.	Provide foundational understanding of peace and conflict, including conflict management styles and human rights responsibilities.
Session 3: Conflict Analysis	Revisit the barangay map to situate land conflict issues, prioritize issues, and use conflict analysis tools on chosen scenarios.	Participants can effectively analyse land conflicts, prioritize issues, and prepare for strategic interventions.
End of day Learning Debrief	Reflect on the day's learning, encouraging journaling or group discussions to consolidate understanding.	Insight into personal learning progress and identification of areas needing further exploration.
Reflective Learning and Grounding	Facilitate a session to reinforce previous learning and set intentions for new skill acquisition.	Participants are prepared for upcoming sessions with a reinforced understanding of learned concepts.
Session 4: Conflict Resolution Skills	Review the conflict resolution process, focusing on communication and mediation. Conduct role-plays and simulations to practice skills.	Improved conflict resolution skills, with a particular focus on mediation, enhancing participants' skills in facilitating land conflict resolution process between disputants.
Session 5: Land Conflict Simulation	Develop and run a simulation exercise reflective of the land conflict issues, including human rights issues within MANP.	Participants 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	Guide participants in developing action plans for land conflict resolution, tailored to their specific contexts, and anchored on institutional plans such as Barangay Development Plan (BDP) and others.	Participants leave with actionable plans for applying their knowledge and skills to resolve land conflicts in their communities.
Reflection, Debriefing, and Closure: Post-test administration	Conduct a post-test to evaluate the knowledge and skills gained. Compare results with the pre-test to measure learning progress.	Assessment of participants' progress and learning outcomes, ensuring training effectiveness and identifying areas for future improvement.

# Session 2.

## Developing a Training Course

<b>Objective / Purpose</b>	<p>Training programs must be carefully designed and managed to ensure effective learning and retention. As trainers it is important that you can organise a training course:</p> <ul style="list-style-type: none"><li>• Effectively (trainees are able to learn easily),</li><li>• Efficiently (combination)</li><li>• Economically (best value for money)</li></ul>
<b>Methodology</b>	Input and group exercise
<b>Time estimation</b>	3 hrs
<b>Materials</b>	<ul style="list-style-type: none"><li>• Pin boards</li><li>• Flip charts</li><li>• and optionally, laptop computers</li></ul>

### Background Information

- **WHO** is the course designed for? Specify their levels of seniority, likely ages, gender, sectoral specialism etc. How many people will come? Think about their likely current level of understanding of key issues and their likely level of motivation to attend the training course.
- **WHY** do these people need training? Think about this in relation to the participants' job responsibilities or, for community level courses, particular issues/problems the community is facing. Is there a particular reason to have the training at this time – new policies or guidelines, particular problems that have arisen, new issues arising from research or follow-up to previous training?
- **WHAT FOR?** What do you hope the participants/organization/community will gain from the training? This is similar to the above question, but slightly different in emphasis. A training course is short, and it is important to be realistic about what one training course can achieve. What, realistically, do you hope the training itself will achieve? What will change as a result of the training?

- **WHEN** will the training be conducted? Think about this in relation to participants' commitments. Would a block of time be most appropriate, or a series of individual sessions? How long is the course going to be?
- **WHERE** will the training be conducted? Think about the venue. Is the course going to be conducted at work or away from work, within the community or away from it? Is it going to be residential? There are clearly cost implications in holding courses away from work/home, but advantages in terms of minimizing distractions.
- **WHAT** will the course cover? Bearing in mind the above – the participants, the needs of the institution, and the constraints of time – brainstorm a list of topics/issues you want the course to address.
- **HOW** will the sessions be run? Think about the training methods you might use. What methods are likely to be the most effective way of conveying the different topics you want to cover?

## Procedure / Exercise

Develop a training course for a three-day training. Outline the following steps (in the background information they are further explained):

1. Develop short outline how you would conduct training needs assessment
2. Develop / formulate the training goals
3. Develop criteria for measuring success of training
  - Success criteria: At what level of competency will you consider each trainee to be sufficient, and how will you identify that point?
  - Milestones: Larger goals should be broken down into more smaller milestones. For example, a complete training course would be broken down into the completion of courses, which in turn are broken down into the completion of modules.
  - Feedback: Quantifiable results are not the only feedback that should guide development. Plan for ways to generate trainee feedback, to revise on-going or future training
4. Outline the training methodology: describe which form of training you intend to undertake: Inputs, group exercises, energisers, etc?
5. Decide which training methodology you want to use: Inputs, group work, individual work, blended learning, feedback sessions etc.
6. Develop a training outline for a 3-day training
7. Develop internal training monitoring method: how will you monitor during training implementation?
8. End of training assessment and evaluation



# Session 3.

## My Identity in Mediating Conflicts

<b>Objective / Purpose</b>	<ul style="list-style-type: none"><li>• My Identity as Member of the Local Conflict Resolution Structure</li><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>
<b>Methodology</b>	<ul style="list-style-type: none"><li>• Discussion</li><li>• Lecture</li><li>• Game</li></ul>
<b>Time estimation</b>	1/2 hr
<b>Materials</b>	<ul style="list-style-type: none"><li>• Whiteboard or flip chart</li><li>• Markers</li><li>• Handprints</li><li>• Crayons</li></ul>

## Background Information

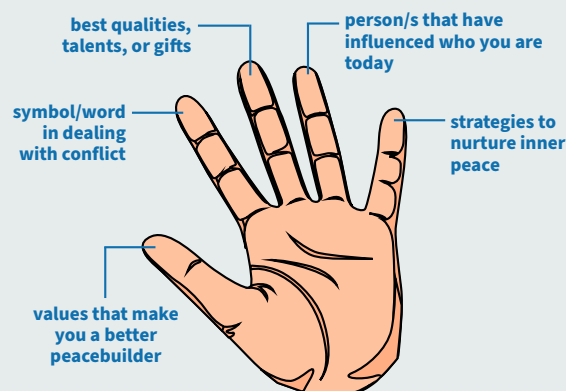
Issues of self-identity and self-esteem play an important role in negotiation and mediation. Sometimes they are spoken of in terms of a party's need to "save face" or of a person's "ego" clouding his thinking. They may also be referred to as "narcissistic issues," a term that no longer necessarily connotes pathology. Put simply, most people take the conflict personally and the outcome of the mediation as a reflection of who they are. Issues of self and identity raise profound and often painful questions about who we are. Psychoanalytic developmental theory considers these questions by analysing the way the sense of self develops in childhood. On the other hand, many spiritual traditions insist that however it develops, the ego, our usual sense of who we are, is actually an illusion, and a limitation. In recent years, there have been some important attempts to bridge the gap between these two positions. Yet, the nature of the self and its identity still remains a fundamental mystery.

Third parties need to think carefully about who they are and precisely which attributes and interests they bring to the triadic bargaining situation. Mediators are distinguished by not having the same identity as either of the parties, nor do they have any direct interest in the dispute. This is not to say that mediators are disinterested, or that they have no tangible interests to be served by entering the domain of the conflict. States, for example, often enter into mediation of conflicts in order to advance their own security or economic interests, to maintain or increase their sphere of influence or to help keep an alliance together. The motives for mediation are quite diverse and thus cannot be taken for granted. Motivations operate at both the individual (e.g. altruism, ego- enhancement, material gain) and the institutional level (e.g. the role of the UN, the prestige of a state). In all cases, the mediator receives some benefit from his or her assumption of the role, either through the process (e.g. improved status) or in the outcomes (e.g. advancement of security interests).

## Procedure / Exercise

### I. Begin the session with a "handprint exercise".

- Explain the objective of the activity and distribute the handprint templates to each participant.
- Briefly describe what each part of the hand represents.
- Participants spend time individually filling out each section of the handprint.
- **Thumb:** Write down a person or people who have influenced who you are today.
- **Index finger:** Note your best qualities, talents, or gifts.
- **Middle finger:** Choose a symbol or word that represents your approach to dealing with conflict.
- **Ring finger:** List values that make you a better peacebuilder.
- **Pinky finger:** Describe strategies you use to nurture inner peace.



- Ask participants to pair up and share insights from their handprint, explaining their choices for each section
- Invite volunteers to share one aspect of their handprint with the larger group, focusing on particularly meaningful or unique contributions.

Process the feelings of the participants, particularly on their self-discoveries through the activity. You may ask the following questions:

- How did you feel about the activity?
- What key learnings/insights have you gained from your own reflection and from sharing with others?
- What values and principles have you gleaned from the sharing?
- Note of the common themes or insightful strategies on a flip chart.
- Highlight the diversity of influences and strategies within the group.
- Emphasize how personal experiences and qualities contribute to a collective strength as members of local complaint bodies.

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:

- Thumb: “Best qualities/talents/gifts” – Members reflect on their personal strengths and how these can be applied to their roles in conflict resolution.
- Index Finger: “Persons that have influenced who you are today” – This prompts participants to acknowledge mentors, leaders, or family members who have shaped their approach to handling disputes and their growth as individuals.
- Middle Finger: “Symbol/word in dealing with conflict” = This symbolizes the core principle or value that members hold on to when mediating conflicts, such as justice or empathy.
- Ring Finger: “Values that make you a better peacebuilder” = Members consider the values that are important in their work, like neutrality, fairness, or respect.
- The centre of the palm: “Name” = The member places their name here, signifying the personal nature of the reflections and their central role in their peacebuilding efforts.

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.



# Session 4.

## The Mechanisms, Structures, and Roles in Dispute Resolution

<b>Objective / Purpose</b>	To understand the mandates, legal framework, and the processes of the different Dispute Resolution Mechanisms and the roles of the respective complaint bodies for addressing land conflicts.
<b>Methodology</b>	Lecture, discussion
<b>Time estimation</b>	1 hr
<b>Materials</b>	<ul style="list-style-type: none"><li>• Whiteboard or flip chart</li><li>• Markers, slides projector (beamer)</li></ul>

### Background Information

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.

There are also at least twelve agencies that use out-of-court dispute resolution mechanisms. Ten of the agencies are administrative agencies with quasi-judicial functions, one is the barangay, which is the smallest local government unit, and others are private agencies or non-government organizations (NGOs).

Dispute resolution refers to the various processes used to resolve conflicts, disputes, or claims between parties. These processes can include negotiation, mediation, arbitration, and litigation. Dispute resolution aims to find a mutually acceptable solution without resorting to more formal legal proceedings.

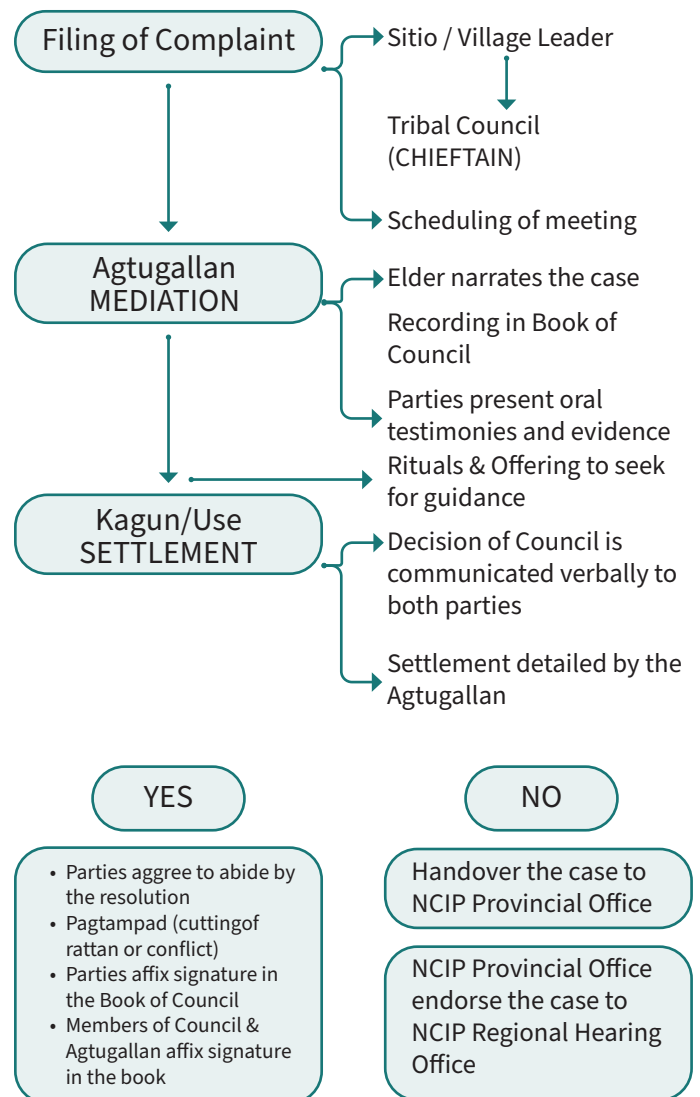
# 1. Indigenous Conflict Resolution Mechanism

**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.

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.

In the past, the Bagóbô Tagabawà's dispute resolution mechanism governed internal relations between people in the kin-group. Today, it persists, in parallel with the State's governance units, mechanisms and structures. The Bagobo Tagabawa indigenous dispute resolution mechanism has five important components as follows: *kasunayan*, which refers to the goal of any undertaking to resolve conflict; *tanà* as perceived by the Bagobo Tagabawa as *inna* or mother that nourishes them from morning to evening – everyday of their lives; *kabaranàs* or *samuk* which refers to conflicts or disputes; the role of the *ágtugállán* as a respected community elder who counsel, advise or mediate the *samuk*; and *kapókit* which refers to the methods and processes of settling conflicts.

## Bagobo Tagabawa Davao del Sur Indigenous Dispute Resolution Process (*kapókit*)



## 2. Barangay Justice System or Katarungang Pambarangay

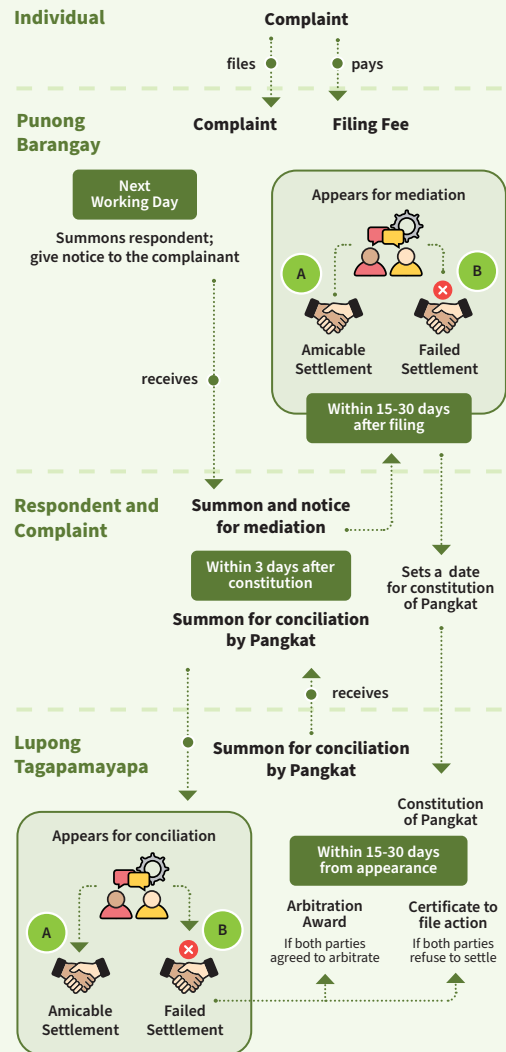
Republic Act 7160, otherwise known as the 1991 Local Government Code, gives barangays the mandate to enforce peace and order and provide support for the effective enforcement of human rights and justice. Decentralization has facilitated the recognition of the Katarungang Pambarangay or Barangay Justice 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 (KP) is indeed an alternative dispute resolution mechanism. The Katarungang Pambarangay is a community-based approach for resolving conflicts between members of the same community specifically in disputes over property boundaries, use of communal spaces, noise complaints, and other neighborly disagreements. The Katarungang Pambarangay is implemented at the barangay level by the Lupong Tagapamayapa chaired by the Punong Barangay. The KP system involves various processes, including mediation, conciliation, and arbitration, making it an essential avenue for administering justice and advancing human rights protection at the local level. KP system plays a crucial role in promoting peaceful resolution, community harmony, reducing court congestion, and providing accessible dispute resolution options for residents. The process begins with a complaint filed at the barangay office.

## Katarungang Pambarangay Process

### Katarungang Pambarangay Process Flow Amicable Settlement



### 3. Barangay Human Rights Action Center (BHRAC)

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)

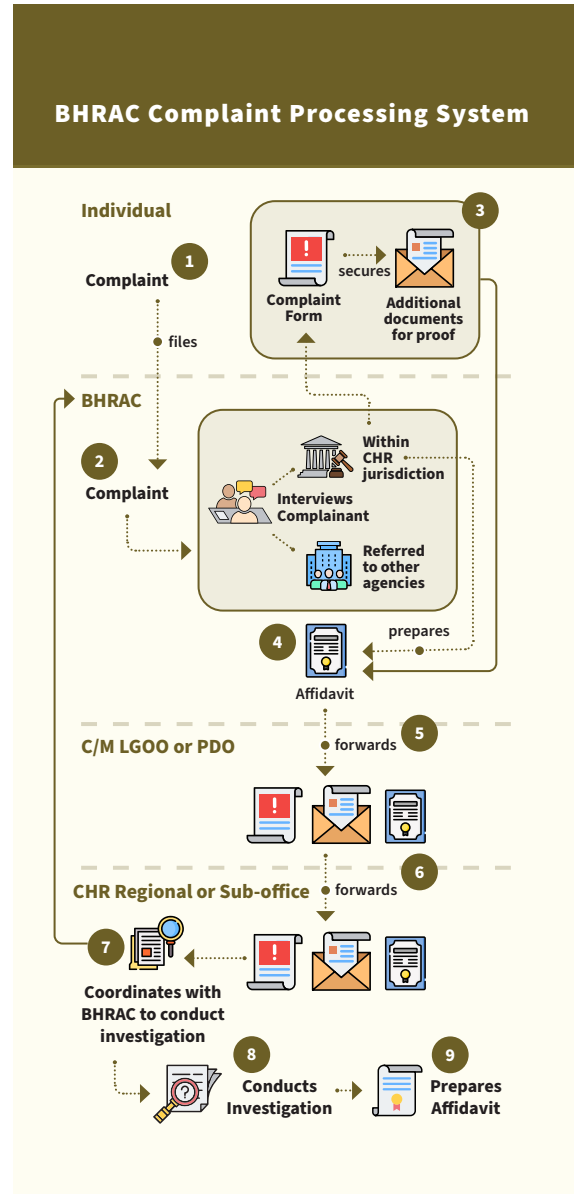
The DILG through the efforts of the Commission on Human Rights (CHR) passed a Memorandum Circular enjoining all barangays to pass or adopt a Human Rights Center in their barangay on October 27, 1994. All Regional Directors of the DILG were instructed to distribute this circular to all LGUs in their respective jurisdiction. The BHRAC program, through initiatives of the CHR and cooperation of the DILG was thus initiated.

The Objectives in establishing the BHRAC are: (a) To hand to ordinary citizens the central role of human rights promotion and protection in their community; and (b) To bring the services of the Commission closer to the populace.

The BHRAC is an alternative dispute resolution mechanism within the context of human rights. Its primary function is to address human rights matters, including both promotion of human rights awareness and handling complaints of human rights violations. It aims to ensure that local governments fulfil their duties to respect, protect, and fulfil human rights within their jurisdiction. It contributes to building a culture of human rights at the grassroots level. By engaging with community members, it promotes awareness, education, and respect for human rights. BHRAC plays a vital role in preventing and addressing conflicts related to human rights -- the right to access and use the resources including land.

### Services provided by the BHRAC:

- complaint processing
- coordination
- mobilization
- information and education



### 4. Alternative Dispute Resolution (ADR) of DENR

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.

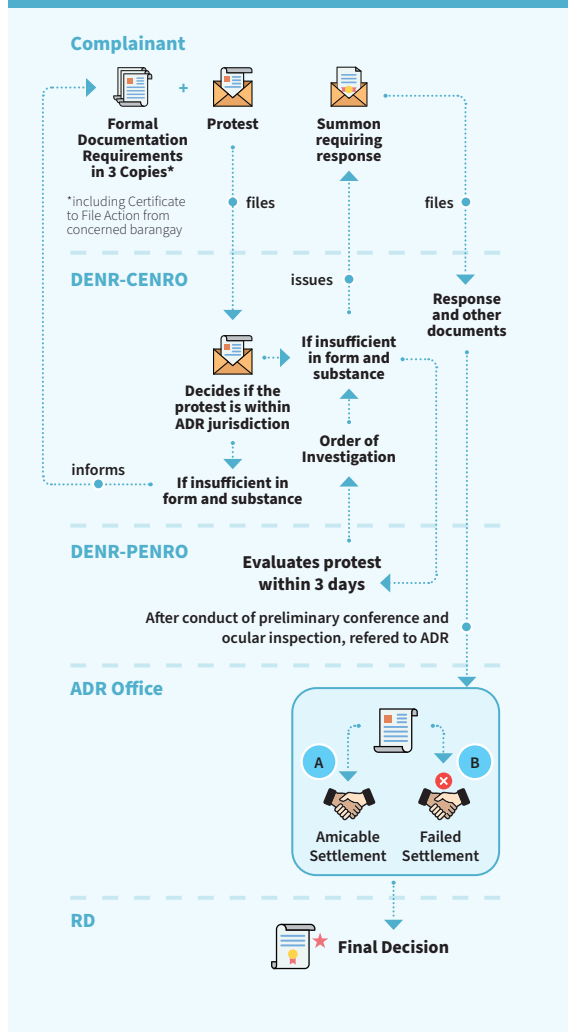
The Alternative Dispute Resolution (ADR) mechanism of the Department of Environment and Natural Resources (DENR) in the Philippines aims to provide a means for resolving environmental disputes outside of formal court proceedings. The primary goal of this mechanism is to facilitate the fair and timely 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.

## 5. Barangay Agrarian Reform Committee (BARC)

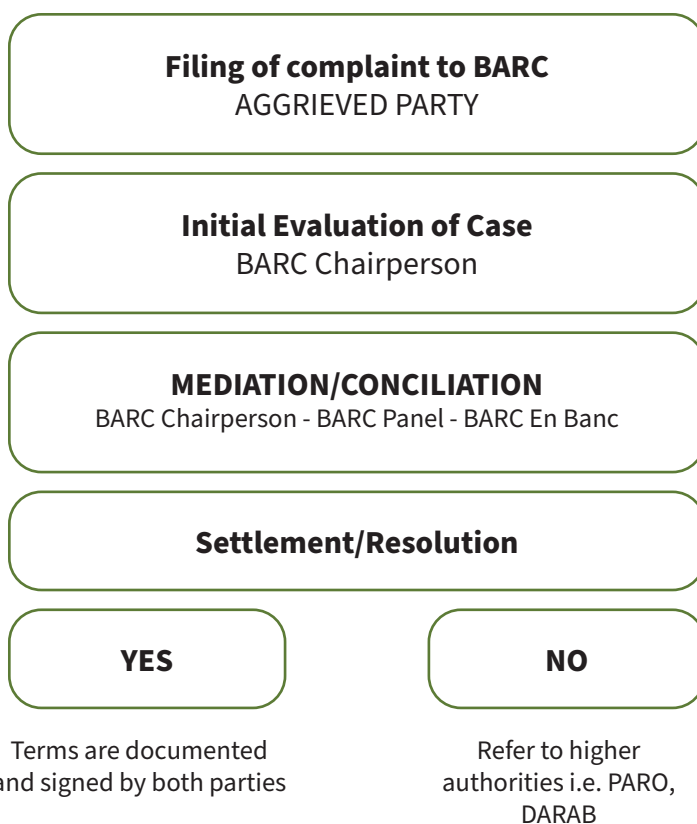
Pursuant to Department of Agrarian Reform (DAR) Administrative Order No. 14, Series of 1990, the Barangay Agrarian Reform Committee (BARC) is mandated to mediate/conciliate agrarian disputes brought to it by the contending parties for resolution. The DAR, through BARC, provides a framework in mediating/conciliating 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.

### DENR Alternative Dispute Resolution (ADR) Process Flow: Existence of Potential Conflict

DENR Administrative Order (DAO 2016-31), section 17



### BARC Dispute Resolution Process



# Session 5.

## Basics of Peace and Conflict

<b>Objective / Purpose</b>	<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>
<b>Methodology</b>	<ul style="list-style-type: none"><li>• Discussion</li><li>• Lecture</li><li>• Interactive game</li></ul>
<b>Time estimation</b>	1 hr
<b>Materials</b>	<ul style="list-style-type: none"><li>• Whiteboard or flip chart</li><li>• Brown paper</li><li>• Markers</li><li>• PowerPoint</li><li>• Flipchart</li></ul>

### Background Information

‘Peace’, like many theoretical terms, is difficult to define. But also like ‘happiness’, ‘harmony’, ‘love’, ‘justice’ and ‘freedom’, we often recognize it by its absence. Consequently, Johan Galtung and others have proposed the important distinction between ‘positive’ and ‘negative’ peace. ‘Positive’ peace denotes the simultaneous presence of many desirable states of mind and society, such as harmony, justice, equity, etc. ‘Negative’ peace has historically denoted the ‘absence of war’ and other forms of widescale violent human conflict.

Peace implies many different things to different people. Some may identify peace as a lack of conflict of any serious kind. The term peace making is associated with conflict resolution without the use of violence. The concept of peace is more clearly understood in comparison with the concept of violence. Direct violence, the popularly understood meaning of violence, is referred to physical

injuries and the infliction of pain that is caused by a specific person. Structural violence is apparent in social systems maintained by exploitative means throughout human history. Cultural violence is seen as the source of other types of violence through its production of hatred, fear, and suspicion. Minimisation of cultural violence goes along with reduction in structural and direct violence. Negative peace focuses on the absence of direct violence such as war. As the absence of direct violence does not explain how to deal with unacceptable social order, changing human conditions has become an important goal of peace.

## Procedure / Exercise

Start the session with personal vision of peace:

- Ask participants to think and reflect this question: What is my image of peace?
- 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.
- 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.

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?

Allow them to clarify and ask questions about the images of others.

In producing the montage, key questions to use:

- When you saw your image as part of the collective image, how did you feel?
- What images we should group together to make the entire image more coherent?
- Instruct them to add some elements to show their image of peace for their barangay, and for the entire Mt. Apo Natural Park.
- Synthesize the various points and highlight the following:

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.

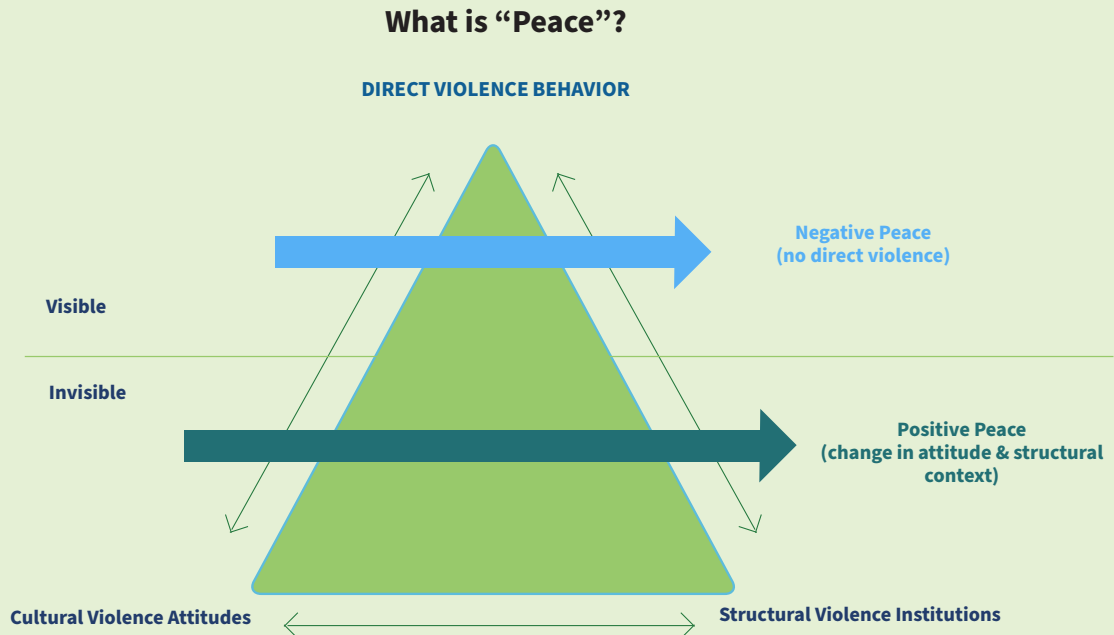
It is great to make our peace vision as clear as possible to ensure we know what to achieve. Let us all celebrate and affirm our vision of peace.

- Present an input on peace, culture of peace and peacebuilding.

**Peacebuilding** is a complex process that involves multiple actors and requires values, goals, and commitment to human rights and needs. Furthermore, it considers structural forms of injustice and violence, as well as the underlying cultures, histories, and root causes of violence. Peacebuilding processes depend on relational skills and have as their main goal to heal traumas through relationship building at multiple levels. In order for peacebuilding to be successful, the process should be founded on trusted relations, form partnership, and rely on interdependence. Finally, peacebuilding is not just about resolving a conflict but to establish durable peace and prevent the recurrence of violence.

## Methodology

Describe the different elements of peace, culture of peace and peacebuilding and how these are interrelated and interact with each other



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.

**Negative Peace** is defined as the absence of direct violence or armed conflict. It is a basic level of peace where, superficially, there is no 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.

**Positive Peace**, 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.



The triangle diagram shows two types of violence:

**Cultural Violence**, 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.

**Structural Violence** 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.

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.

## Motivational Exercise on Conflict

Introduce the discussion on conflict by asking: what is it? And write responses on the board.

- Do a quick activity to understand conflict better.

Activity steps:

- Have everyone count off to divide into groups, aiming for at least five people per group.
- Groups should find their own space in the room, keeping distance from others.
- Each group forms a circle, facing away from the centre.
- Everyone links arms and forms a circle.
- Silently, each person thinks of a place they'd like to move the group to, without telling anyone.
- Remind everyone they can't talk or gesture to indicate where they want to go.
- Let the groups try to move to someone's chosen spot without speaking for about a minute.
- Once done, everyone goes back to sitting down.
- Ask the following questions to process the activity:
- What was your first action when told to start?
- Did you manage to move your group to your spot?
- If yes, how do you think you succeeded?
- If no, what stopped you?
- Did you have experiences that you can relate to this activity?
- Think of conflict you experienced and how managed it?
- What are your reflections and lessons?

Present input on conflict, levels of conflict, types of conflict, principles of conflict, progression of conflict, conflict energy, and conflict response modes.

## Lecture

- Conflict is very fluid, mobile, ambiguous, word. It can mean different things to different people.
- 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.
- Conflict is an opportunity and a danger.
- 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)
- Conflict arises when parties disagree about the distribution of material or symbolic resources and act on the basis of perceived incompatibilities.

**Conflict** can be defined as a situation between two or more parties who see their perspectives as incompatible. Perspective, or points of view, can refer to the parties' positions, interests, values, or needs. Positions describe what people say they want. Their interests underlie the positions and describe why they want them.

**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.

### Levels of Conflict

- **Intra-personal conflict** refers to conflicts occurring within a person. Usually, people need to work on their own inner struggles and issues in order to be constructive in social conflicts. For example, in South Africa, Nelson Mandela and F.W. de Klerk experienced personal transformations before they successfully negotiated political change.
- **Interpersonal conflict** refers to conflicts occurring between individuals or small groups of people.
- **Intra-group conflict** refers to those conflicts that happen within a particular group, whether it is a religious, ethnic, political or other type of identity group. It is important to be able to manage the conflicts within your own group and be able to communicate with others within your group in order to build support for long-term peace processes.

- **Inter-group conflict** refers to conflicts occurring between large organized social or identity groups. For example, the Truth and Reconciliation Commission was a public forum designed to expose injustice and record events in order to achieve social reconciliation.

**Sources of Conflict** outlines potential triggers or issues that can lead to conflict, corresponding to the level of unmet human needs.

- **Related to Basic Needs:** Conflicts can arise from exploitation, inequality, neglect, and corruption.
- **Linked to Security:** Sources include injustice, oppression, abuse of power, and underdevelopment.
- **Community level:** Conflicts can stem from discrimination, biases, prejudices, marginalization, generalization, and stereotyping.
- **Creativity/Ideas:** Conflicts might involve exclusion and suppression.

**Types of Conflict** presents the nature of conflicts that typically correlate with the sources listed:

- **Resource-based Conflict:** Associated with competition over basic needs like land and water.
- **Governance or Power-based Conflict:** Tied to the security level, often about political power and control.
- **Value-based or Identity-based Conflict:** Relates to community level issues where cultural, religious, or familial values clash.
- **Ideology-based Conflict:** Occurs at the creativity level, where differing ideas and philosophies can lead to disputes.

**Conflicts change over time**, passing through different stages of activity, intensity, tension and violence. It is helpful to recognize these stages and use them together to analyse the dynamics and events that relate to each stage of conflict. The basic analysis comprises five different stages which generally occur in the order given here although there may be variation in specific situations and may occur similar. Conflicts grow as parties become aware of conflict interest, the means available to them to act and possible action to take to change the situation.

Conflicts develop in phases. Problems get translated into accusations against the opponent. Instead of sharing the problem, people in conflict tend to view the opponents as the problem. These dynamics are very important in conflict transformation and community members need to be aware of them.

# Session 6.

## Violence and Violent Conflict

### Objective / Purpose

To understand the difference between conflict and violence and when conflict becomes violent.

The objective is to increase the understanding of the relationship between conflict resolution and violence prevention. The fields of violence prevention and conflict resolution play important, complementary roles in reducing violence, but have unique perspectives and approaches.

### Methodology

- Introduction to topic
- Exercise

### Time estimation

1 hr

### Materials

- PowerPoint
- Flipcharts

### Background Information

Perspective, or points of view, can refer to the parties' positions, interests, values, or needs. Positions describe what people say they want. Their interests underlie the positions and describe why they want them.

**Violence** is “the use of force with the intent to inflict injury or death upon oneself or another individual or group(s) and includes the threat of force to control another individual or group,” and “aggressive human behaviour involving the use of physical, psychological or emotional force with the intent to cause harm to oneself or others.” This definition spans multiple fields and encompasses many types of violence including child abuse, battering, youth violence, homicide, assault, dating violence, and family violence.

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.

**Violence in conflicts exists:**

As an instrument of repression by a more powerful conflict party wishing to enforce their interests on others.

As an instrument for the articulation of interests by the weaker conflict parties, especially if they do not know other ways.

When conflict parties fail to find other means of carrying out conflicts.

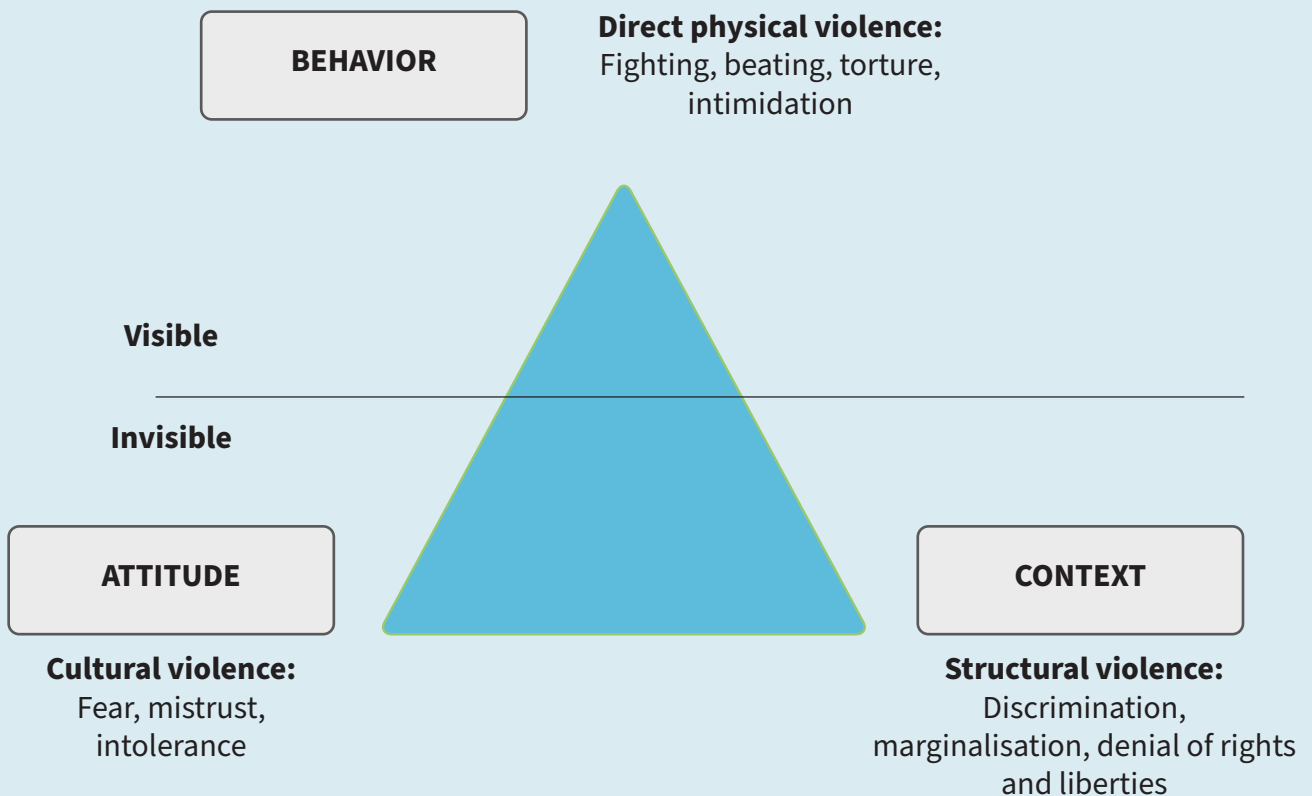
In connection with an escalation of the conflict dynamics.

As reproach towards the other party to legitimize one's position.

Violence consists of actions, words, attitudes, structures, or systems that cause physical, psychological, social, or environmental damage that prevents people from reaching their full human potential.

**Conflicts often tend to become violent** when the incompatibility of goals and the contradiction can no longer be overcome. This situation leads to a polarization of feelings resulting in frustration, anger, and hatred. Sooner or later, this can lead to an act of violence in one's behavior. This act of violence does not resolve the contradiction; on the contrary, it worsens it.

**The Comprehensive Concept of Violence by Galtung (2000)**



## Direct Violence

An intentional physical violence by actors. It is only the visible tip of a much larger iceberg of violence. It is an event, e.g., physical attacks, beating, killing, torture, riot, revolt, a revolution. To understand an event, one needs to understand the process which led to it.

## Structural Violence

Refers to social, economic, and political structures built on unequal power relations that repress, harm, and kill people.

Form of violence where perpetrators are not easily identifiable because a whole network of structures and responsibilities is involved. There are perhaps sometimes even no persons who intend to exert this violence. This happens in the cases of industrial pollution and laws that marginalize sections of the population.

**Cultural violence** can be found in all areas of social life (religion, law, ideology, science) and can be intentional or unintentional. It is used to describe ideologies, convictions, traditions, and systems of legitimation, with whose help direct or structural violence is made possible, justified and, indeed, legitimated. The Stars and Stripes, Hammer and Sickle, flags, hymns, military parades, portraits of the leader, inflammatory speeches and posters are all included in this category.

## Exercise

**Exercise:** Have you experienced “violence”, if so what and how?

**Exercise:** Have you experienced how a conflict turned “violent”?

# Session 7.

## Conflict Analysis

<p><b>Objective / Purpose</b></p>	<p>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 issue they want to focus on. Of the many conflict analysis tools, the session will focus on constructing conflict trees and understanding stakeholder perspectives.</p>
<p><b>Methodology</b></p>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Group work</li> </ul>
<p><b>Time estimation</b></p>	<p>2 hrs</p>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Cards / Pinboards</li> <li>• Flip charts</li> </ul>

### Background Information

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.

Conflict analysis is essential especially for members of local complaint-bodies for several key reasons:

**Inform Conflict Resolution Approaches:** Empower members to utilize conflict analysis to develop and implement effective conflict resolution strategies within the community.

**Stakeholder Engagement:** Enhance members' ability to identify and engage all relevant stakeholders in a dispute, ensuring a comprehensive understanding of the conflict landscape.

**Motivational Insight:** Strengthen members' competencies in uncovering the root causes and motivations driving conflicts, including economic pressures, power struggles, or historical grievances.

**Issue Clarification:** Foster skills in identifying and clarifying the key issues at the heart of local disputes, enabling focused and effective mediation.

**Understanding Conflict Progression:** Prepare members to recognize and adapt to the evolving nature of local disputes, allowing for proactive and responsive conflict management.

These reframed objectives aim to make members of local complaint bodies more adept at analysing conflicts and applying this analysis to mediate effectively and maintain social harmony.

### **Key questions to ask in doing conflict analysis:**

**Where:** 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 the conflict.

**Who:** 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.

**Why:** 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.

**What:** 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.

**How:** 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.

**When:** This considers the temporal aspect of the conflict, including any historical patterns or cycles that might be influencing current events.

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 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.

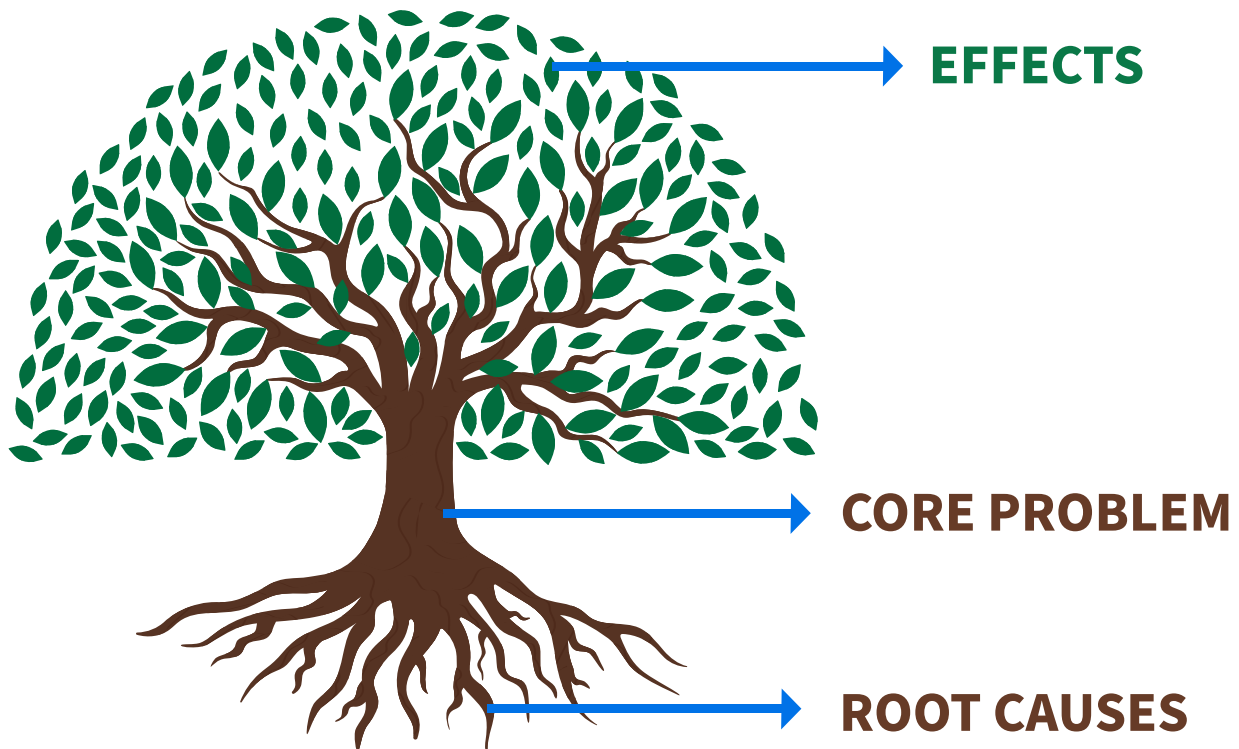
## **1. Conflict Tree:**

The conflict tree uses the metaphor of a tree to analyse 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.



The conflict tree analyses the WHAT of the conflict/issue. The key questions that are asked in this analysis include:

- What is the core problem?
- What are the root causes?
- What are the effects that have resulted from this problem?
- What is the most important issue for the community to address?



The conflict tree uses the image of a tree to analyse 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.

## 2. Stakeholder Analysis:










The 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.

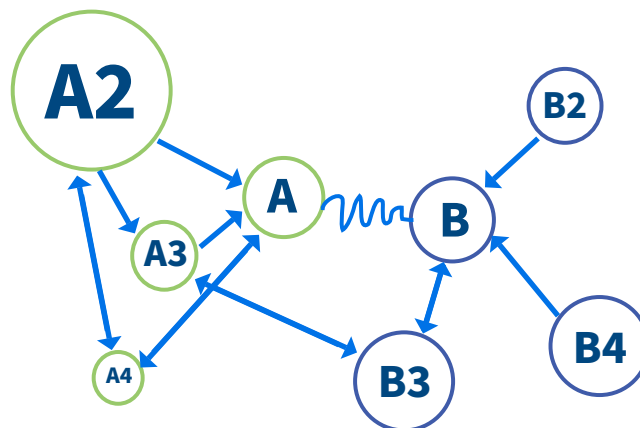
The process can be structured around a set of core questions, often visualized through a matrix for clarity and comprehensiveness:

- Who are the stakeholders in the issue or problem?
- What are their positions and interests? Are their positions compatible? Do their interests match or converge?
- What are their motivations? Who among the stakeholders are motivated to resolve the issue or problem?
- What are their influences? Who among the stakeholders are influential to control the direction of the issue or problem?

**Applying the tool:**

- Identify and list the actors directly or indirectly involved in the conflict.
- Map-out their relationship using the following symbols:

 <p>Circles indicate parties involved in the situation; relative size power with regard to the issue</p>	 <p>Dotted lines indicate informal or intermittent links</p>	 <p>Double lines like a wall across single lines indicate a broken connection</p>
 <p>Straight lines indicate links that is, fairly close relationships</p>	 <p>Arrows indicate the predominant direction of influence of activity</p>	 <p>Squares/rectangles indicate issues, topics, or things other than people</p>
 <p>Double connecting lines indicate an alliance</p>	 <p>Zig-zag lines (like lightning!) indicate discord, conflict</p>	 <p>Large shadows show external parties which have influence but are not directly involved</p>



**Mapping of Actors and Relationships**

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 B, indicating imbalance of power relations.

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.

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.

Stakeholder	Position	Interest	Motivation	Interest
Party A	Confirm property lines as per ancestral landmarks	Secure ancestral land	Preserve heritage and legacy for future generations	Moderate, historical claim and community respect
Party B	Establish property lines based on new evidence	Expand property for family use	Support growing family, enhance living condition	Moderate, backed by new evidence or survey
Barangay Captain	Mediate and resolve boundary dispute	Maintain peace and order	Duty to barangay, uphold community welfare	High, as community leader and mediator
Barangay Council	Support fair and equitable resolution	Ensure justice, fairness	Represent community, maintain barangay harmony	High, collective decision making power
Community Elders	Offer insight based on tradition and past cases	Preserve historical community peace	Maintain respect for tradition and historical precedent	Variable, respected for wisdom and experience

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. 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.

## Procedure / Exercise

### 1. Exercise: Conflict Tree:

- 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.
- Ask volunteers from the group to present their outputs.
- Allow time for questions and clarifications from other groups.
- Deepen the analysis with the follow-up questions:
- What are the most serious effects of each core problem presented?
- What are the root causes? Which cases will be easier to address? More difficult to address? Why?
- What are observable links and connections between effects and causes of the problems presented
- Synthesize by summarizing common and unique points and highlight initial action points to address the conflict

## 2. Exercise: Stakeholder Analysis

- Ask the group presenters to share their outputs, and process the presentations by asking the following questions:
- What are your insights on the results?
- 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?
- How do the relationships between different actors, as illustrated in the maps, contribute to either the escalation or the de-escalation of the conflict?
- What do we learn from this?
- Instruct the group to remain in their groups to complete the stakeholder's 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.
- Highlight that in the context of land conflict resolution, understanding these elements for each stakeholder helps mediators to facilitate discussions, predict stakeholder behaviour, and craft solutions that are more likely to be accepted by all parties.
- **Position:** 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.
- **Interest:** These are the underlying needs, desires, or concerns that motivate 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.
- **Motivation:** 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.
- **Influence:** 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.

### **Allow the group to develop their own Stakeholders Analysis Matrix.**

- Ask the group presenters to share their outputs, and process the presentations by asking the following questions:
- What are your insights on the results?
- 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?
- How do the relationships between different actors, as illustrated in the maps, contribute to either the escalation or the de-escalation of the conflict?
- What do we learn from this?

# Session 8.

## Conflict Resolution Skills, Communication, and Mediation

### Session 8.1 Conflict Resolution Skills

#### Objective / Purpose

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.

#### Methodology

- PowerPoint
- Group work
- Exercise

#### Time estimation

2 hrs

#### Materials

- PowerPoint
- Flipchart
- Pinboards, cards, markers

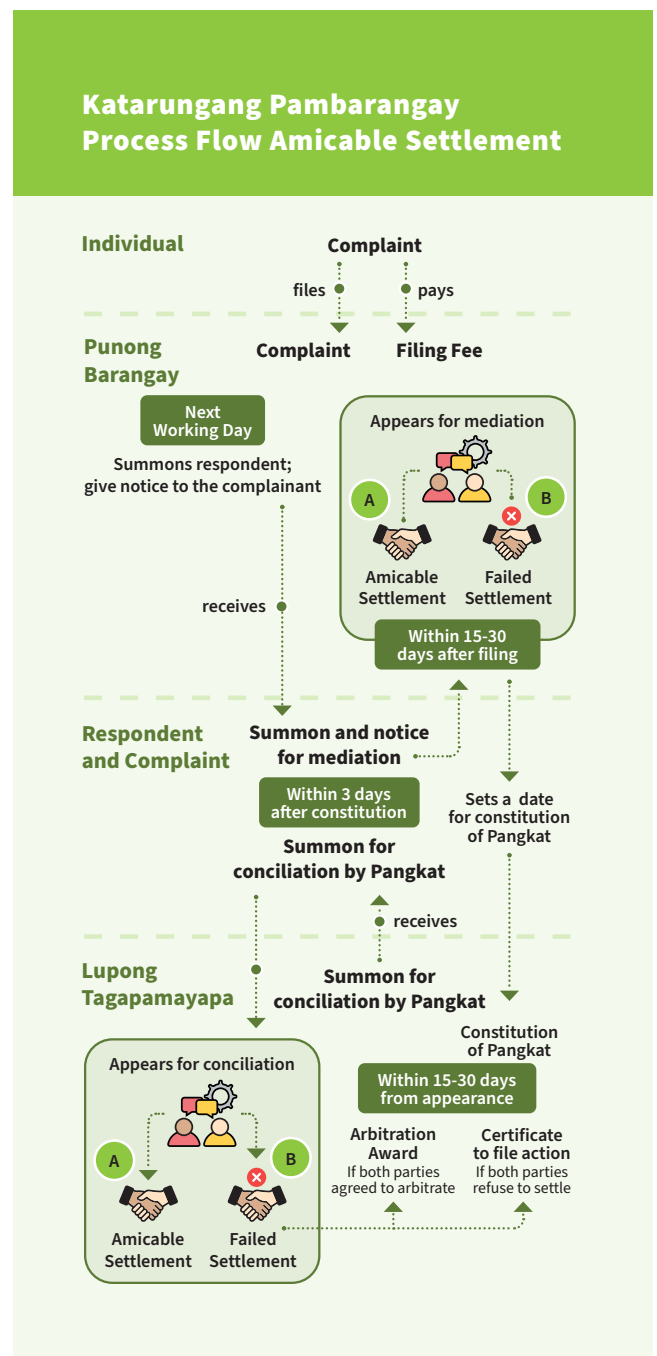
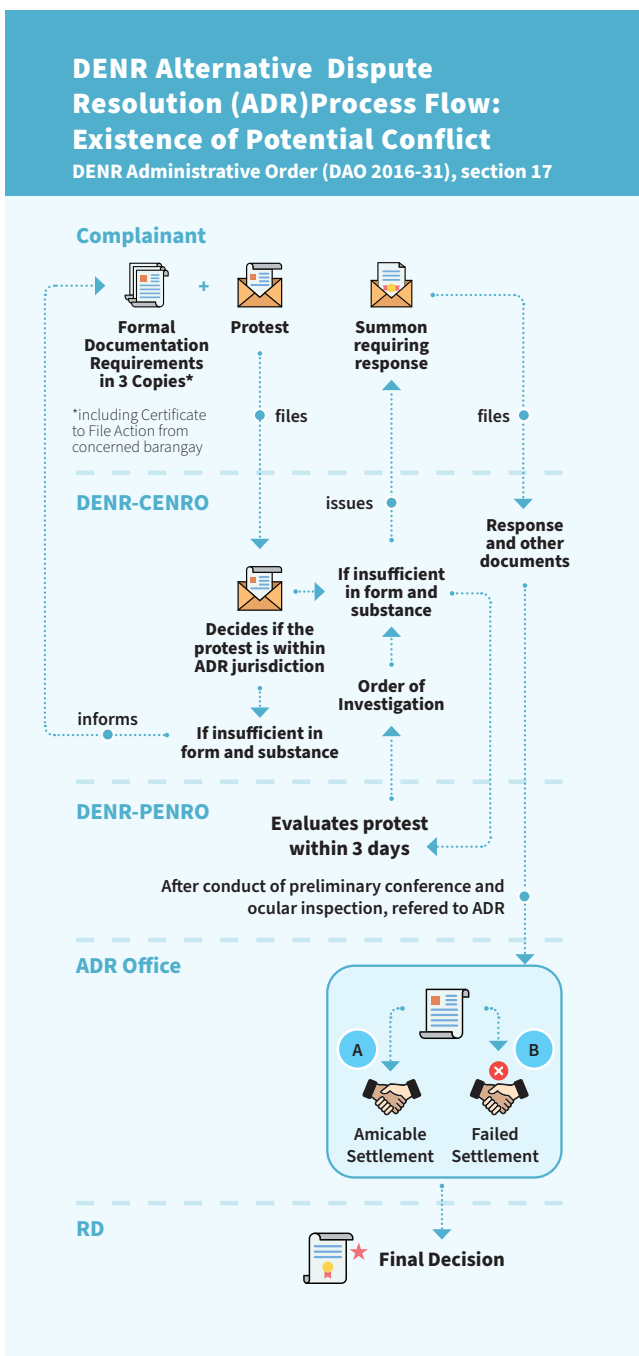
### Background Information

There are a host of different land conflicts in the MANP area. Many of the land conflicts can be addressed by one or more of the conflict resolution mechanism. There are various land conflict resolution mechanisms existing in the Philippines and this manual tries to introduce the five (5) mechanisms as follows:

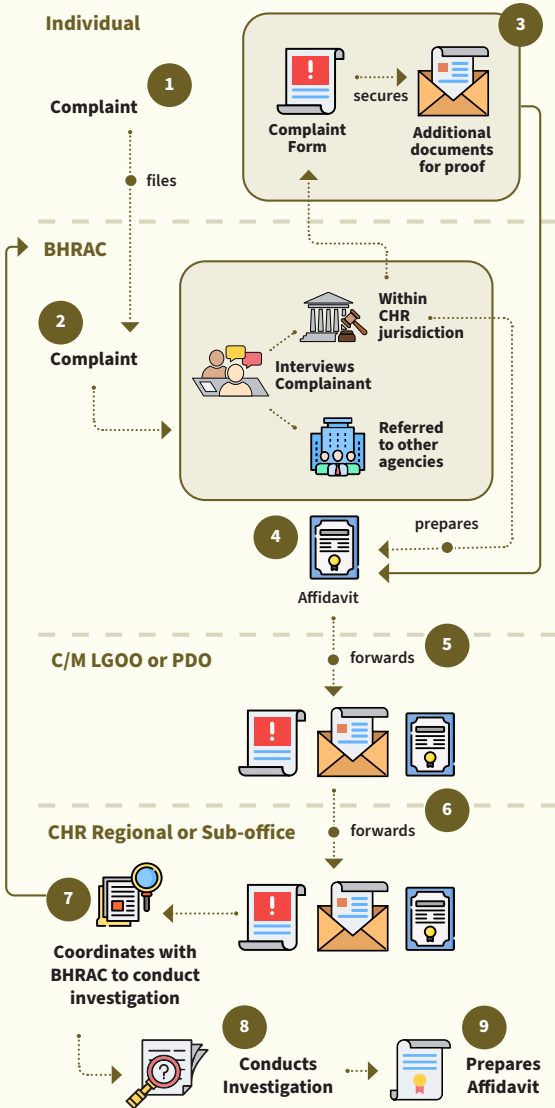
1. Alternative Dispute Resolution of DENR
2. Katarungang Pambarangay (Barangay Justice System)
3. Barangay Human Rights Action Centre
4. Indigenous Dispute Resolution Mechanism
5. Barangay Agrarian Reform Committee (BARC)

Each mechanism often is accompanied by a mediation process to try to resolve the land dispute before a formalised 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.

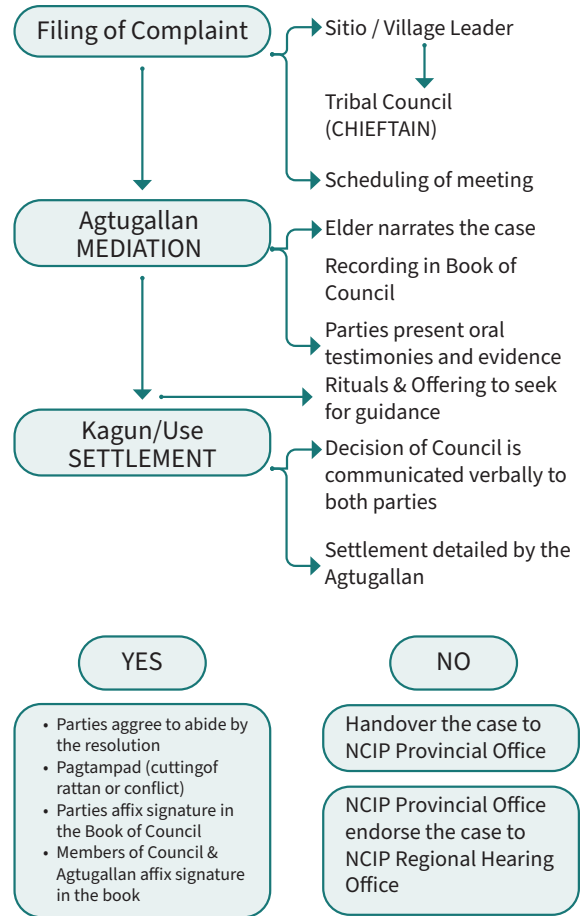
The following diagrams illustrate how these mechanisms listed above have to be applied to function.



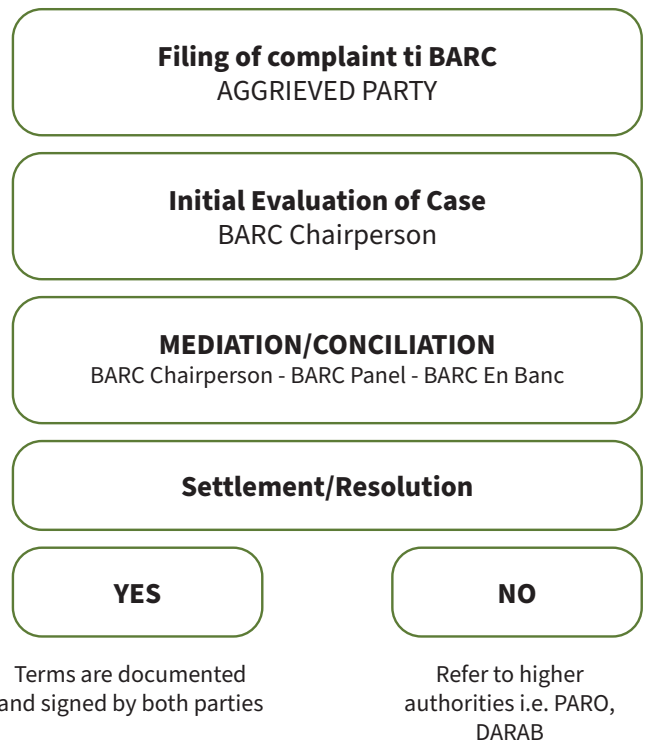
## BHRAC Complaint Processing System



## Bagobo Tagabawa Davao del Sur Indigenous Dispute Resolution Process (*kapókit*)



## BARC Dispute Resolution Process



## Procedure / Exercise

### Exercises on Land Conflict Resolution Processes

1. Group the participants into 3 groups for the workshop to gather their experiences land conflict resolution processes.
2. Instruct them to answer the following questions and write their responses on brown paper:
  - What are the usual steps you are doing in resolving land conflict issues within your barangay and ancestral domain?
  - What are the different roles the members of Complaint Bodies i.e. Lupon, BHRAC, IPS play in land conflict resolution?
3. Request a reporter from each group to share their outputs.
4. Synthesize the presentations by highlighting common and unique experiences and affirming their experiences and practices.

### Jumbled KP Process

5. Begin the session with the “Jumbled Steps” game, aimed at swiftly arranging the resolution steps of various local complaint-bodies into the correct sequence. This activity serves as both an engaging icebreaker and a practical exercise to deepen understanding of the various steps for different barangay structures.
  - Prepare in advance set of jumbled pieces with the steps written on them.
  - Group the participants into 3-5 and distribute three sets of jumbled pieces of paper bearing KP, IPS and BHRAC steps.
  - The group needs to arrange the jumbled pieces into the correct order of steps in 10 minutes.
  - Ask each group to share their outputs and allow time to discuss with other groups.
  - Debrief by asking the strategy for organizing the steps, any difficulties they encountered, and their learnings if any.
  - Highlight the importance of understanding the correct sequence to effectively resolving conflicts in the barangay.
6. Present the detailed dispute resolution processes of the 5 Dispute Resolution Mechanisms
7. Ask for clarification or questions.
8. Encourage others to provide more relevant information.
9. 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.

## Session 8.2 Enhancing Communication through PLOT

### Objective / Purpose

Becoming a better communicator often means focusing on improving in each of the four main areas of communication.

This means focusing on listening skills and non-verbal communication, practising emotional awareness, building empathy and professionalism, and developing questioning skills. Let's take a closer look at each area.



**1. Listening skills:** To communicate well, you need to listen. Give a person your full attention, hear what they're saying verbally and non-verbally, and consider their thoughts. As an active listener, you can develop strategies that help you ask follow-up questions and gain clarity on someone's thoughts.

**2. Non-verbal communication:** The message a person communicates isn't just spoken. It's non-verbal, too. To improve communication, you need to pay attention to your and the other person's body language, tone of voice, eye contact, posture, and facial expressions. Verbal communication and body language must be in sync to convey a message.

**3. Emotional awareness:** Improving communication means working towards emotional intelligence or a keen understanding of your emotions and those around you. You need to identify emotional situations, be aware of your feelings, show empathy, and keep your feelings in check.

**4. Questioning skills:** To create a two-way flow of communication, it's important to develop questioning skills. When communicating with someone, ask brief questions to clarify the conversation's main points.

The **PLOT** methodology can help improving these skills

## Methodology

- PowerPoint presentation
- Exercise

## Time estimation

1 hr

## Materials

- PowerPoint
- Flipchart
- Pinboards, cards and pens

## Background Information

**Probing:** 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.

**Listening:** 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.

Moreover, listening isn’t just an auditory activity; it’s about empathy and truly feeling the speaker’s emotions. Observing non-verbal 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.

**Observing:** 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.

**Telling:** 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.

### Example

- **Probing:** 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.
- **Listening:** 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.
- **Observing:** 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.
- **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.

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.

## Procedure / Exercise

- Organise into smaller groups (4 persons)
- Decide upon a land conflict subject to be discussed
- Two persons describe the conflict
- Two persons utilise PLOT to get a better understanding of the background and issues being presented and discussed
- After 15 minutes, reverse the roles

## Session 8.3 Mediation

### Objective / Purpose

When parties involved in a land conflict want to avoid a court battle, there are types of mediation that can be an effective alternative.

In mediation, a trained mediator tries to help the parties find common ground using principles of collaborative, mutual-gains negotiation.

Often one thinks that mediation processes are all alike, but in fact, mediators follow different approaches depending on the type of conflict they are dealing with.

The objective is to appreciate the value of mediation and the different approaches that can be undertaken.

### Methodology

- Exercise
- Role play

### Time estimation

1 hr

### Materials

- Flip charts
- Pinboards, cards, pens

## Background Information

**Ten basic principles of mediation ethics can help to ensure that mediation is effectively applied:**

- 1. Conflict of interest.** Mediators must avoid serving in cases where they have a direct personal, professional, or financial interest in the outcome of the dispute.
- 2. Competence/professional role boundaries.** Mediators have a duty to know the limits of their ability; to avoid taking on assignments they are not equipped to handle; and to communicate candidly with the parties about their background and experience.

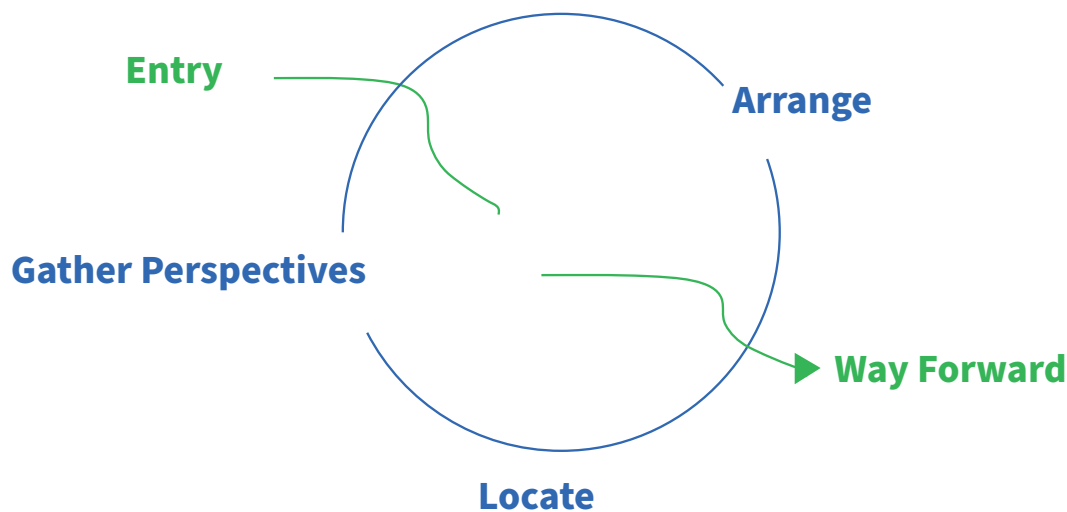
- 3. Impartiality.** Mediation requires engagement, and it is difficult to engage the parties without developing some feelings about them. The duty to remain impartial throughout the mediation – from beginning to end.
- 4. Voluntariness.** Although some parties come to mediation because they are required to do so (e.g., ordered by a judge, or compelled to mediate under a dispute resolution clause in a contract), they must have the right at a certain point to walk away from the table.
- 5. Confidentiality.** There are two aspects of the duty of confidentiality. First, mediators must safeguard the privacy and confidentiality of the mediation process vis-a-vis third parties – i.e., those outside the mediation. Second, when a mediator meets separately with one of the parties, they must maintain the confidentiality of anything said in that private session which that party does not want the other party or parties to know.
- 6. Do no harm.** This familiar principle requires mediators to avoid conducting the process in a manner that harms the participants or worsens the dispute.
- 7. Self-determination.** Party autonomy is one of the guiding principles of mediation. Supporting and encouraging the parties in a mediation to make their own decisions (both individually and collectively) about the resolution of the dispute, rather than imposing the ideas of the mediator or others, is fundamental to the process.
- 8. Informed consent.** A voluntary, self-determined resolution of a dispute will serve the parties' interests only if it is an informed choice.
- 9. Duties to third parties.** Just as the mediator should do no harm to the parties, she should also consider whether a proposed settlement might harm others who are not participating in the mediation.
- 10. Honesty.** For mediators, the duty of honesty means, among other things, full and fair disclosure of (a) their qualifications and prior experience, (b) any fees that the parties will be charged for the mediation, and (c) any other aspect of the mediation which may affect their willingness to participate in the process.

## PROCESS DESCRIPTION:

A process in which two parties talk about their problem and look for a resolution to their problem through the facilitation of a third party.

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.

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).



## Entry into the Conflict

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:

- **Planning:** Shape the approach to fit the nature of conflict, the parties involved, local context, expectations, and cultural patterns.
- **Trust:** Build trust from the start and be clear about the mediation steps.
- **Connections:** Use relationships to find key people who can bridge gaps.
- **Role:** decide if you are setting up mediation or taking the lead as the mediator.
- **Flexibility:** Begin with a clear plan but be ready to change as you learn more.

## Gathering Perspectives

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:

- **Creating a Trusting Environment:** Foster a space where everyone feels safe to share their experiences and emotions.
- **Empathy:** Show genuine care and understanding without making judgments or offering premature solutions.
- **Active Listening:** Fully engage with each person's account. Use techniques like paraphrasing and summarizing to clarify their key points.
- **Focus on Underlying Concerns:** When solutions are suggested, delve deeper to explore the actual needs and interests driving those solutions.
- **Emotional Expression:** Allow room for people to express their emotions as part of the healing and understanding process.
- **Steady Support:** Offer consistent support without becoming entangled in one individual's perspective or emotional state.

## Locate and Frame the Conflict

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:

- **Analyze the Conflict:** Look beyond surface issues to understand deeper problems and ongoing patterns.
- **Handle Complexity:** Acknowledge complex issues but focus on main concerns affecting both sides.
- Describe problems in a way that everyone feels heard and agrees on what is at stake.
- **Avoid Rushing to Solve:** Before jumping to solutions, ensure you fully understand all aspects of the conflict.
- **Adapt the Approach:** As your understanding grows, be ready to adjust your strategy.

## Arrange and Negotiate ARRANGE

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:

- **Foster a Forward-Looking Atmosphere:** Establish a positive environment that focuses on future solutions.
- **Encourage Collaboration:** Work together to brainstorm various solutions, avoiding early fixation on any single option.
- **Recognize Emotions and Aspirations:** Acknowledge the feelings involved and clarify the hopes and fears related to the conflict.
- **Shift Towards Joint Solutions:** Guide the conversation to seek out solutions that are beneficial and acceptable to all parties.
- **Evaluate Options Together:** Critically assess the proposed solutions, steering the group towards a consensus on the most effective outcome.

## Way Forward

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:

- **Detail the Plan:** Aid parties in defining the specifics of their agreed-upon solutions—delineating roles, timelines, and locations.
- **Cultivate Reconciliation:** 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.
- **Set Clear Expectations:** Ensure all parties have a shared understanding of the subsequent actions and commitments.

## Steps to Mediation

### 1. Preparation

- Physical arrangement
- Arrange the venue (seating arrangement)
- Tea, coffee, biscuits, where the toilet is, etc.
- Paper, pencils, and other necessary materials
- Spiritual arrangement
- Examine yourself for some unnecessary baggage and concern.
- Know your process and role.
- Be comfortable with your team partner.

### 2. Introduction

- Introduce yourself as a mediator.
- Ask the two people/groups involved in the conflict if they would like your help in solving the problem. If they agree, then,
- Find a quiet place to hold the mediation.
- Explain that what is said during the mediation will be kept confidential.
- Get a clear agreement to four rules:
- Do not interrupt. You will get your chance to speak.
- No name-calling or “put-downs”
- Be as honest as you can.
- Try hard to solve the problem.

### 3. Listening

- 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.
- Ask the second person “What happened?”
- Ask how the person feels and why. Reflect the feelings to the other party.
- Ask both persons if they have anything else to add to their stories.

## Problem-solving:

- Ask the first person what s/he could have done differently to avert the conflict. Paraphrase.
- Ask the second person what s/he could have done differently to avert the conflict.
- Ask the first person what s/he can do to help solve the problem. Paraphrase.
- Ask the second person what s/he can do to help solve the problem. Paraphrase.
- Ask each person in turn if s/he can agree to the solution offered by the other. Continue until an agreement is reached.

## Agreement:

- Restate the solution and make sure both parties understand and agree to it.
- Ask each person what s/he could do to keep the problem from happening again
- 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.
- Congratulate both parties on a successful mediation.

## Importance of Trust

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.

Trust in the mediator comes from the:

- Reputation of the mediator (fair and neutral)
- Connection the mediator has with each party which allows for a more open communication and understanding of the parties.
- Attitude of the mediator throughout the mediation process
- Trust in the mediator and the process is gained through:
  - Making sure that each party understands the entire process of mediation.
  - Letting the parties tell their stories without interruption.
  - Protecting each party from threats, intimidation, and disrespectful behaviour.
  - Showing that the mediator is impartial and fair.
  - Showing that the mediator has no personal interest on the outcome of the resolution.
  - Avoiding judgments, demonizing, or shaming each party.
  - Not dictating what the parties should do.
  - Questioning each party without malice.

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:

- **Patient:** 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.
- **Problem-solver:** 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.
- **Culturally sensitive:** 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.
- **Honesty:** A mediator must be neutral, unbiased, and operate without hidden agendas. Credibility is fundamental for trust, and without trust, effective mediation is not possible.

These characteristics help mediators navigate complex emotional landscapes, build trust, and facilitate a resolution that respects the interests and cultures of all stakeholders.

## Procedure / Exercise

Begin by gathering the mediation experiences, practices, and lessons of participants.

- Ask participants to form two groups and discuss the following questions.
- What strategies do you usually use in mediation process?
- What traits are important to be an effective mediator?
- What lesson stands out to you the most about the importance of the mediator's role in conflict resolution?
- Request them to write in brown paper the results of their discussion.



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.

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.

- Distribute instructions and provide time for questions and clarifications before the start of the role play. Co-facilitators can help explain the scripts.
- Allow the role play to happen simultaneously.
- Process the role-plays afterwards using the following questions:
  - What happened?
  - What insights can you share regarding the two claimants
  - How did the mediator proceed with the mediation process
  - What helped in the mediation process?
- What did not help?
- What skills do you think are necessary to be able to mediate effectively?
- What did you learn from it?
- What insights can you share regarding the two claimants?
- Did it happen in real life?
- Have you experience similar situation in your barangay? Or
- Have you heard of similar experience from other barangays?
- How was/were they resolved?

# Session 9.

## Gender and Social Inclusion Concepts in the Context of Conflict

<b>Objective / Purpose</b>	To revisit basic gender and social inclusion concepts in the context of conflict
<b>Methodology</b>	<ul style="list-style-type: none"><li>• Small group workshop</li><li>• Lecture</li></ul>
<b>Time estimation</b>	2 hrs
<b>Materials</b>	<ul style="list-style-type: none"><li>• Easel paper or whiteboards</li><li>• Markers</li><li>• Meta cards</li><li>• Masking tape</li><li>• Scissors</li><li>• Laptop and projector</li></ul>

### Background Information

This module introduces the basic concepts and frameworks for analyzing gender and social inclusion issues in the context of conflict. For those involved in alternative dispute resolution or other conflict resolution mechanisms, these concepts and frameworks are crucial in analyzing land conflicts and considering clients' circumstances. For policymakers and planners, these are necessary in interventions related to land distribution, planning, and use, among other things.

By the end of this module, participants will be able to use the different concepts and frameworks to analyze land conflict situations.

This module could be a stand-alone orientation module, useful for those new to gender and social inclusion. It is also a mandatory module prior to undertaking the succeeding modules, as it provides a fundamental understanding of gender and social inclusion issues in land conflict.

## Procedure / Exercise

### Group work (45 minutes)

1. Share the objective for this session, then divide participants into groups.
2. Ask each group to identify the key issues women and men experience in conflict. Groups will have 30 minutes to identify and write their answers on easel paper or whiteboards.
3. After 30 minutes, participants will view the group outputs in plenary. They will place stickers on the issues they think are like the ones they identified in their group. The plenary viewing will take around 15 minutes.
4. Once the stickers have been placed, ask the participants about common and distinct issues that women and men experience in the context of conflict that surfaced from the exercise.
5. To conclude the exercise, synthesize shared and distinct issues between women and men in conflict.

### Group work (45 minutes)

6. Proceed to revisit the **concepts of sex and gender**:
  - Women and men are distinguished by sex or natural or biological characteristics. However, society or institutions created roles and expectations for women and men because of these biological differences. Such societal roles and expectations are called the **social construction of gender**.
  - Gender roles or expectations vary according to age, class, sexual orientation and gender identity and expression, race, ethnicity, religion and other beliefs and ideologies, and socio-economic and political environments. When analyzing gender issues, it is vital to consider these intersecting factors and adopt an **intersectional approach** since women, girls, men, and boys experience issues differently, and their severity varies depending on their contexts.
  - While **gender equality** is necessary for fulfilling human rights, i.e., enjoyment of goods, opportunities, resources, and rewards between women and men, not all women and men are the same. Adopting an **intersectional approach** enables those who are more disadvantaged among women and men to be considered and reap more benefits through **affirmative action** to allow them to participate fully in development. **Social inclusion** is the process of improving the participation of the disadvantaged, such as youth, indigenous peoples, people with disabilities, persons of diverse sexual orientation, and gender identity and expression (SOGIE), among others.
7. Discuss what conflict is and underscore that **conflict exacerbates the gender issues that women and girls experience**:
  - a. Conflict arises when two or more groups believe their interests and the means or ends to achieve such interests are incompatible. It is not a negative phenomenon. However, parties may resort to violent means to achieve their interests.<sup>1</sup>
  - b. Women and girls are often seen as ‘collateral damage’ of violent armed conflict rather than active participants in peacebuilding. As such, women and girls are seen as mere beneficiaries of relief, recovery, and rehabilitation interventions. Their status and condition before conflict, e.g., poverty and discrimination, are often not considered in the design and provision of post-conflict programs and services, making them poorer and more marginalized.

<sup>1</sup> UN Interagency Framework Team for Preventive Action. (2012). United Nations. Available at: [https://www.un.org/en/land-natural-resources-conflict/pdfs/Framework\\_TEAM\\_FLYER-2July12.pdf](https://www.un.org/en/land-natural-resources-conflict/pdfs/Framework_TEAM_FLYER-2July12.pdf).

c. Since there are more male landowners, titleholders, and farmers, women's concerns are often 'invisible' when addressing or resolving land issues.

8. Share the various building blocks of gender analysis in the context of conflict and insecurity:

**a. Gender division of labor (Moser):** Women, men, girls, and boys take on different roles in various spheres of life. According to a framework developed by Caroline Moser, these roles can be divided into reproductive, productive, community management, and community politics roles.

Reproductive roles are those undertaken in the domestic sphere, such as household and care work, that are necessary for maintaining the household. These roles are unpaid, done mainly by women, and extended to girls.

Productive roles, on the other hand, are those undertaken with financial or monetary value. These are often in the hands of men; in some cases, women are paid less than men.

Community roles are those undertaken at the community level. Community management roles are necessary for the provision and maintenance of scarce resources and are usually unpaid. Volunteer work, for example, by women in solid waste management, is often unpaid but is deemed necessary for the sanitation of the community. Community politics roles provide status or power in the community. The work undertaken by men in addressing conflict is an excellent example of community politics roles – these are either paid or unpaid.

**b. Practical gender needs and strategic gender interests (Moser):** Another building block to gender and conflict analysis is understanding practical gender needs and strategic gender interests.

**c. Manifestations of gender bias (HASIK):** Another building block to gender analysis is the manifestations of gender bias. This framework was developed by HASIK, a Philippine civil society organization involved in urban poor empowerment, gender equality, protection of children and youth, and housing and livelihoods.<sup>2</sup>

**d. Women's Empowerment Framework (Longwe):** Longwe's Women's Empowerment Framework shows that empowerment takes different forms. These levels are not sequential; instead, they may be achieved simultaneously. Along with the other building blocks, this framework could help us understand what kinds of interventions are provided to women and girls in the context of conflict and whether this helps them **achieve their fullest potential**.

9. In closing (15min), emphasize the following points:

- There are prevailing gender roles for women and men, girls and boys. In the context of conflict, these roles change drastically and even exacerbate gender inequalities.
- Understanding inequalities women face before, during and after conflict is critical towards addressing or mitigating the impact of conflict. The "Building Blocks to Gender Analysis" could support ADROs in understanding the context of women and other marginalized individuals to better situate processes and approaches addressing land issues and conflicts. For decision-makers and planners, these building blocks to gender analysis could help in reflecting how existing programs and services related land and land resources or ADR could be improved in supporting the empowerment of women and other marginalized individuals.

<sup>2</sup> HASIK stands for Harnessing Self-Reliant Initiatives and Knowledge.

# Session 10.

## Land Conflict Simulation

### Objective / Purpose

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.

- Practice conflict resolution in a simulated real-world context.
- Apply conflict analysis and conflict resolution techniques.
- Understand broader implications of land conflicts in community.

### Methodology

- Discussion
- Lecture
- Simulation

### Time estimation

2 hrs

### Materials

- Whiteboard or flip chart
- Markers
- Scripts and instructions

### Background Information

Background on simulation exercise: It 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.

## Importance of Simulation:

- **Risk-Free Environment:** 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.
- **Hands-On Learning:** Simulation facilitates active learning, where participants gain knowledge through experience, which often leads to a deeper understanding of the material than theoretical learning alone.
- **Problem-Solving Skills:** By dealing with real-time problems in a controlled setting, individuals develop problem-solving and critical-thinking skills that are transferable to actual situations.
- **Understanding Dynamics:** 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.
- **Reflection and Feedback:** Simulations often include debriefing sessions where participants can reflect on their actions and receive feedback, which is crucial for learning and improvement.
- **Team Building:** They foster teamwork and communication among participants, as many simulations require collective decision-making and problem-solving.

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.

## Procedure / Exercise

### Step 1

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:

*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.*

*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.*

*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 rumoured 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.*

## Step 2

### Explain Actors

#### Main Actors:

- **Datu Bulawan:** Lumad leader advocating for the inclusion of the contested land and its artifacts within the CADT.
- **Jose Padua:** A Bisaya farmer contesting the Lumad claim, believing the land's agricultural value supersedes its historical significance.
- **Barangay Captain Maria Lopez:** The mediator, seeking a peaceful resolution that respects both cultural heritage and communal needs.
- **Mr. Suazo:** 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.
- **Robert Asistio:** A representative from the National Commission on Indigenous Peoples (NCIP), providing legal insight into the CADT and the rights of indigenous people.
- **Miguel Baluyot:** Local environmentalist and historian who highlights the importance of preserving the land's cultural and natural heritage.

#### Secondary Actors:

- **Lakan Diwa:** 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.
- **Community Members:** Including both Lumad and Bisaya residents, whose lives and future are intertwined with the outcome of this dispute.
- **Municipal Tourism Officer:** You are excited to include the community for local tourism, and plan to include it in the tourism priority project.

## Step 3

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.

## Step 4

### Introduce intervening incidents

- **Discovery of Artifacts:** During a community cleanup, significant artifacts are unearthed on the disputed land, heightening the Lumad's claim.
- **Proposal for Development:** An external investor proposes to develop the land into a commercial agriculture venture, appealing to some community members but alarming others.
- **Killing of a family member of Jose Padua:** A relative of the landowner was gunned down when he was farming. It was not clear who killed him.
- **Harassment of the IP community:** The IP community reported sightings of unknown armed men.
- **NCIP Intervention:** The NCIP steps in to conduct a thorough review of the land's status, temporarily halting any development plans.
- **Higher politicians influencing the Punong Barangay:** The Punong Barangay receives a message from the local emissary that an influential politician wants to secure the land he bought in the community many years ago.

- **Flood Incident:** 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.

### Step 5:

Allow the simulation to unfold 10 minutes after the last intervening incident.

### Step 6:

End formally the simulation exercise. Ask participants to detach their nametags and to place them at the centre of the room. Do a breathing exercise to symbolically remove themselves from their roles.

Facilitate a debrief of the simulation exercise.

### Step 7:

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.

- *How are you feeling after the simulation?*
- *What was the most surprising aspect of the experience for you?*

### Step 8:

Briefly summarize the objectives of the simulation and the scenario that was played out. Highlight the key events and turning points.

- *What roles did you play, and what decisions did you make?*
- *What challenges did you encounter, and how did you address them?*

Guide participants through a structured reflection of their experiences, decisions, outcomes, and the skills they applied or observed during the simulation.

- *Were there any moments of conflict or collaboration that stood out to you? How were they managed?*

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.

- *What did you learn about conflict analysis and resolution from this simulation?*
- *How did communication styles impact the outcomes of the simulation?*
- *In retrospect, would you have approached any situations differently? Why?*



Encourage participants to think about how they can apply what they have learned to their professional practice, personal development, or future learning opportunities.

- *How can you apply the insights gained from this simulation to your role or life?*
- *Are there particular skills or strategies you want to develop further based on this experience?*
- *How might you react differently in a real conflict situation after participating in this simulation?*

### **Final step:**

Summarize the key takeaways and thank participants for their engagement. Offer resources or follow-up activities if applicable.

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.

# Session 11.

## Digital Methods & approaches to Communication, Training, Peacebuilding and Land Management

### **Objective / Purpose**

There is a great deal of attention relating to digital technologies and conflict, it has often focused cyber or information operations, social media and other formats. However, as land conflicts have increased in number and become more protracted and are increasing. Communities are more vulnerable and likely to be more affected by the misuse of digital technologies. Mediating or facilitating a solution to land conflicts, already an enormously difficult task, is compounded by the ways in which different actors in the conflict may use digital technologies to disrupt or delay conflict resolution efforts. For mediators and others engaged in peace-making efforts, understanding these challenges is critical.

The objective is to highlight how digital mapping can lead to or resolve conflicts in MANP.

## Methodology

- Lecture
- Open discussion

## Time estimation

1.5 hrs

## Materials

- PowerPoint presentation
- Flip chart
- marker pens

## Background Information

Mapping—plays an ever-increasing role in territorial conflict. As digital cartographic tools replace traditional paper maps, both the processes and outcomes of negotiation over territory change fundamentally. Digitization does not simply produce “better” maps that make settlements easier to reach. Instead, particular features of digital mapping reshape disputes over territory by altering the evaluation of possible solutions, changing the perceived value of territories, and bringing new actors into negotiation processes. Those effects are complex and context sensitive. They promote conflict resolution in some circumstances but pose new obstacles to settlements in others.

Maps have played a central role in territorial disputes for centuries. In recent periods, the rise of digital mapmaking and GIS specifically have at times complicated conflicts or gave alternative forms of settlement for disputes.

Using GIS to Map Territories: One aspect of mapping using digital tools and GIS is that content now can be more easily varied or serve the interests of different actors using GIS layers, giving rise to many different voices in a conflict.

This can serve to even complicate territorial disputes, as many voices might have to be present in any resolution. A recent study of the use of GIS in different land use planning disputes has shown that GIS has increased the frequency of disputes between groups and has required more complex dispute resolution approaches in resolving these issues because there are now more stakeholders to consider and different perspectives.

GIS and digital tools have also played a positive role in major recent disputes. Disputes over territory could be resolved more virtually using a variety of such tools.

In the Dayton Accords negotiations that helped to end conflict in the former Yugoslavia, a 3D visualization tool that combined satellite and other imagery, called PowerScene, was used by the US delegation to indicate that a corridor should be given to Gorazde, a largely Muslim town, so as to avoid future disputes in that area.

### Removing bias from GIS analysis of border disputes

The perception has been that the use of GIS might be a relatively unbiased way at looking at disputes. However, GIS likely makes it easier for multiple sides to alter reality in conflict and may

make it more difficult to determine exact circumstances.

Selection bias and measurement validity become important issues to measure in the creation of maps that best represent disputes. For measurement validity, this can be overcome by only providing datasets that are easily measurable or can be empirically observed.

For selection bias, analytical solutions could be used in place of empirical or spatial locations of borders. In this case, the analysis can be done or assessed without certain knowledge of where borders are.

If bias is found, then that data are removed irrespective of the border locations that could be represented by an analytical set. This can be done using raster representation of borders, for instance.

While biases in data are apparent with the use of GIS, one benefit of GIS is that it can also dispel longstanding myths about disputes. In an analysis of territorial disputes between states from 1947-2000, it was shown that areas where there are oil deposits often do not have oil as the main reason for creating disputes.

Rather, GIS and fine-scale analysis made it possible to indicate that territorial changes and disputes generally occurred in areas outside of such major resources. In effect, territorial disputes often has other underlying reasons, including historical factors.

## Mapping Interstate Territorial Conflict, 1947-2000

PREFERRED CITATION: Schultz, Kenneth A. (2016). Mapping Interstate Territorial Conflict, 1947-200. Stanford Digital Repository Available at: <http://purl.stanford.edu/jn766dx6840>.

COLLECTION: Mapping Interstate Territorial Conflict



## Mapping Tools for Tracking Disputes

Tools have also been developed to track disputes across time and space. One such tool is GeoEPR, or a geocoded version of the Ethnic Power Relations. The tool provides different coding for conflicts spanning 1946 and later.

- The focus is on groups of people involved in these disputes, rather than trying to be representational of all possible groups. This makes the wide possibilities of data represented in the tool more minimized, helping to address the sometimes confusing nature of dispute mapping, where too many actors might be included.
- Major changes are also recorded as data are encoded through time, where group values and map data change.
- Territorial disputes and mapping have had a close relationship long before GIS emerged. However, what is different now is that we see GIS also affecting outcomes and dispute resolution.
- Understanding space and the fact GIS gives voice to many parties has reshaped territorial disputes and potentially how they can be resolved

## Procedure / Exercise

### Open Discussion on Maps and Conflict:

The participants' experiences with using maps and other digital formats are jointly assessed through an open discussion that can be guided by the following set of questions:

- What maps have been used in your area of work?
- Who has access to the maps?
- Are IP areas and other contested areas well defined on the maps?
- How is information on the land conflicts stored / documented (paper format, digital formats)
- What experience have you made using AI for conflict resolution?

# VI. Supplemental Modules

The following modules can also be adapted in the training sessions as appropriate.

## Getting to Know Each Other

### Objective / Purpose

Welcome and getting to know each other. The objective is to provide a “fun” setting for the participants to get to know each other, to know where they come from and who they are.

### Methodology

- Short presentation
- Role game

### Time estimation

1 hr

### Materials

- None required

## Background Information

Before diving into the discussion, it's important to create a positive and welcoming environment. Start by introducing yourself and explaining the purpose of the meeting. Let participants know that their input is valuable and that this is a safe space for sharing ideas.

1. Start with why: It's really helpful to start the workshop by making sure everyone knows what the goals or outcomes are. Even if they voluntarily signed up, it would help to get everyone on the same page about what you will accomplish together. This helps them align their expectations and makes it easier for them to know how to participate.
2. Create an environment where people can connect and contribute: Because workshops are group experiences, you need to tend to important elements of group dynamics. For example, you'll need to help people get to know each other so they can feel more comfortable participating and

be learning together. You'll also want to set-up the right kinds of activities to bring out the best in each person. This includes honoring different ways of learning as well as levels of experience and skill.

3. Create an environment where it's safe to learn, take risks, and make mistakes. This is vitally important because real learning can't happen otherwise. Learning is vulnerable. We might have to admit we don't know something or be open to improving and doing something different. Even if people are only together for a short time, your group's progress will be much greater if you make it natural and comfortable for them to take risks and make mistakes.
4. Depending on the nature of your workshop, you may need to make working groups that co-create something over the course of your time together. And if people have pre-existing relationships, you'll need to be mindful of the impact those relationships might have in the room, both good and bad. Your goal is to create an environment where every participant can connect and contribute. Otherwise, you cannot accomplish the third best-practice.
5. Icebreaker: Begin with an icebreaker activity to help participants feel more comfortable with each other. It can be as simple as a quick round of introductions or a fun question to break the ice.
6. Sometimes groups need a little external support to get into the discussion mode. Here are some strategies to consider:
  - **Open-ended Questions:** Ask open-ended questions that require more than simple yes/no answers. This encourages participants to think critically and share their thoughts.
  - **Wait Time:** After asking a question, provide sufficient wait time to allow participants to formulate their responses. Silence can feel uncomfortable, but it's important to give everyone a chance to reflect and contribute.
  - **Engage Introverts:** Try to involve quieter participants by directly asking for their input or moving into smaller groups to allow them to share their thoughts. Utilize tools like sticky notes or online collaboration platforms to gather ideas anonymously.

## Procedure / Exercise

Start by having a simple round where each person simply gives their name and how they would like to be called during the training.

In 2 sentences say where they come from and what they work on / are responsible for.  
Three "Getting to Know" games:

### 1. Three Question Mingle

An activity to support a group to get to know each other through a set of questions that they create themselves. The activity gets participants moving around and meeting each other one-on-one. It's useful in the early stages of team development and/or for groups to reconnect with each other after a period of time apart.

**Goal:** Support a group to get to know each other through a set of questions that they create themselves.

## Instructions:

### Step 1:

Each participant writes down three questions, each on one post-it. These questions should be open questions that you would be curious to ask other members of the group to better get to know them. Give participants a few examples, such as: What skill would you most like to develop? Who in your life do you really look up to? When was the hardest you've ever laughed? Encourage participants to be thoughtful, curious, and creative with their questions.

### Step 2:

Mingle. Once all participants have written questions, they begin to mingle. Participants meet one-on-one, for one minute per meeting, and ask each other one of the questions they are holding. After asking a question and listening to the answer, they hand over that question. Thus, in each one-on-one meeting, participants will swap one question each.

### Step 3:

Continue the mingle for a fixed amount of time and encourage participants to try to meet every other member of the group. If time allows, continue until everyone meets everyone.

### Step 4:

After the mingle, have participants put all the post-its up on a flipchart or the wall so that all the questions are visible. Invite participants to look at the questions and to use them as inspiration for continued conversations throughout the day and beyond.

## 2. This or That:

This or That asks players to pick between two similar choices. The answers reveal participants' preferences and can show similarities between players. Because the game goes quickly, you can easily ask a few This or That questions on the fly if you find yourself with extra time at the end of meetings or during breaks.

### Here are some examples:



Day

OR



Night



Text

OR



Phone call



Cats

OR



Dogs



Plane trips

OR



Road trips



Coffee

OR



Cocktails



Movies

OR



Television



Mall shopping

OR



Online shopping



Writing

OR



Speaking



Big parties

OR



Small gatherings



Concerts

OR



Sporting Events



Ocean

OR



Lake



Vacation

OR



Staycation

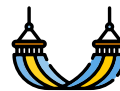


Car

OR



Motorcycle



Hammock

OR



Lawn chair



Ice cream

OR



Cake



### 3. Top Five

Top Five is a game that asks players to list the top five personal favourites in each category. To play this game, participants make best-of lists and share those answers with the group.



**Movies**



**TV Shows**



**Bands or Singers**



**Songs or Albums**



**Books**



**Travel Destinations**



**Desserts**



**Dinners**



**Breakfast foods**



**Websites**



**Celebrities**



**Apps**



**Animals**



**Brands**

You can make the categories more specific, for example, “top five workout songs,” or “top five movies I would never watch with my mother.” The game can happen in real time, with a leader announcing the categories one at a time, and players taking a few moments to make the lists. Or, you can send out the categories before the call or meeting and ask attendees to prepare lists ahead of time.

You can also swap the game for “Bottom Five,” where each player lists the least favourite five options in each category.

## Participants Expectations

### Objective / Purpose

The participants expectations at the training is a good way of revealing their motivation, interest and reasons for attending the training.

### Methodology

- Short introduction
- Role game

### Time estimation

1 hr

### Materials

- Meta cards

## Background Information

### Managing the Expectations of Participants:

Managing the expectations of participants effectively can be either very easy or a bit difficult, depending largely on how early on they become involved in your process for the design and content of a training. Frequently, due to limited pre-training communications for safety reasons, or organizers acting as a go-between for trainer and participants for logistical reasons, trainers have little access to maximum participant input leading up to an event.

For this reason, it's best to **always be prepared** with ways to create this involvement at the start of a workshop, regardless of how much or how little communication you've had with participants ahead of time.

**One way to ensure that participants** are immediately involved in your event is to start by utilizing an activity that helps you check in with the participants' expectations and negotiate with them about their expectations and agenda. Giving participants a say in what you'll cover has at least two benefits:

- You'll avoid devoting your time and energy to a workshop that won't be useful for your participants.
- Participants will understand at the outset that they won't be expected to know everything by event's end.

### Negotiating the Expectations of Organizers:

It's always a good idea to help the organizers manage their own expectations about the event, long before you start the workshop. Setting and managing such expectations is intertwined with awareness and acceptance of your own limitations. At the outset, you should explain to organizers what makes a successful training, along with what you can and cannot do vis-a-vis established parameters such as time, number of participants, and resources.

**Have organizers balanced the goals** to be achieved through the workshop against the parameters of time that is available, the number and background of people who will attend, and the financial and human resources they have provided?

**The more training goals that are outlined by organizers, the bigger the training team** required in order to accommodate these expectations must be. This acknowledges that it can be quite difficult to find a single person who is an expert in teaching all the topics required. Some trainers are better at a handful of topics, some at others - this is another crucial component of recognizing your own limitations as well. Be realistic about which topics you feel confident training on, and which might be better handled by another trainer or in another, later workshop.

## Helpful Planning Questions and Considerations:

- What do they want to get out of the workshop?
- What are their specific goals for this training?
- Who are the participants and what should they gain from the workshop?
- How will the participants for the training be selected?
- How have they done workshops like this in the past, if at all?
- Which topics or kinds of topics do they want the training team to cover?
- What do they expect from participants before, during, after the workshop?

## Procedure / Exercise

- Begin by pointing out to the group that it is important to create a learning community early on. This helps establish camaraderie among participants and allows them to break the ice and form effective interaction. We are a learning community, and we learn from one another.
- 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.
- Use the following categories and the pair discussion points.

Categories	Pair Discussion point
Sample category: height from tallest to shortest.	
Time to travel from home to venue (shortest to longest)	Something you bring to remind you of home
First letter of your family name (A to Z)	Your fears while attending the workshop
Birth-month (from December to January)	Gifts you bring to the workshop
Number of children from many to fewest	Strategies in managing your stress
Age from oldest to youngest	Expectations for the training
Number of years engaged in barangay affairs (shortest to longest)	Training community guidelines

**Note:** Ask them to write in metacards the pair discussion results on training expectations and community guidelines

Color of your skin (from superior to inferior)

Allow the group to arrange themselves. Generate perspective and process the various points. Synthesize by stating that color of skin does not determine one’s superiority or inferiority, 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 community.

## Ice Breakers / Energisers

### Objective / Purpose

Ice Breakers and Energisers are useful exercises / games that can be utilised at any ad hoc point in time during any training workshops. The list of some ice breakers provides some examples that may prove useful for the trainer during the workshop. On the internet there are many more examples that can be used. Be creative!

### Methodology

- Games

### Time estimation

15 Minutes, at any time

### Materials

- Paper

## Background Information

By their nature, icebreakers are useful at the start of each session.

They need to be straightforward and uncomplicated without being trivial. They need adequate time, but not be allowed to drag or outlive their usefulness. Overdone, they can reduce the empathy between the trainer and some participants.

Once a group has already met for a few sessions, the group-building role may become less important, and icebreakers can be briefer, especially if the group has already done the particular icebreaker chosen for this session. (Some groups are happy to adopt one or a couple of icebreakers as the way they always start sessions.)

Conversely, a group which is having difficulties working together may benefit from having an extended time on certain icebreakers.

Many icebreakers can actually lead into the theme of the session. For example, Knots can lead into an introductory session, or it can preface a session on the Win/Win Approach or Co-operative Power.

In short, they are a valuable part of a session and need to be chosen and run as appropriate to the group, the tone and content of the session, and for the style and skills of the particular trainer.

## Procedure / Exercise

The following is a sample of different Icebreakers you can choose from any time to apply them during the course:

### **Where Questions Game**

Everyone in the group writes down 3 provoking questions they would like to ask others in the group. Not the normal “what’s your name” type questions but something like, “Where is the most interesting place you have ever travelled” or “Name a topic you feel absolutely passionate about”. Give them time to mingle, and to ask three different people in the group one of their three questions. Get back together and have each person stand and give their name. As they say their name, ask the group to tell what they know about this person.

### **The Artist Game**

Give everyone a piece of paper and a pencil. In 5 minutes, they must draw a picture that conveys who they are without writing any words or numbers. At the end of 5 minutes the host collects the pictures. Show the pictures to the group one at a time and have them try to guess who drew it. After this allow each of the artists to introduce themselves and explain how their work clearly conveys who they are.

### **Circle of Friends Game**

This is a great greeting and departure for a large group who will be attending a seminar for more than one day together and the chances of meeting everyone in the room is almost impossible. Form two large circles (or simply form two lines side by side), one inside the other and have the people in the inside circle face the people in the outside circle. Ask the circles to take one step in the opposite directions, allowing them to meet each new person as the circle continues to move very slowly. If lines are formed, they simply keep the line moving very slowly, as they introduce themselves.

### **The Interview Game**

Break the group into two person teams (have them pick a partner that they know the least about). Have them interview each other for about twenty minutes (You can also prepare questions ahead of time or provide general guidelines for the interview). They need to learn about what each other likes about their job, past jobs, family life, hobbies, favourite sport, etc. After the interviews, reassemble the group and have each team introduce their team member to the group. This exercise helps them to learn about each other.

### **Positive Reinforcement Cards Game**

Whenever a participant arrives to class on time from breaks, lunch, etc. give them one playing card. You can also hand out cards to people who volunteer for activities, are helpful, answers a difficult question, etc. At the end of the day, play one hand of poker. Give a small prize to the best hand (you can also pick the top two or three hands if you want to give away more prizes). Note that the more cards a person has, the better the chance of winning.

### **Four Facts Game**

Each person writes down four facts about themselves, one of which is a lie. Each person takes turns reading their list aloud and the rest of the team writes down the one they think is the lie. When all are done reading the lists aloud, the first person reads their list again and identifies the lie.

### **Reception Line Game**

Divide everyone into 2 groups. Have them stand facing each other. Each person talks to the person across from them until signalled (flash lights). At signal, person at end of one line moves to the other end. Consequently, everyone has a new person to talk to.

### **The Quiet Game**

The instructor explains that this exercise will take self-control. Members pair back-to-back. On the count of three, everyone must face their partner, look each other in the eyes, and then try to remain solemn and serious. No speaking! The first to smile or laugh must sit down. All who remain standing then take a new partner and the activity continues until only one person has not smiled or laughed. (Second round of playing can involve two teams competing to outlast each other.) If you get a pair at the end who are both keeping a straight face, the rest of the group can act ask hecklers to disrupt them.

### **Finish the Sentence Game**

Write the start of a question on the board (i.e. My Favourite job was, My Hobby is.) and go around the room with each person finishing the sentence. When the group is finished, post another question and start again.

### **Sunshine Cards Game**

Everyone writes their name in the centre of a piece of paper and draws a sun around their name. Pass your paper around to the person on your right. That person will write something positive about you and they do not have to sign their name. Continue to pass your name around until everyone has written something.

### **People Knots Game**

Everyone sits on the floor in a circle with legs extended toward the middle. Each person grabs two others' hands and holds them. The hands cannot be those of either person sitting on your sides and also cannot be the two hands of the same person. Now, everyone stands up and untangles each other into a single circle, without letting go of the hands you have.

### Get in the News Game

Divide your group into teams of four or five persons each, and make sure each team has the necessary supplies--scissors, tape, pins, and plenty of old newspaper. You'll also need a separate room or corner in which each team can work with privacy (and hilarity). Each group selects one person to be the model. After deciding what kind of costume to make, the team goes to work--cutting, crumpling, bunching, rolling, piecing, pinning, taping. After an appropriate amount of time, call everybody together for a costume show. (And don't forget to recycle your newspaper when you're finished!)

### Find Someone Game

Each person writes on a blank index card one to three statements, such as favourite colour, interest, hobby, or vacations. Pass out cards so everyone gets someone else's card. Have that person find the person with their card and introduce themselves.

## The Dual Nature of Human Beings

### Objective / Purpose

Human nature has two levels of awareness – **Lower Mental Awareness** and the **Higher Mental Awareness**. 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 behaviour. There have been various breakthroughs on healthy living because man has had extensive information about how our body works.

### Methodology

- Game
- Exercise

### Time estimation

½ hr

### Materials

- Whiteboard or flip chart
- Markers
- Crayons

## Background Information

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:

- Compassionate and loving. The recipient of the action feels that he/she is being cared for because the action is done out of love.

The action is done in adherence to the universal values.

- Fair and objective. Viewing things as they are.

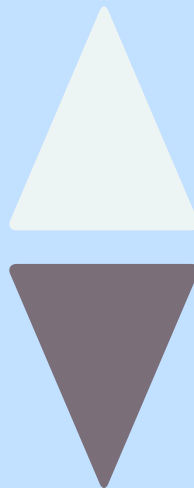
## The Dual Nature of the Human Being

True self  
Transcendent/Transpersonal

### HIGHER MENTAL

### LOWER MENTAL

Emotional  
Physical



*Compassionate and loving.  
Motivated by values and principle.  
Fair and objective.*

*Self-centered  
Driven by needs and desires  
Conditioned*

The **Lower Mental Awareness**, on the other hand, also has three characteristics:

- Self-centred. Actions are motivated by personal desires.
- Driven by needs and desires. 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.
- Conditioned. These are the involuntary movements or activities within the body.
- The concept introduced by Theosophical teachings 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.
- 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.



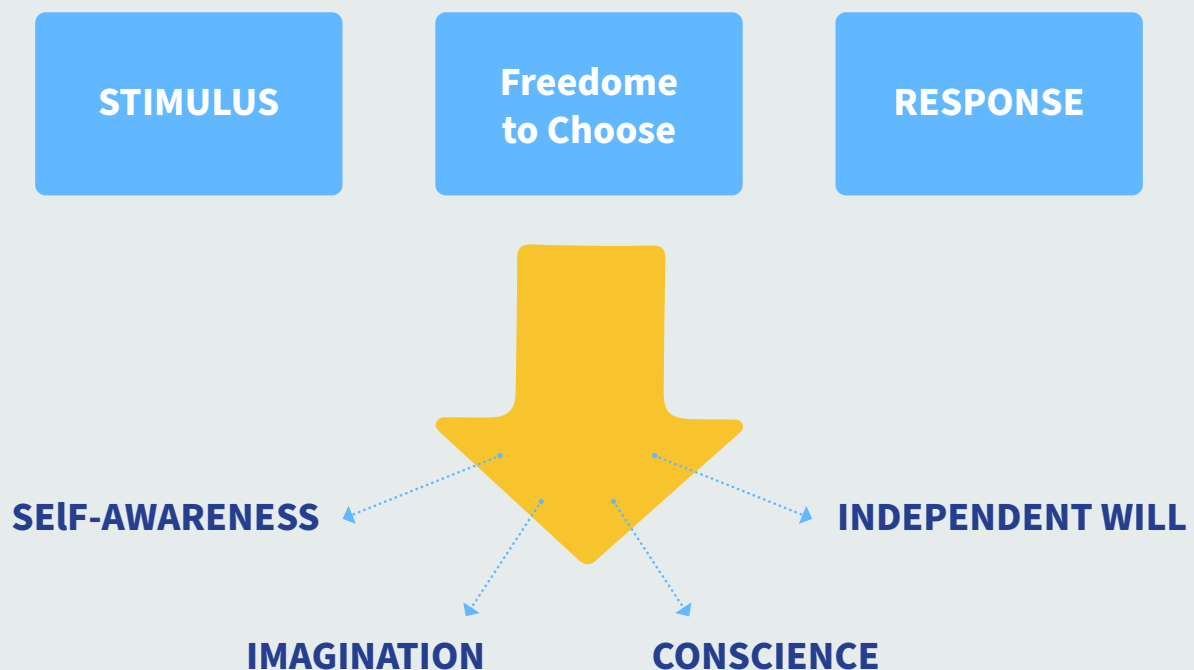
- In contrast, the higher mental relates to the intrinsic virtues of our character, akin to the white sheep, symbolizing purity, and the best within us. This aspect transcends mere physical existence, encompassing the virtues of mercy, love, justice, and impartiality. The higher mental is guided by our 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.
- 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.
- 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.

### Pro-Active Model:

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.

This extends beyond just being the first to act.

- We own the direction of our lives.
- Our actions stem from our choices, not our situations.
- Our principles can guide our emotional responses.
- We have the power and the obligation to drive positive change.
- Responsibility is our “ability-to-respond” — our capacity to select our responses.



## Key Traits of Being Human:

- Self-Awareness – Recognizing the inherent gap between what happens to us and how we respond, where our choice lies.
- Imagination – The power to envision realities that don't yet exist.
- Conscience – Our internal compass that discerns the ethics of our behaviour, guiding us to align our actions with our moral standards.
- Independent Will – The freedom to make choices based on our self-awareness, unaffected by outside pressures.

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.

For local conflict resolution actors, being proactive involves:

- **Taking Initiative:** Going beyond merely reacting to disputes as they arise, and instead seeking out ways to prevent conflicts before they escalate.
- **Self-Responsibility:** 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.
- **Prioritizing Values Over Feelings:** Understanding that while emotions are natural, they can choose to respond based on core values such as justice, respect, and community harmony.
- **Responsiveness:** This “response-ability” refers to the capability to choose their response to conflict stimuli, rather than acting out of reflex or emotion.

The Basic Human Endowments play a vital role in the Proactive Model for conflict resolution:

- **Self-Awareness:** 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.
- **Imagination:** They need to envision peaceful outcomes and creative solutions that extend beyond current realities or conflicts, considering the future of the community.
- **Conscience:** 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.
- **Independent Will:** 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.

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.

## Procedure / Exercise

### Exercise 1: Proust Questionnaire

A group activity that requires vulnerability and listening skills is a share circle. With participants in a circle, pass around the following questions on a piece of paper. Have participants listen deeply. Be sure that everyone gets a turn with a positive and negative emotion.

I feel angry when...	I feel joyful when...	I feel unhappy when...	I feel hope when...
I wish I didn't have to...	I enjoy...	I feel afraid when...	Something I'd like to change is...
If I were (name the person), I would...	I feel like no one loves me when...	I know I am loved when...	Something I find boring is...
I know I can trust...	I admire (name the person) because...	I feel serene when...	I am most interested in...
I am annoyed when...	I disapprove of...	I am optimistic when...	

### Exercise 2: Body Language

Divide participants into partners. Give one partner a note showing the type of emotion they should display with only body language. Have the other partner choose what emotion is present in the body language.

To develop awareness in a team setting, help the group become aware of common goals. Team strengths and weaknesses can then be identified and transformed into action steps for team growth. In a group, brainstorm the answers to the following prompts:

- This team is great at...
- This team struggles at...
- This team supports each other by...
- On a scale from 1 to 10, how much does each team member notice their emotional reactions?
- Our common goals are...
- We will grow by...
- Our daily actions include...

### Exercise 3: Emotional Intelligence

In the group, divide into pairs and ask some of the following questions (some hints of answers for assessing someone's self-awareness that could come are given)

#### *What makes you angry at work?*

A self-aware person would respond with an answer that shows how anger is handled in real time. Speaking about how anger is a signal to an adjustment toward perspective taking is a great way to highlight self-awareness capabilities.

#### *As a manager, how do you handle a subordinate who enters your office crying?*

A self-aware person would respond with an answer that shows the ability to respond with compassion and strong listening skills. A manager has to have the ability to handle emotions and likely has empathy for others.

#### *How would you handle a subordinate making a mistake?*

A self-aware person can take the perspective of failure as a natural process of growth and can help the subordinate learn from that mistake.

#### *What is your superpower?*

A self-aware person can effectively articulate what unique offering they bring to the table.

Self-aware folks will typically value teamwork above self-promotion. They value collaboration and have the ability to respond, rather than passively react, to stimuli. Self-aware leaders will lead with intention, empathy, and compassion.

## Introduction to Land Conflicts

<b>Objective / Purpose</b>	Understand the nature of and background to land conflicts, why they happen, why land is such an important asset and why so many conflict revolves around the issue of land in Mount Apo National Park and in other areas of the Philippines.
<b>Methodology</b>	<ul style="list-style-type: none"><li>• Presentation</li><li>• Open discussion</li></ul>
<b>Time estimation</b>	1.5 hrs
<b>Materials</b>	<ul style="list-style-type: none"><li>• PowerPoint</li><li>• Flipchart</li></ul>

## Background Information

A **conflict**, as defined by sociologists, is a social fact in which at least two parties are involved and whose origins are differences either in interests or in the social position of the parties.

A **land conflict** can be defined as a social fact in which at least two parties are involved and whose origins are differences in interests regarding a given piece of land – possibly aggravated by differences in the social position of the parties. Land conflicts imply different interests over one or several property rights to land: the right to use the land, to manage the land, to generate an income from the land, to exclude others from the land, to transfer it and the right to compensation for it. A land conflict, therefore, can be understood as a misuse, restriction or dispute over property rights to land.

Conflicts can be experienced as something **destructive**. However, they can also be **engines for positive change** (social conflict for social change). Land conflicts can become engines of change if they lead to massive protest and consequent changes in policies and their implementation. It is therefore important to deal with land conflicts in a constructive manner, instead of ignoring them or simply trying to stop them. Conflicts are inevitable aspect of human interaction, an unavoidable concomitant of choices and decisions. Conflict can be prevented on some occasions and at times managed. A crucial step towards the reduction of conflicts and their solution is to better understand the apparent needs and interests and the underlying feelings and emotions, fears and desires.

**The challenge of asymmetry in land conflicts:** The most difficult type of land conflict to resolve involves a powerful person against one or more poor people or simply people defending their land. “Powerful” is shorthand for a group of categories of people that include high-ranking politicians, civil servants, the military, the police, companies and other rich and/or influential groups or individuals. In many countries or situations, the poor hesitate and often do not dare to resist the powerful, not least in court. If they do, or if the powerful sue them instead, the chances are very low that the poor will win the case. This is particularly obvious when examining the outcomes of court cases. Resolution in these cases tends to favour the powerful. Frequently, cases that involve a powerful actor, but which have been brought to court by a poor one are not dealt with at all. In many cases bribery plays a major role. In other cases, the richer party simply can afford the better lawyer.

What **states** should do to avoid land conflicts

- 1. Recognize and respect** all legitimate tenure right holders and their rights. They should take reasonable measures to identify, record and respect legitimate tenure right holders and their rights, whether formally recorded or not; to refrain from infringement of tenure rights of others; and to meet the duties associated with tenure rights.
- 2. Safeguard legitimate tenure rights** against threats and infringements. They should protect tenure right holders against the arbitrary loss of their tenure rights, including forced evictions that are inconsistent with their existing obligations under national and international law.
- 3. Promote and facilitate** the enjoyment of legitimate tenure rights. They should take active measures to promote and facilitate the full realization of tenure rights or the making of transactions with the rights, such as ensuring that services are accessible to all.

4. **Provide access to justice** to deal with infringements of legitimate tenure rights. They should provide effective and accessible means to everyone, through judicial authorities or other approaches, to resolve disputes over tenure rights; and to provide affordable and prompt enforcement of outcomes. States should provide prompt, just compensation where tenure rights are taken for public purposes.
5. **Prevent** tenure disputes, violent conflicts and corruption. They should take active measures to prevent tenure disputes from arising and from escalating into violent conflicts. They should endeavour to prevent corruption in all forms, at all levels, and in all settings.

Non-state actors including business enterprises have a responsibility to respect human rights and legitimate tenure rights.

1. Business enterprises should act with due diligence to avoid infringing on the human rights and legitimate tenure rights of others.
2. Business enterprises should provide for and cooperate in non-judicial mechanisms to provide remedy, including effective operational-level grievance mechanisms.
3. Business enterprises should identify and assess any actual or potential impacts on human rights and legitimate tenure rights in which they may be involved.
4. States, in accordance with their international obligations, should provide access to effective judicial remedies for negative impacts on human rights and legitimate tenure rights by business enterprises.
5. States should take additional steps to protect against abuses of human rights and legitimate tenure rights by business enterprises that are owned or controlled by the State, or that receive substantial support and service from State agencies.

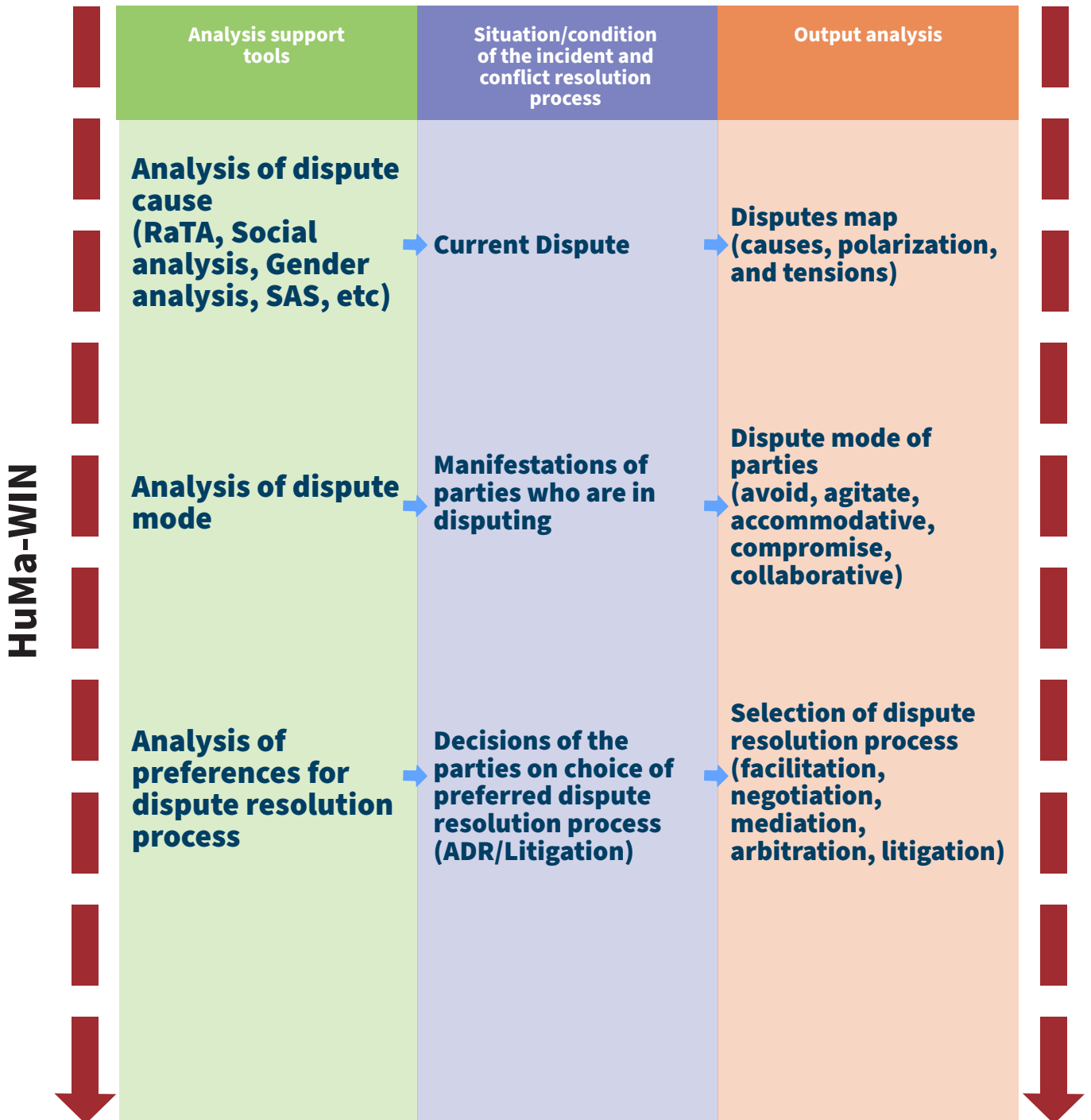
The principles of implementation which are considered to be essential to contribute to **responsible governance of tenure of land** and which therefore are also relevant for the prevention of land conflicts are:

- Human dignity
- Non-discrimination
- Equity and justice
- Gender equality
- Holistic and sustainable approach
- Active, free, effective, meaningful, and informed participation of individuals and groups
- Rule of law
- Transparency
- Accountability
- Continuous improvement

## Procedure / Exercise

Various instruments and tools have been developed by experts from different organizations and institutions to help analyse some of the problems related to land tenure in forest management. These tools include, for example, RaTA (Rapid Land Tenure Assessment), AGATA (Analysis of Dispute Mode) and HuMA-WIN.

### Linkages Between the three Tenure Conflict Mapping Tools



## What is RaTA?

Rapid Land Tenure Assessment (RaTA) is a tool to explore competing claims among different actors who hold different rights and powers. Given that these competing claims are often related with overlapping policies or changing land tenure policies, historical studies are needed to understand the diverse interests and objectives that go along with historical developments. By analysing the policies surrounding land conflicts and competing claims, RaTA can provide policy options and offer interventions as an alternative solution to settle the land conflicts.

### RaTA objectives in conflict resolution

1. Give a general description on land use and the linkages of the conflict to a particular context: political, economic, environmental, etc.
2. Identify and analyse actors relevant for conflict resolution
3. Identify various forms of perceived historical and legal claims by actors.
4. Identify the institutions and rules governing the management of natural resources and analyse the linkages of various claims to policy and (customary) land laws.
5. Determine policy options/ interventions for a conflict resolution mechanism.

### Sources of competing claims on land tenure

1. The historical transformation of governance has shown a shift from local community governance to combined governance between i) colonial support for local rulers and external control for economic and political interests of the state and ii) the subsequent integration into a unitary state based on formal law. This transformation has created a series of land claims on various parts of the landscape.
2. The duality of the tenure system between formal state laws (incompletely understood and implemented) versus informal or customary claims is largely unresolved.
3. Land border disputes are common due to unclear ownership/ management status or differing perceptions of land ownership.
4. Overlapping rights by different parties to the same land due to differing objectives, interests and jurisdictions of various government departments or under different legal regimes.
5. Lack of recognition of customary/informal rights in government development projects.
6. Unclear land registry records and multiple party possessions of land titles for the same land.
7. Increased commercial and extensive agricultural land use leading to land access competition.
8. Land ownership inequality, associated with extreme poverty and vanishing opportunities, causing fierce competition over land.
9. Displacement and return of communities caused by conflicts as a result of war or resettlement by government projects.
10. Migration to areas with already established communities and land tenure systems, leading to conflict and misunderstandings over the rules of access to land and exposure to local entrepreneurs who sell non-legitimate claims on land.



AGATA or Analysis of Disputants Mode is a tool to analyse the way of how parties are in conflict with each other. The objectives of AGATA are:

1. To provide an understanding (to the mediator and other parties that support settlement of the dispute) on the way parties are in conflict with each other and how they behave as parties in conflict.
2. To identify options to resolve the dispute or strategic interventions that can be taken by the mediator or other actors in response to the conflict style/ way between the disputing parties.

**Exercise: In small groups:**

1. List the main types of land disputes that you know exist in Mount Apo region
2. Apply the RATA and AGAT system to briefly assess on of the main conflicts.

## The Human Needs

**Objective / Purpose**

According to Maslow (1943, 1954), human needs were arranged in a hierarchy, with physiological (survival) needs at the bottom, and the more creative and intellectually oriented ‘self-actualization’ needs at the top.

Maslow argued that survival needs must be satisfied before the individual can satisfy the higher needs. The higher up the hierarchy, the more difficult it is to satisfy the needs associated with that stage, because of the interpersonal and environmental barriers that inevitably frustrate people.

Higher needs become increasingly psychological and long-term rather than physiological and short-term, as in the lower survival-related needs.

The objective is to comprehend that the basic needs of the people living in MANP includes the need for access to land, food , shelter, education and health in order to satisfy their basic needs.

**Methodology**

- Background input
- Exercise

**Time estimation**

1 hr

**Materials**

- PowerPoint
- Flip charts

## Background Information

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 <b>Biases, Prejudices,</b> - 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	- Governance or Power-based conflict
<b>1. Basic Needs</b> - Land - Food - Shelter - Education - Health	- Exploitation - Inequity - Neglect - Corruption	- Resource-based conflict

- **Human Needs:** Based on a hierarchy of needs like Maslow’s, this covers foundational needs and moving up to more complex societal needs.
- **Basic Needs:** Includes essentials for survival such as land, food, shelter, education, and health.
- **Security:** Involves protection and stability in political, economic, social, and cultural domains.
- **Community/Belonginess:** Encompasses the desire to be part of a community, including culture, religion, and family ties.
- **Creativity/Ideas:** Represents the need for self-expression, innovation, and the exchange of ideas.

**Sources of Conflict** outlines potential triggers or issues that can lead to conflict, corresponding to the level of unmet human needs.

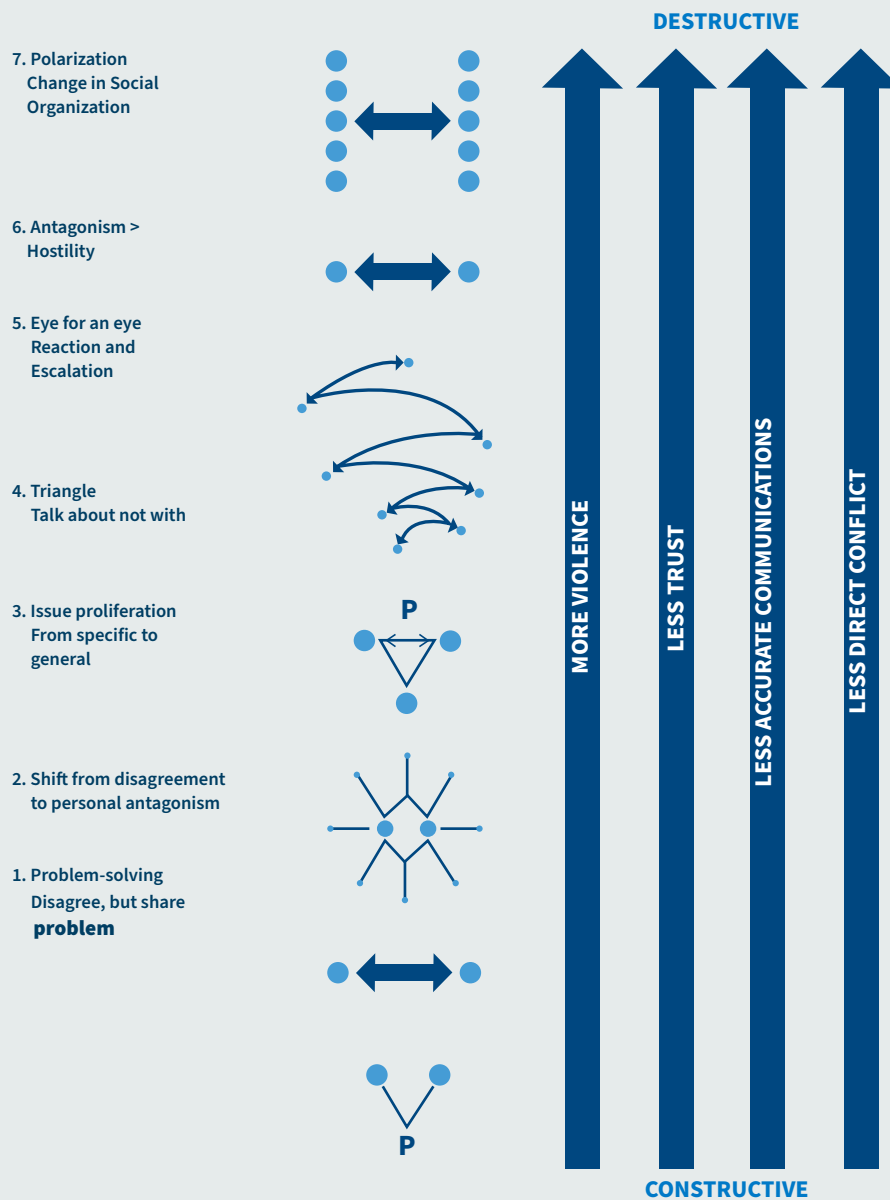
- **Related to Basic Needs:** Conflicts can arise from exploitation, inequality, neglect, and corruption.
- **Linked to Security:** Sources include injustice, oppression, abuse of power, and underdevelopment.
- **Community level:** Conflicts can stem from discrimination, biases, prejudices, marginalization, generalization, and stereotyping.
- **Creativity/Ideas:** Conflicts might involve exclusion and suppression.

Types of Conflict presents the nature of conflicts that typically correlate with the sources listed:

- **Resource-based Conflict:** Associated with competition over basic needs like land and water.
- **Governance or Power-based Conflict:** Tied to the security level, often about political power and control.
- **Value-based or Identity-based Conflict:** Relates to community level issues where cultural, religious, or familial values clash.
- **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.

### Social Transformation of Conflict



- **Problem-solving:** 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.
- **Shift from disagreement to personal antagonism:** Here, the conflict becomes personal. The people involved start to see each other as the problem rather than focusing on the issue at hand.
- **Issue proliferation:** The conflict begins to expand beyond the original problem, bringing in other unrelated issues and making the situation more complex.
- **Triangle:** 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.
- **Eye for an eye:** 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.
- **Antagonism to Hostility:** The emotions and stakes increase as the conflict becomes deeply rooted in antagonism, leading to entrenched hostility.
- **Polarization:** 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.

The diagram also associates these stages with decreasing constructive elements like direct contact, accurate communication, and trust, and increasing destructive elements like violence.

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.

## Procedure / Exercise

In small groups of 3-4 persons analyse the following example:

Example of escalating Boundary Conflict: The following is an example of how a land boundary conflict can escalate, if not resolved early on.

1. Problem-solving: 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.
2. Shift from disagreement to personal antagonism: 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.
3. Issue proliferation: 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.
4. Issue proliferation: 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.
5. Triangle: Neighbours and community members get involved. The farmers talk about each other to these third parties, spreading rumours and escalating the conflict instead of negotiating directly.

Eye for an eye: One farmer retaliates for the perceived encroachment by deliberately ploughing 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.

6. **Antagonism to Hostility:** 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.
7. **Polarization:** 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.

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. After assessing the example, discuss and draw conclusions on:

1. Provide an example from your work where you have experienced a similar escalation of a conflict.
2. What methods / approach did you use to analyse or “understand” the conflict?
3. How did you address the conflict?
4. Were you able to resolve the conflict and if not, what were the further consequences?
5. What would you say are the three most important “learnings” that you got from your example?
6. What would you do differently now after the training you have received so far?

Write your answers either on Flipcharts or on cards so that these can be presented to all participants.

## Responses to Conflict and Importance of Trust

### Objective / Purpose

“Trust” is an essential component of the conflict management process and conflict response. Managing conflict involves building or restoring relationships, and trust is at the core of these relationships. But how does trust develop? For trust to occur, parties to a conflict must learn to cooperate.

By cooperating instead of competing, working together instead of against one another, those in conflict can mutually benefit from any resolution to their conflict. Additionally, for trust to be established, communication must be open and free.

Trust is a concept at the heart of all levels of conflict. Conflict can occur internally, interpersonally, between groups, between countries, and globally. At each of these levels, trust must be established and maintained in order to manage conflict. Regardless of whether the people are public officials representing the state or members of a local community, trust is at the core of managing conflict.

The module looks at different approaches to responding to conflict and how trust can ultimately be developed.

### Methodology

- PowerPoint presentation
- Group exercises

## Time estimation

1 hr

## Materials

- PowerPoint
- Flip Chart

## Background Information

Each step away from problem-solving typically reduces the chances for a peaceful and mutually agreeable solution, reinforcing the importance of early, constructive intervention. The way conflict parties respond to conflicts also typically defines how the conflict will develop. At the centre of it all is the need to build or re-build “trust”. Effective responses to conflict

- Highlight that it is up to individuals how they respond to conflict.
- Different situations might need different approaches to solving conflicts.
- Need to address common misconceptions and to deepen understanding of the various approaches to conflict management
- Need for building “trust” between the conflict parties
- For trust it needs equitable access to information, knowledge, and in some cases also necessary resources.

Conflict Response	Behaviour	Uses	Limitations
<b>Avoiding:</b> <ul style="list-style-type: none"><li>• Denying a problem, goals &amp; relationships not important</li><li>• Pretending nothing is wrong</li></ul>	Leaving a situation  Holding back feelings and opinions	When confronting seems dangerous  When you need more time to prepare	The problem may never be resolved  Emotions may explode later
<b>Confronting/ Forcing:</b>  Getting what you want no matter what  Some people win, some lose	Interrupting/taking over  Ignoring others' feelings and ideas  Loud tone of voice  Sometimes physical violence	When immediate action is needed  When you believe in the absolute “rightness” of your action and don't see any other choice	This can make people defensive and can make a conflict worse.  It can make it hard for others to express how they feel.

<p><b>Accommodating/ Giving in:</b></p> <p>Giving in to another person's point of view</p> <p>Paying attention to others' concerns, not your own</p>	<p>Apologizing/saying yes to end the conflict</p> <p>Letting others interrupt or ignore your feelings, ideas</p>	<p>When you think you've made a mistake or that you don't really understand the situation</p> <p>When "smoothing over" is important for keeping a relationship</p>	<p>You may work hard to please others but never be happy yourself.</p> <p>Being nice doesn't always solve the problem.</p>
<p><b>Compromising:</b></p> <p>Each person wins some and loses some</p>	<p>Interest is in solving the problem</p> <p>Show desire to talk about the problem</p>	<p>When you need a fast decision on a small issue</p> <p>When nothing else works</p>	<p>You may fix the immediate conflict but not the bigger problem.</p> <p>Each person may not end up happy.</p>
<p><b>Cooperating:</b></p> <p>Finding a solution that makes everyone happy</p> <p>Looking closely at the sources of the conflict</p>	<p>Directly saying your feelings, needs, and wants</p> <p>Working as partners</p>	<p>Can make someone who is stubborn move toward resolving a problem</p>	<p>This requires time and good communication skills.</p>

## Procedure / Exercise

### Exercise:

1. Each participant writes on card what personal experience they have made regarding conflict responses
2. Which have been very positive, and which have been quite negative in their opinion?
3. Ask participants to share reflections and lessons, as well as one action they plan to do based on their learnings.
4. Ask participants to provide short examples from their daily lives on their revisiting the vision of peace and any constructive ways they have actually used to manage conflicts.

## Two-modes of Communication

### Objective / Purpose

There is a significant difference between three forms of communication: Debate, Discussion and Dialogue. The module highlights particularly the difference between debate and dialogue

**Debate** is combative and seeks to be victorious; it wants to express itself and say it is better than you.

**Discussion** can be described as debate trying to play nice. Much like debate, it is interested in advocating its viewpoints and challenging those of others.

**Dialogue**, on the other hand, seeks to find a shared connection. It is not concerned with winning or losing; rather, it aspires to listen more deeply, understand more fully, and build a collective perspective.

When the diversity of personality and opinion create moments of conflict and tension, dialogue steps in and mediates the conversation back to a renewed sense of connection

### Methodology

- PowerPoint
- Exercise

### Time estimation

1 hr

### Materials

- Flipchart

## Background Information

In Debate, 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.

In Dialogue, 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.



	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

If you need to shift to a dialogue, you can ask yourself, how might that be true, to get curious and park your doubting mind for the moment.

If you need to shift somebody from a debate or discussion to a dialogue, then first listening until they feel they’ve been heard (empathic listening), and then shift to solution-focused questions.

Ann offers 3 questions that can help you shift to dialogue:

1. What is it you see that I don’t?
2. How do you see this differently and why?
3. Please help me understand from your perspective.

Sometimes it’s just too personal, and you can break the loop by either putting it on a whiteboard (it takes the focus off of you and puts it on the whiteboard), or by using a facilitator who can help make sure everybody’s ideas are explored.

### Procedure / Exercise

Organise yourselves in small groups. Agree on a land conflict to discuss, debate and to have a dialogue on.

Try to shift to a dialogue, you can ask how that might be true, to get curious and park peoples doubting mind for the moment.

If you need to shift somebody from a debate or discussion to a dialogue, then first listening until they feel they've been heard (empathic listening), and then shift to solution-focused questions. 3 questions that can help you shift to dialogue:

1. What is it you see that I don't?
2. How do you see this differently and why?
3. Please help me understand from your perspective.

Sometimes it's just too personal, and it is necessary to break the loop by either putting it on a whiteboard (it shifts the focus off persons and onto the whiteboard), or by using a facilitator who can help make sure everybody's ideas are explored.

## Integrating gender and social inclusion in alternative dispute resolution-related policies

<b>Objective / Purpose</b>	To reflect on existing conflict resolution-related policies and find possible entry points for integrating gender and social inclusion considerations
<b>Methodology</b>	<ul style="list-style-type: none"> <li>• Small group workshop</li> <li>• Required participants</li> <li>• Agency planners (or those involved in agency planning) and GAD Focal Points</li> <li>• ADR Officers are optional</li> </ul>
<b>Time estimation</b>	1 hr
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Copies of existing ADR laws/ policies</li> <li>• Checklist on reviewing gender-responsiveness and inclusivity of ADR policies</li> <li>• Laptop</li> <li>• Projector</li> </ul>

### Background Information

The module examines existing laws and policies on women, peace and security, and existing mechanisms to situate how ADR contributes to women's access to justice in land conflict.

It also introduces the four women, peace, and security pillars under UN Security Council Resolutions 1325 and 1820 as a framework for ensuring that ADR structures, processes, and interventions consider these pillars.

## Procedure / Exercise

1. Remind the participants about Policy as an entry point to mainstream gender and social inclusion in ADR. Policies on land rights, for example, should have gender considerations to ensure that interventions after that – from planning until monitoring and evaluation – are responsive to the differential impacts of land resources and issues to women and men.

### *Small group workshop (45 minutes)*

2. Each group will analyze their agency's existing ADR policy using the four women, peace and security pillars. Some possible policies to be reviewed are as follows:
  - DENR DAO 2016-30, Guidelines in the conduct of alternate dispute resolution in land management and disposition: <https://apidb.denr.gov.ph/infores/uploads/rmdd/dao-2016-30.pdf>
  - DENR DAO 2021-01, Guidelines in the conduct of virtual ADR proceedings in the resolution of land claims and conflicts and other natural resources disputes in the department: <https://drive.google.com/file/d/1hS2uyC3XEicdgFgM5-ZpZFAae049oIFE/view>
  - 2021 Department of Agrarian Reform Adjudication Board Revised Rules of Procedure: <https://media.dar.gov.ph/source/2021/06/01/2021-darab-revised-rules-of-procedure.pdf>
  - NCIP Administrative Order No. 3, s. 2012, Revised Guidelines on Free and Prior Informed Consent and related processes: <https://ncip.gov.ph/wp-content/uploads/2020/09/ncip-ao-no-3-s-2012-fpic.pdf>

### *Notes for the trainer/ facilitator*

If a mixed group of participants comes from various agencies, then group them according to their agency.

If all participants are coming from the same agency, then ask two groups to review the same policy and that they could exchange notes on how they reviewed the same policy.

3. Each group will be given A set of guide questions to be used in the analysis. **Remind the participants to note which provision concretely reflects their response rather than inferring, i.e., reasoning rather than from explicit statement, from the provision.** Hence, participants must indicate which Article and/or Section of the policy supports their answer.

Groups will also be asked how gender-responsiveness and social inclusion policies could be improved.

### *Notes for the trainer/ facilitator*

For participants from the same agency, ask the two groups who reviewed the same policy to exchange notes on how they reviewed it. They should share in plenary the common and distinct responses they have in the same policy.

During the pilot-testing session, participants have been observed to go beyond what is stated in the policy provision. Trainer/ facilitator should be able to determine which provision supports their response. Recommendations often do not indicate the lack or challenges derived from the

“No” responses. The trainer/ facilitator should be able to direct the participants’ attention to address these “No” responses.

**Plenary presentation (15 minutes)**

4. Participants will present their outputs in plenary. To close the session, underscore the following:
  - While it is not necessary that ADR policies or all its provisions are integrated with gender and social inclusion considerations, it is essential to understand the context and objectives of the formulated ADR-related policy. ADR policies, by and large, are aimed at arriving at a peaceful solution to land conflicts. If in addressing these conflicts women and other marginalized individuals are left out, then agreements are not collectively owned and sustainable. There is a greater chance that conflict will recur or escalate later.
  - Aside from emphasizing gender and social inclusion in policies, capacities of implementers need to be considered. The effectiveness of a policy is contingent on its implementation. Hence, implementers must be capacitated on integrating gender and social inclusion to effectively consider its clients’ land issues and needs. Emphasize also the added value of the GAD Focal Point in enhancing gender and social inclusion provisions of the policy and its implementation.
  - While institutions have their respective ADR mandates on land conflict, land issues are complex and require a coordinated approach with other agencies providing socio-economic and justice support. Arriving at a peaceful solution to land conflicts is crucial but so is protecting and preserving land and land resources after peaceful agreements are made. Referral pathways, for example, are good mechanisms to support the poor and the marginalized about accessing land rights.
  - Remind the participants that their recommended revisions on the policy will be further discussed and considered

**Reflection and Debriefing**

<p><b>Objective / Purpose</b></p>	<p><b>Debriefing</b></p> <ul style="list-style-type: none"> <li>• A discussion after completion of an activity, in this case, the Training of Trainers workshop.</li> <li>• The purpose is to enable the participants to connect the experience in the training to the following:           <ol style="list-style-type: none"> <li>a. The expectations articulated prior to the actual workshop.</li> <li>b. How the learning and experiences in the training matter to their daily lives.</li> <li>c. How future trainings can be improved.</li> </ol> </li> </ul>
<p><b>Methodology</b></p>	<ul style="list-style-type: none"> <li>• The facilitator can use simple guide questions and one exercise to measure level of satisfaction.</li> </ul>
<p><b>Time estimation</b></p>	<p>30 min.</p>

## Materials

- Expectations in meta cards
- Pinboard
- Guide questions

## Procedure / Exercise

### Debrief: Steps and Guide Questions

- Participants are seated on the floor, in a circle.
- Facilitator recap the expectations parked on the wall or pinboard
- Facilitator presents the following guide questions:
  - a. Which of your expectations have been met (and not met)?
  - b. What went well?
  - c. What didn't work out well?
  - d. What is your important takeaway from this training?
  - e. What can be improved?
- Facilitator initiates round-robin exchange of views.
- After the round robin, participants articulate level of satisfaction through a rating scale.

### Debrief: Measuring Level of Satisfaction

Criteria	Level of Satisfaction				
	1 Not Satisfied	2 Somewhat Satisfied	3 Satisfied	4 Very Satisfied	5 (Extremely Satisfied)
Psychological					
Procedural					
Substantive					

#### Psychological satisfaction owing to:

- Sense of autonomy to express one's views.
- Recognition of one's competence.
- Ability to establish inter-personal connections.

#### Procedural satisfaction owing to:

- The process that enables space for participation.
- Competence of facilitators and support team.

#### Substantive satisfaction owing to:

- The relevance of the agenda to the participants' current roles and functions in their communities.
- Seeing one's personal experience and views in the contents of the discussion.

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