Contents

PART I: Introduction to Non-Violent and Peacebuilding Toolkit

How to use the Toolkit

This Toolkit provides a range of tools that you can use with different stakeholders, especially peace promoters, child and Young People led groups (training of trainers) to cascade the information to children, Young People, parents/caregivers, child led groups, peers, and other community members. The toolkit introduces participatory activities, adapted for use when engaging children in peace building activities. There are quotes from children and organizations that were consulted during the development of the tool. You are encouraged to adapt the tools to the specific socio-cultural context in which you are operating. To use these tools effectively, your organization should be committed to an ethical and participatory approach to programming which actively involves girls and boys of different ages and backgrounds, including younger children, children with disabilities, and working children, as well as school-going children.

Summary, overview, and guide to the Toolkit

The Non- Violent and Peace Toolkit is a tool for ZNCWC staff, Child Rights Coalition members, Civil Society Organisations, and other interested parties working with children such as teachers, social welfare officers to understand, situate and operationalize conflict sensitivity and peacebuilding through ZNCWC's existing work or new initiatives in different contexts and in partnership with other stakeholders. This Toolkit is premised on 3 key assumptions:

1.The work of ZNCWC and its efforts to achieve a range of sustainable results for children and young people is greatly impacted by conflict and violence.

2. ZNCWC and other interested parties' work on non-violence and peacebuilding can greatly reduce conflict and violence among the 13-25 age group and the communities they live in;

3. Conflict precedes violence. Successful management of conflict will reduce the likelihood of violent activities faced by the 13-25 age group.

ZNCWC's Strategic Plan has emphasized the importance of having a differentiated approach to programming in such contexts with a particular focus on conflict and risk analysis to inform programme strategies and identification of opportunities where ZNCWC can make a direct contribution to peacebuilding. Specifically, ZNCWC's comparative advantage in peacebuilding is rooted in its programmatic focus on social sectors and its engagement with a wide range of key actors at the community and policy levels. This enables ZNCWC & CSOs to bring the voices of various marginalized groups, particularly children, Young People, and women into peacebuilding processes. Throughout the cycle of programme planning, ZNCWC, CSOs, and other interested parties can and should systematically ensure that the design and implementation of programmes do not exacerbate conflict dynamics, through using child rights, gender and disability sensitive and conflict-sensitivity lenses. CSOs can also explicitly identify opportunities for specific peacebuilding interventions that can increase capacities (at the national, community and individual levels) to transition out of fragility, reduce violent relapses and achieve better and more sustainable results for children.

This Toolkit is part of efforts by ZNCWC to strengthen its programming in conflict-affected, fragile, and risk-prone contexts and to ensure that its staff are equipped with the guidance, tools, and capacities to operate effectively in the increasingly challenging environments they work. The Toolkit aims to help CSOs, other interested parties and ZNCWC staff to conduct conflict analysis and make sure their programmes are conflict-sensitive or 'Do No Harm' at minimum and, where possible, find opportunities to contribute to peacebuilding or 'Do More Good' by addressing the root causes of conflict. Each tool and concept introduced should be contextualized and adapted to the realities, dynamics and needs of the context in which it is used. It is, therefore, not an exhaustive guide but provides a framework that can then be further elaborated through existing knowledge. In each part, a few sector-specific examples are shared to further shed light on how a given concept can be applied across sectoral pillars. Users are encouraged to pick, choose, and utilize the elements of this Toolkit that add value for specific programming needs and contexts. It should be used as a toolkit rather than a formula. You will see throughout the toolkit that the conceptual elements are written with a broader, more general approach, while the programming-related elements are written to directly address you as the field-based user of this guidance, emphasizing tools and checklists so you can immediately apply the material to your programme needs.

Acronyms

CSOs:	Civil Society Organizations
DRG:	Department Register General
FDG:	Focus Group Discussion
GBV:	Gender Based Violence
ID:	Identity Card
tdh:	terre de hommes
VAW:	Violence against women
ZNCWC:	Zimbabwe National Council for the Welfare of Children
ZPCS:	Zimbabwe Prison and Correctional Service
ZRP:	Zimbabwe Republic Police

Definition of Terms

Gender: A social and cultural construct which distinguishes difference in the attributes of men and woman, girls, and boys, and accordingly refers to the roles and responsibilities of men and women

Policy: is a set of ideas or a plan that is used as a basis for making decisions

Peace: It is a personal and social orientation to secure freedom from distress and to foster a capacity to act, predicated on a fundamental recognition of freedom and dignity of all people, it is distinctive from a culture of violence

Peace building: is the development of constructive personal, group, and political relationships across ethnic, religious, class, national, and racial boundaries.

Culture: it's a collective set of beliefs, behaviours, ideas, philosophies, and practices shared by groups of people

Reconciliation: is an improvement in the relations among parties formerly at odds with one another

Violence: an act of physical force that causes or is intended to cause harm. The damage inflicted by violence may be physical, psychological, or both

Conflict: A conflict is a struggle and a clash of interest, opinion, or even principles

Conflict resolution: is the process of resolving disagreements and coming up with solutions that are mutually agreeable to multiple parties.

Toolkit: is the set of skills, abilities, knowledge, or other things needed in order to do a particular task or job.

Conflict transformation: Conflict transformation refers to the process of moving from conflict-habituated systems to peace systems.

Rehabilitation: is defined as “a set of interventions designed to optimize functioning and reduce disability in individuals with health conditions in interaction with their environment”.

Community: A community is a social unit with commonality such as place, norms, religion, values, customs, or identity.

Part II: Background: The Non- violent and Peacebuilding Toolkit

Photo by ZNCWC

Through tdh support, ZNCWC is implementing a successor three-year project to create safe schools and communities for children and young peoples in selected urban areas of Harare Metropolitan Province of Hopley and Hatcliffe. This is a continuation of the project which started in August 2019 and ended in July 2021. The Project's overall goal is to build a culture of peace and ensure non-violent ways are adopted to resolve conflicts. The project is building upon gains realized during the first phase of the project. Through training on child protection laws and policies, capacity building children, young people and caregivers on conflict management and peace building, advocacy for improved budget allocation to child protection systems, the project will ensure that violence and abuse against children and young people is reduced through changing community member's attitude, beliefs, and perceptions on violence. The project works with key stakeholders that include but not limited to CSOs, Child and Young People Led Groups, Child Protection Committees, Law Enforcement Agencies to ensure a multi-sectoral approach in preventing violence and abuse and build a culture of peace. Children and Young People are capacitated to be mediators of peace and take a lead in championing peace initiatives at local and national level.

The Global Context of Conflict and Peace among Children and Young People

More than 250 million children, 1 in 10 children globally currently live in areas affected by armed conflicts and violence. By 2018, it is estimated that half the world's poor and the majority of out-of-school children will live in fragile and conflict-affected contexts. Many countries that are recovering from years of protracted conflict and violence are making progress towards sustainable development results for children, although they remain fragile and at risk for relapsing into violent conflict.[1]

These fragile and conflict-affected contexts have often created situations in which grave violations of child rights are committed in blatant disregard of international humanitarian law and international human rights law. Although the context in Zimbabwe is not related to armed conflict perse, other conflicts are prevalent that affect children and young people in their daily lives and ZNCWC helps to address these violations through various interventions. A stronger focus on peacebuilding allows the organization to help address root causes of violent conflict that often lead to violations of child rights. It will also lead to better, more sustainable, and equitable results for children in these fragile and conflict-affected contexts. Peacebuilding involves a multidimensional range of measures that seek to reduce the risk of lapse or relapse into violent conflict by addressing the dynamics and underlying causes and consequences of conflict, and by strengthening national capacities at all levels to identify and address these factors to lay the foundations for sustainable peace and resilient development. For peacebuilding to be effective, a focus on supporting higher-level political and state-building processes, such as political reconciliation, elections, reform of security sectors and rule of law institutions is necessary but not sufficient. It is crucial for peacebuilding strategies to also address the social and economic aspects of conflict. This includes a focus on community-level social cohesion, with particular attention to divisions within and among different groups, and through reducing incentives for violence, strengthening positive perceptions of the state, and providing mechanisms for building trust and cooperation across communities. ZNCWC's equity and gender and social inclusion approach is critical in this respect.

The Sustainable Development Goal Number 16 clearly provides the framework for a non-violent environment. Goal 16 is about promoting peaceful and inclusive societies, providing access to justice for all and building effective, accountable, and inclusive institutions at all levels. People everywhere should be free of fear from all forms of violence and feel safe as they go about their lives whatever their ethnicity, faith, or sexual orientation.

[1] Organisation for Economic Co-operation and Development, 'Fragile States: Domestic revenue mobilization in fragile states', OECD, Paris, 2014, p. 95. Accessed on 1 June 2023.

Children are born innocent and non-violent. As they grow in violent societies, they tend to adopt the same behaviours and attitudes reflected in their communities and therefore may perpetuate this sad behaviour. In Zimbabwe, the violent acts have become rampant within different age groups but has a worrisome effect on the 13-35 age group where these young people are involved in violence which takes the forms of sexual, drug, and substance abuse among many others. There are combination of pressures that drive young people into such violence. Some of the pressures come from their peers, living in violent families, staying in broken families where gender-based violence is common, having no identity documents among others. Overall, family and community socio-economic factors are the major drivers of this violence. Parents, the children & young people themselves, their peers, relatives, service providers, religious leaders and others usually do not have a systematic way of empowering them. This tool helps all these people to better guide and support adolescents and young people when faced with violent situations. This toolkit defines violence/conflict and provides a framework to support children and young people to feel confident to better resist, manage conflict for better and fulfilling lives. It can also be used for advocacy for strengthening a non-violent environment for young people.

Relevant Legislation and Policies

International Law

In September 1990, Zimbabwe ratified the UN Convention on the Rights of the Child (UNCRC), and the UN Committee on the Rights of the Child monitors its implementation. Article 19 states that State Parties shall take all appropriate legislative, administrative, social, and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment, or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

Zimbabwe is also a member of the Africa Union and ratified the African Charter on the Rights and Welfare of the Child (ACRWC) on. Article 19 of the CRC and Article 16 of the African Charter define violence as including all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse. Article 19 emphasizes that State Parties must have proper laws in place to prohibit all forms of violence, but it also requires States to implement administrative, social and educational measures to protect children.

Article 19, paragraph 2 of the UNCRC outlines the protective measures that a State Party is required to undertake, including the establishment of social programmes and mechanisms for addressing cases of child maltreatment. Zimbabwe, as a State Party, agreed to undertake all appropriate legislative, administrative and other measures to implement Article 19 and all rights recognized in the Convention (Article 4). In order for article 19 to be fulfilled, other Convention rights must also be respected. These include, but are not limited to, the right be heard (article 12), the right for children in vulnerable situations to be specially protected (articles 20, 22 and 23), the right to health (article 24), the right to be protected from dangerous work (article 32) and the right to be free from sexual and other forms of exploitation (articles 34, 35 and 36). Article 37 (torture and ill treatment) is also particularly relevant. In addition, in 2014, the Government of Zimbabwe signed and ratified the 'Third Optional Protocol to the UNCRC'. This enables children and their representatives to complain to the UN Committee on the Rights of the Child when their rights have been breached. Other international treaties that are relevant to the promotion of peace and non-violence include the International Covenant on Civil and Political Rights (ICPR), International Covenant on Economic, Social and Cultural Rights (ICESCR), African Charter on Human and Peoples' Rights (ACHPR), among others.

Despite the Governments having ratified these international and regional human rights treaties, and the obligations that come with ratification, there is significant evidence of violence against children and Young People across Africa, including in Zimbabwe. Widespread social and cultural attitudes and practices condone violence as a way of disciplining children. Violence and abuse are committed primarily by those closest to the children – parents, family members, neighbours, and peers. In addition, the UN Study on Violence against Children (2006) revealed that children in Africa run a high risk of violence in many different settings, including child-centred organisations. Children receiving social, educational, health and other services are not adequately protected from abuse and exploitation by staff and associates, as well as by the community at large. It is important to note that the Committee on the Rights of the Child has stressed that no violence against children is acceptable, including corporal punishment.

According to UNICEF, millions of children continue to suffer violations of their rights when they are denied adequate health care, nutrition, education, and protection from violence. Childhoods continue to be cut short when children are forced to leave school, do hazardous work, get married, fight in wars, or are locked up in adult prisons." The African Charter on the Rights and Welfare of the Child article1 binds the state to "recognize the rights, freedoms and duties enshrines in this Charter and shall undertake to take the necessary steps, in accordance with their Constitutional processes and with the provisions of the present Charter, to adopt such legislative or other measures as may be necessary to give effect to the provisions of this Charter." Article 3 further explicitly states that, "Any custom, tradition, cultural or religious practice that is inconsistent with the rights, duties and obligations contained in the present Charter shall to the extent of such inconsistency be discouraged." This is corroborated by the UNCRC article 3 (1) that states, "In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary.

National Laws

The Constitutional Amendment Act, 2013 as the supreme law provides substantive provisions that seek to promote the rights of children and Young People. Key constitutional provisions on protection from violence in general are:
Section 52 which states that, 'Every person has the right to bodily and psychological integrity, which includes the right—
(a) to freedom from all forms of violence from public or private sources.
(b) subject to any other provision of this Constitution, to make decisions concerning reproduction.
(c) not to be subjected to medical or scientific experiments, or to the extraction or use of their bodily tissue, without their informed consent.

Specifically on children is section 19 which states that the State must adopt reasonable policies and measures, within the limits of the resources available to it, to ensure that children-
(c) are protected from maltreatment, neglect or any form of abuse.

(3) The State must take appropriate legislative and other measures—
(a) to protect children from exploitative labour practices; and
(b) to ensure that children are not required or permitted to perform work or provide services that
(i) are inappropriate for the children's age; or
(ii) place at risk the children's well-being, education, physical or mental health or spiritual, moral, or social development.

In relation to young people, section 20 provides, the State and all institutions and agencies of Government at every level must take reasonable measures, including affirmative action programmes, to ensure that Young People, that is to say people between the ages of fifteen and thirty- five years-
c) are protected from harmful cultural practices, exploitation, and all forms of abuse.

Section 81, which is the bill of rights for children specifically states that, every child has the right to be protected from any form of maltreatment and abuse this includes economic and sexual exploitation, child labour and abuse.

The Children's Act Chapter 5:06

The Children's Act is the key child rights instrument that makes provision for the protection and relief of victims of violence and puts elements of 'children's best interests and the right to be heard on a statutory footing. Section 7 subsection (4) deals with prevention of neglect, ill treatment and exploitation of children and young persons as it provides that if any parent or guardian of a child or young person assaults, ill-treats, neglects, abandons or exposes him or allows, causes or procures him to be assaulted, ill-treated, neglected, abandoned or exposed in a manner likely to cause him unnecessary suffering or to injure or detrimental to affect his health or morals or any part or function of his mind or body, he shall be guilty of an offense.

Domestic Violence Act

The Act makes provision for the protection and relief of victims of domestic violence, and addresses all forms of violence such as physical, sexual, economic, and emotional abuse.

Other pieces of legislation that seek to protect children and Young People from violence are the Criminal Law Codification and Reform Act, Marriages Act, Education Act, Data Protection Act, among others.

Part III: Understanding Non-violence and Peace Building

Section 1: Introduction

What is conflict?

Conflict involves a clash or struggle between groups that perceive that their needs, goals, or strategies are incompatible, mutually exclusive, or antagonistic. Conflict can involve contestation around demands, interests, collective memory, emotions, perceptions, values, beliefs, history, culture, behaviours, actions, symbols, and power. Conflict can manifest from micro interactions to macro systems. However, conflict itself is not necessarily negative. Conflict can lead to positive change. The expression, process and outcomes associated with conflict may be destructive, constructive, or both, in any given social context.

What is peacebuilding?

UNICEF defines peacebuilding as a range of activities, projects and programmes that aim to help reduce the risk of a lapse or relapse into violent, destructive conflict. Peacebuilding involves a multidimensional range of measures to explicitly:

•Reduce the risk of a lapse or relapse into destructive conflict by addressing causes and consequences of conflict.

•Strengthen national, community and individual capacities to effectively address conflict; and

•Lay foundations for sustainable peace and development.

Overall, peacebuilding means working on conflict with the intention to produce peacebuilding outcomes.

This can be done at three fundamental levels of impact:

1. Vertical social cohesion by enhancing state and society relations.
2. Horizontal social cohesion by building bridges within and among divided groups at the community level; and
3. Individual capacity contributions by helping individuals engaging at all levels to anticipate, manage, mitigate, resolve, and transform violent conflict, be resilient to its impact & engage in inclusive social change processes.

In addition, children and young people can play powerful roles in building peace. Children often serve as 'connectors', enabling divided communities and societies to work together towards shared goals of improving conditions for all children. Young people are both potential change agents, for instance promoting a culture of peace and dialogue, while also being vulnerable to be impacted by or engaging in conflict and violence, if their needs are not met and voices are ignored. Sustained peacebuilding results are more likely when equitable gendered rights and positive gender roles and power relations are central aspects to the process. A key element in peacebuilding is addressing factors that undermine social cohesion. These factors include injustices at the structural and relational levels, of which unequal gender relations are an integral part. Deep seated discriminatory perceptions, social norms, socio-cultural expectations around gender roles and power relations can sustain and enhance cultures of violence.

Key Principles for Building Peace

Peacebuilding requires all people to be aware of their power and create non-violent forms of power to meet their human needs in collaboration with others. It strengthens and builds on local efforts and empowers others to act. People involved in peacebuilding need to both identify their existing sources of power as well as create new ones. For example, building a coalition of women increases each woman's individual power. While building peace amongst rural communities, it is recommended that the aid practitioners keep the following key principles in consideration:

Comprehensive vision. Lasting peace comes from addressing multiple sources of conflict at multiple levels of society. A key stepping stone to success in building peace is to understand the dynamics of conflicts and resolve them peacefully. For this to happen, we need to identify the needs of those we are working with, a vision of what we are working towards, actions that can get us there, and a design or plan that we can use as a guide. To do this, we must be able to step back from the swirl of day-to-day crises around us and situate our actions and daily events within a broader vision and purpose.

Interdependent Peacebuilding. No one person, activity, or level of society is capable of designing and delivering peace on its own. It involves a system of interconnected people, roles, and activities, linked together and affecting each other. With people at the core, peacebuilding is intimately connected to the nature and quality of relationships. Peacebuilding builds and supports interdependent relationships necessary for pursuing and sustaining desired changes. This implies that we must develop processes that also forge relationships between people that are not like-minded.

Sustainable peacebuilding. Peacebuilding is a long-term prospect. Violent conflicts occur over generations and peacebuilding too takes no less time. Sustainable peacebuilding seeks to discover and strengthen the resources rooted in the context of the protracted conflict. For peacebuilding to be sustainable, we need to pay attention to where our activities and energies are leading us rather than thinking only about the immediate and then coming up with effective responses to issues and crises. Sustainability requires that we think about what creates an on-going capacity within the identified context for responding to and transforming recurring cycles of conflict and crises.

Strategic. While peacebuilding needs to have a comprehensive overview, specific programmatic actions also need to be strategic. This means learning to respond proactively to emerging, dynamic socio-economic situations and conflicts as well as meeting immediate concerns and needs, while at the same time reinforcing a larger, longer-term change process. Peacebuilding actions need to link immediate needs to the desired vision of change.

Our peacebuilding approach puts children at the center, strengthening social cohesion within communities, building relationships between communities and governments, and supporting individuals themselves – including children and young people – to participate in forging peace and development in their communities.

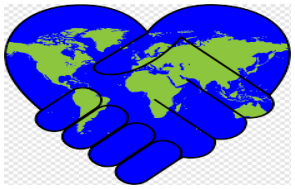
Dialogue. Openness, willingness and space for dialogue are key principles of peacebuilding. Dialogue is an inclusive process and brings together a diverse set of voices. To bring about sustainable change, people have to develop a sense of joint ownership of the process and become stakeholders in identifying new approaches to address common challenges. Dialogue requires self-reflection, spirit of inquiry and personal change to be present. Participants must be willing to address the root causes of a crisis, not just the symptoms on the surface. Dialogue recognizes the other's humanity. Participants of a peace process must be willing to show empathy towards one another, recognize differences as well as areas of common ground, and demonstrate willingness to build peace. To find sustainable solutions requires time and patience. One-off interventions very often do not work to address deeply rooted causes of conflict or to fully deal with complex issues.

Cooperation. Peacebuilding requires cooperation that reflects responsibility, accountability, and participation by diverse actors.

Social Infrastructure. The necessary platforms for supporting the process of change and long-term vision of peace are the social spaces, logistics mechanisms, and institutions of the community. And the foundations for peacebuilding include the people, their relationships, and the social spaces that they need for supporting the process of transforming division and violence to respect and interdependence, and their increased involvement in and responsibility for building peace. The platforms and foundations of peacebuilding are the social infrastructure that provides the basic support to enable people and peacebuilding processes to weather the immediate crises while patiently pursuing the slow, long-term desired change within a context of relationships.

What is social cohesion?

Social cohesion refers to the quality of bonds and dynamics that exist between the groups within a society. Groups can be distinguished in terms of regional, ethnic, or socio-cultural identities, religious and political beliefs, social class or economic sector, or on the basis of characteristics such as gender and age. The strengthening of social cohesion at the vertical (relations between the state and citizens) and horizontal levels (intra- and inter-group relations) is one of the key results that emerge from effective peacebuilding interventions. This idea of social cohesion will be unpacked in later sections of this Toolkit.



Reconciliation

Reconciliation is the long-term process by which the parties to a violent dispute build trust, learn to live cooperatively, and create a stable peace. It can happen at the individual level, the community level, and the national level.

Part IV: The Non- Violent Toolkit

This part summarizes the research findings from the FGDs and KIIs held in Hatcliffe and Hopley highlighting the root causes of violence/ conflict and the forms of violence that children and young people face in their communities. The research findings informed the practical Participatory Training sessions that will be utilised by CSOs to deliver trainings on non-violence and conflict management. The findings are grouped in themes as detailed below:

Table 1

Theme	Issues/ Root causes of violence/ conflicts	Recommendations
Laws and Policies	- Laws for protecting children are available but are not being implemented/enforced	- Enforcement of laws and monitoring - Improve working conditions for law enforcers - Regular review of laws to be up to date with emerging trends and contexts
Service Provision	-Service providers in place such as Government institutions, CSOs, religious and community structures to provide child protection services for children and young people are not coordinated, suffer from burn out Other challenges are brain drain of social workers to greener pastures; inadequate capacity both human, financial, and technical; poor remuneration of service providers; poor working conditions; high caseload ratio of 1:5000 for CCWs and children; 1:2000 for District social development workers and children. Weak referral systems and lack of social accountability mechanisms	- Need to improve conditions of service for service providers - Need for provision of adequate tools of trade - Regular capacitation of service providers

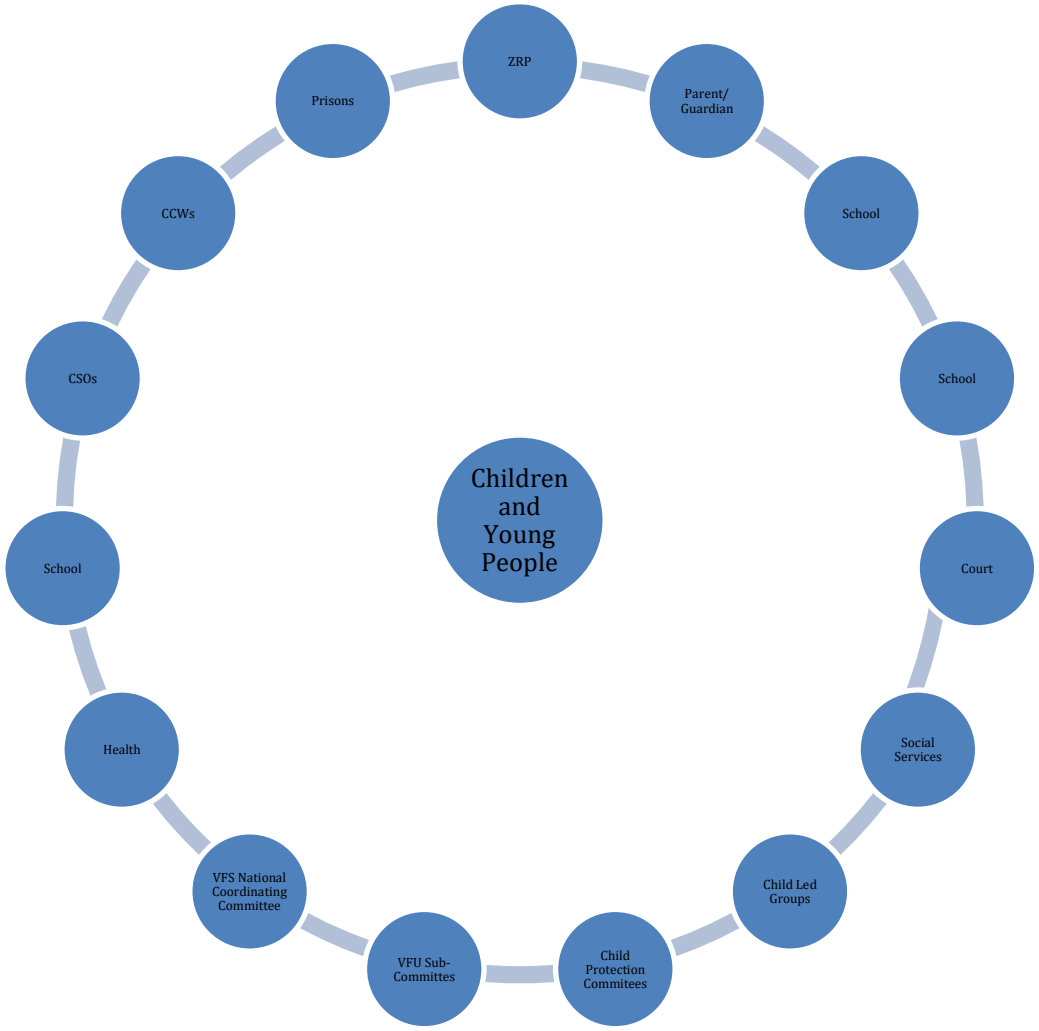
	Negative social norms like patriarchy, religious and cultural practices that undermine children and young people's participation in decision making processes to influence change of policies and practices that affect them such as violence. Lack of identity documentation by both children and parents resulting in children failing to write public exams and access other critical services.	- Improved coordination of the referral system and establishment of social accountability mechanisms in communities to hold the duty bearers to account for delivery of services
Family Breakdown	The family is the first line for child protection, safeguarding and guidance. – high unemployment resulting in low household incomes and livelihoods -Parents/ guardians failing to cope with support for the children and young people. -resulting in unbecoming behaviour like drug abuse and early sexual activities. - high incidences of child abuse in all its forms in the communities -disintegration of the extended family and social fabric resulting in poor guidance and protection -Children and young people forced to engage in informal trading activities that expose children and young people to further abuse and violence. Stepparents reported to beat, deny children food and shelter; and sexually exploiting children (stepfathers abusing step daughters & refusing to pay relevant school & health fees, resulting in children running away from both home and school and further exposing children to more violent situations.	- Church support systems - Government to provide social protection and safety nets - Pscho- social support - Stiff penalties to deter perpetrators of abuse - Compulsory and free education for children
Child Protection	- Increase in child abuse in all its forms - Sexual abuse, including child marriages reported as rife - High incidences of bullying and gangsterism in schools and communities, for example older pupils especially boys beating up younger pupils.	- Increased policing and disruption of 'bases' - Capacitation of school child protection committees

	- High incidences of 'sex and pool parties exposing children to sexual abuse and STIs and HIV - Poor concentration and performance in school - Increase in drug/ substance abuse - Increase in child headed families and teenage pregnancy	- Awareness raising among children on the dangers of drug abuse and violent behaviour - Pscho social support to affected children
Drug & Substance Abuse	- High drug and substance abuse in schools and communities - Drug 'bases' where children access drugs are dotted around the townships. The gangsters also operate from this base. - Girl sexual abuse is reported common at these bases as the young people participate in illegal sex competitions (sex parties) and "win prizes" for having sex with the highest number of boys/girls, exposing young girls to STIs/STDs and HIV. - Mental health challenges in children and young people involved in drugs are now showing signs of mental health challenges, PTSD, Depression, suicidal tendencies, retaliatory behaviour, wasting and premature death.	- Increased police patrons to drug 'bases' - Stiff penalties to drug and substance abusers - Awareness on dangers of drug and substance abuse
WASH	- Poor sanitation facilities - Fights at community water points - Girls wake up early to fetch for water exposing them to gangsters, drug, and sexual abusers	- Provision of adequate sanitation facilities in communities - Provision of household water supply schemes - Awareness on sexual abuse issues in communities

Health	- Poor health facilities and services - Harsh treatment of children and young people by the health workers - Children and young people reported being 'interrogated' by health workers for seeking services. - Lack of sanitary wear by young girls, resulting in improvisation with materials that are bad for their health.	- Improve health service delivery - Improve conditions of service for health workers - Provide free sanitary wear to young girls
Education	- Education system is compromised due to the issue of extra lessons - Children whose parents cannot pay for extra lessons are short changed and deprived of education - Conflict between teachers and parents as a result of extra lessons	- Need to strictly monitor schools and ban extra lessons in schools - Improve working conditions for teachers and support staff
Disability	- Community and school infrastructure/ buildings not disability friendly, for examples clinics, churches and classrooms are not fitted with ramps limiting children with disabilities access to building - Stigma and discrimination against PWDs are rife - Limited participation of children and young people with disabilities in community activities	- Construction of ramps at building to facilitate access for PWDs. - Increased awareness on the rights of PWDs to reduce stigma and discrimination - Inclusion of PWDs in community activities and decision-making processes

Nature of Conflicts in Consulted Communities

Diagram 1: The multi- sectoral network of service providers for children and young people survivors of Violence



Violence & Conflict Resolution Participatory Training sessions

NB. These Participatory Training sessions must split ages of children into two groups (13-17) and young people (18-25).

Guiding Principles

The Toolkit is steered by survivor centred and child sensitive guiding principles drawn from international legislation ratified by Zimbabwe, as well as national legislation, policy and practice. The principles of "do no harm" principle and "duty to respond or act" will be applied together with the guiding principles.

Participatory Training Plan

Depending on how many hours per week are available for training, you may decide to implement your peer mediation training program over an extended period of weekly meetings or an intensive multi-day training. The following is a plan for splitting up the Participatory Training sessions in this Toolkit over a period of fourteen weeks.

Participatory Training sessions:

Participatory Session One

Conflict is…

Purpose: To learn that conflict is a natural part of everyday life.
Length: 1 hour
Number of Participants: 10 or more
Materials: Notecards, Sticky staff, Markers, Flipchart, Notebooks
Before beginning, prepare 5 large sheets of flipchart paper with the headings of different conflict situations: Conflicts in the classroom/at school, Conflicts with siblings, Conflicts with friends, Conflicts in the community, Conflicts in the world
Split each paper into three columns: Description of the Conflict, how it was Handled and what are your alternative solutions

Procedure:
1. Hand out two notecards to each participant/child. Ask them what comes to mind when they hear the word conflict. Give children time to write or draw their responses on the notecards. (5 min).
2. Gather the notecards from the students and tape them to the walls of the classroom. Give the children time to walk around the room and look at the different associations of the word conflict. (5 min.)
3. Review the different word and image associations as a group. Discuss the fact that most people have negative associations with conflict. (Typical words include fight, war, hate, hit, push, argue, etc.) (10 min.)
4. Point out that conflict can be handled in positive ways. Hand out two additional notecards. Ask the students to try to think about two positive words or images that can be associated with conflict. (Typical responses might be: talking, listening, cooperating, sharing) Add these to the walls. (10 min.)

5. Split the children into five groups. Give each group a flipchart paper with one of the prepared headings on it. Ask the groups to think of examples of conflicts that occur in the setting they were given, the ways in which they were handled, and alternative ways that they could have been resolved. (15 min.)

6. Discuss the children's responses, and what happens when conflicts are handled positively. What are the possible outcomes when conflicts are handled positively?
(Possible outcomes include we become better friends; we feel respected; everyone's ideas are understood; good solutions are possible.) (15 min)

Handout

What is Conflict? - a fight, battle, or struggle, especially a prolonged struggle; strife, controversy; quarrel

- discord of action, feeling, or effect; antagonism or opposition, as of interests or principles Conflict occurs regularly in our daily lives.

Is it possible to say that conflict in and of itself is either "good" or "bad?"

The way that we handle conflict determines whether the outcome will be negative or positive. In this way, conflict is like fire- it can be useful for cooking or for creating warmth, and at the same time, if it gets out of control it can also be harmful and burn you or cause a lot of damage.

When we deal with conflict effectively, it is possible to see the positive aspects of it; we can learn a lot about ourselves and others from it, we can come up with creative ways to deal with problems, and we can even get closer to people through conflict.

When we deal with conflict ineffectively, it can escalate quickly and lead to physical and/or emotional violence.

Conflict is normal, natural, and necessary.

Despite the pervasive tendency to see conflict as negative, mediators and peacemakers see conflict as an opportunity for growth and development. It is important to learn how to deal with conflict and how to respond to it.

Participatory Training session Two

Dimensions of Conflict

Purpose: To introduce students to the five dimensions of conflict as a tool for conflict analysis.
Length: 1 hour 30 minutes
Number of Participants: 10 or more (minimum 5 groups of 2)
Materials:
Procedure:
1.Create five groups of students, with an equal number of students in each group.
2. Assign one "dimension of conflict" to each group and ask them to read and discuss their "dimension."
3. Allow enough time to make sure everyone understands the concepts and vocabulary in their dimension.
4. Ask each group to prepare a skit that demonstrates the concepts and vocabulary introduced in their dimension. The skit should apply the information introduced in the dimension to a conflict situation. Each dimension is complex, so students might want to choose just a portion of it to demonstrate.
5. Each group should present their skit to the entire class.
6. Following each presentation, the entire class should be invited to ask the presenters questions to clarify how one might recognize the dimension of conflict their presentation focused on. Variation: Ask students to write short stories about a conflict situation.

Participatory Training session Three

Peace is…

"Peace is that state in which, in any specific context, each individual fully exercises his or her responsibilities to ensure that all individuals fully enjoy all the rights accorded to any one individual in that context. Peace is that state in which every individual is able to survive and thrive without being hampered by conflict, prejudice, hatred, antagonism, or injustice.

Peace is not a static state of being, but rather a continual process of interaction based on a philosophy that espouses nonviolence, compassion, fairness, cooperation, respect, and tolerance. It is important to realize that peace is not the absence of conflict. When conflict occurs, as it inevitably will, it is recognized, managed, and resolved in ways that allow each individual to satisfy his or her basic needs" (Bodine, Crawford & Schrumpf, 1994).

Purpose: - To understand that peace means different things to different people.
To think about what peace means to me.
Length: 55 minutes
Number of Participants: 5 or more
Materials: Flipchart, Markers, Cut-outs of different coloured doves, tape.

Procedure

1.Hand out four or five doves to each of the participants. Ask them to write down their associations with the word peace. Ask them to think about how it makes them feel when they think about peace.

Ask them – What is peace?

What does peace look like? Smell like? Feel like? Sound like? Close your eyes and really envision peace – what do you see?
Participants can write words or phrases or entire sentences or even draw pictures.

2. Ask the participants to give examples of some of the phrases that we use when we talk about peace. Discuss the fact that all around the world people have difficulty in deciding what we mean by peace, because we are more attuned to what is NOT peace. We use the words ‘give me some peace’ to mean ‘stay quiet.' A ‘peace accord’ means we will stop fighting. When we try to define peace, we have a wide range of meanings, from children being quiet to countries not fighting. We can see that these ideas point to peace at all levels of society, from governmental and international levels to the community and personal relationships. Some refer to ‘internal’ peace and others to ‘external’ peace.

3. Introduce the participants to the following terms: Negative peace – the absence of war and the reduction of violent conflict Positive peace – the absence of war and violent conflict, but also the reduction or removal of factors that harm individual quality of life and cause conflict to happen.

Positive peace requires economic and social justice, elimination of poverty and discrimination, and a healthy ecology. Structural violence – not physical violence, but the less obvious violence caused by poverty, racism, sexism, and human rights abuses. When institutions or social systems give some people power while depriving others of their basic human rights, it can be said that structural violence exists.

4. Put sheets of flipchart paper with the following headings around the room: - Culture - Environment - Human Rights - Social/Economic Injustice - Physical Violence - Inner Peace

5. Ask the participants to tape their doves to the sheet that they feel is appropriate for the words or descriptions that they wrote down.

6. Hold a discussion and ask the following questions: How do we lose peace? What effect does it have on others when we lose peace? What effect does it have on others when we stay peaceful? In what way does prosperity translate as peace? Is your classroom, community, country – in a state of negative or positive peace? Are there examples of structural violence in your school, community, country or elsewhere in the world? What actions can be taken to address this structural violence? We often do not understand how our actions create a lack of peace. Although we may feel we cannot change the actions of others, the internal factors identified above such as happiness, confidence and prosperity are the beginnings of peace, and if we use them wisely then peace can grow. Make the connection to peer-mediation and how we are going to learn skills that will help us become more effective peacemakers. (Adapted from Verdiani, 2005

Participatory Training session Four

What's My Response to Conflict?

Purpose: To examine one's typical responses to conflict
Length: 45 minutes
Number of Participants: 5 or more
Materials: "How I Respond to Conflict" worksheet, Writing Utensils

Procedure

1. Explain that when we conflict with another person, we have certain typical responses. These responses may vary depending on who the other person is and what the situation is. (5 min.)
2. Invite the students to share examples of conflict they have had recently with a brother, sister, or friend. How did they respond? As for examples of conflicts with adults. What were their responses in these conflicts? (10 min.)
3. Refer the students to the "How I Respond to Conflict" worksheet and have them complete it according to the instructions. (5-10 min.)
4. Divide the students into small groups and ask them to discuss the responses they use most often. Have each group share their conclusions with the class as a whole. (10 min.)
5. Discuss which responses help students get their basic needs met and which do not. The following questions may help: (10 min.) Does avoiding or ignoring a friend you are mad at help you get your belonging met? Why? Does letting an adult decide who is right help you get your power or freedom needs met? Why? Does talking and finding ways to agree help you? How?

Handout

How I Respond to Conflict

Check the boxes that show the responses that are most typical for you when you are in a conflict with another person. Then circle the three responses you normally make first in a conflict.

Yell or threaten the person	Often	Sometimes	Never
Avoid or ignore the person			
Change the subject			
Try to understand the other side			
Complain to an adult			
Call the other person names			
Let the other person have his or her way			
Try to reach a compromise			
Talk to find ways to agree			
Let an adult decide who is right			
Apologize			
Hit or push back			
Make it into a joke			

Participatory Training session Five

Conflict Outcomes

Purpose: - To explore the benefits of cooperation rather than competition.
To introduce the concepts of win-lose, lose-lose, and win-win.
Length: 15 minutes
Number of Participants: 5 or more
Materials: Bag of Candy/sweets

Procedure

1. Participants form pairs and stand across from each other at arms-length. Instruct the participants to grasp each other's hands as if they were shaking hands.
2. Tell the participants that they have 30 seconds to play this game. The instructions are as follows: The point of the game is to get as many points as possible. You get one point every time you successfully make the back of your partner's hand touch your own hip. Each time this happens, you will receive a piece of candy. Make sure to record your score for the final payout. (The demonstration makes it clear how to score a point. The instructions are relatively unclear on purpose because the participants usually use their first or automatic instinct when asked to make their partner's hand touch them, which is usually to try and pull it towards them using force. Some participants will realize that if they work together, they can make their hands swing back and forth, each time touching their partner's hip and scoring a lot more points.)
3. Give the participants 30 seconds.
Ask the participants to tell you how many points they got.
4. Discussion: cooperation and competition. How did the participants who managed to get a lot of points play the game? (Ask them to demonstrate). How did the participants who didn't get a lot of points play the game? (Ask them to demonstrate). Discuss our tendency to think in terms of competition automatically, instead of thinking in terms of mutual gain.
5. Reintroduce the terms "win-lose," "lose-lose," and "win-win." Ask the participants what kind of outcome we are trying to achieve when we mediate? (Win-win).
6. Give everyone candy! (Total activity: 15 minutes)

Participatory Training session Six

Basic Needs

Purpose: To learn about basic needs and to understand that most conflicts between people involve the attempt to meet basic needs.
Length: 1 hour 45 minutes
Number of Participants: 5 or more
Materials: "Basic Needs" page, "How I Meet My Basic Needs" worksheet, Writing utensils

Procedure

1. Refer students to the "Basic Needs" page. Discuss the idea that although we all share the same basic needs, the things each of us chooses to do to meet these needs is different. (10 minutes)
2. Ask the students to think of examples of people trying to meet the same need in different ways. (For example, everyone has the need for recognition. Tendai gets this need met by developing her music skills while Chipo gets this need met by being active in the student council.) (10 minutes)
3. Refer students to the "How I Meet my Basic Needs" form. Give students time to record some of the things they do to get their basic needs met. (10 minutes)
4. In small groups, have the students discuss the examples they recorded and compare how they are alike and how they are different. (15 minutes)
5. Return to the idea that basic needs are often the origin of conflict. Ask the students to provide examples in which basic needs are at the root of a conflict. For example, James might be upset because his friends are going to a party he was not invited to – he is not getting his need for belonging met. (10 minutes)
6. Have each one of the small groups deal specifically with one need. Ask the students to think of and discuss examples of conflicts they have personally experienced because their basic needs were not being met. Ask the students to list constructive ways for achieving the specific need they are discussing and to list destructive ways for achieving the specific need they are discussing. (20 minutes)
7. Each group will report back to the larger group and the larger group will have a discussion. (20 minutes).
8. Summarize that being aware of our basic needs helps identify unmet needs as the origin of a conflict. When we understand the origin of conflict, we have a better chance of resolving it. (10 minutes).

Handout

BASIC NEEDS

Safety/Security- The need for structure, stability, predictability and the freedom from fear and anxiety.

Belonging/love- The need to be accepted by others and to have strong personal ties with family, friends, and identity groups.

Recognition - the need to be recognized by oneself and others as strong, competent, and capable. It also includes the need to know that one has some effect on her/his environment. Personal fulfilment - the need to reach one's potential in all areas of life.

Identity – the need to have a sense of self in relation to the world and to have others recognize this as legitimate.

Freedom – the need to exercise choice in all aspects of one's life.

Justice – the need for fairness and just division of resources.

Fun – the to enjoy life, pursue enjoyment and recreation.

Handout

How I Meet My Basic Needs Instructions:

Write some of the things you do to meet your basic needs.

Safety/Security

_____

_____

_____

Belonging/love

_____

_____

_____

Recognition

_____

_____

_____

Personal fulfilment

_____

_____

_____

Identity

_____

_____

_____

Freedom

_____

_____

_____

Justice

_____

_____

_____

Fun

_____

_____ _____

Participatory Training session Seven

Enough is Not Enough

Purpose: To learn that conflicts can be caused by limited resources as well as by basic needs not being met.
Length: 40 minutes
Number of Participants: 5 or more
Materials: Flipchart, Markers

Procedure

1. Explain that limited resources may appear to be the cause of some conflicts. Make a list on the flip chart paper of different kinds of limited resources that might cause conflict. (For example: time, money, property). (10 minutes)
2. Ask students to think of situations where conflicts resulted from not having enough of something – for example, not enough pieces of pie or slices of pizza, not enough time with an adult or a friend, or not enough sports equipment to play a game.
3. Discuss how these conflicts usually get resolved: Does an adult decide? Does the older person get what he or she wants? (Culturally appropriate?) Is there a compromise? Do the people involved decide on a fair way to share? (Steps 2 and 3 together 15 minutes)
4. Ask the students to think about which basic needs were not getting met in these situations. 5. Summarize by discussing the relationship between limited resources and basic needs. (Steps 4 and 5 together 15 minutes

Participatory Training session Eight

Different Values

Purpose: To learn that conflicts are caused by different values as well as by basic needs not getting met.
Length: 50 minutes
Number of Participants: 4 or more
Materials: Values Cards

Procedure

1. Explain that another common cause of many conflicts has to do with values. Very often, our behaviour, what we say and what we do, is influenced by our values. But what are "values?" Ask the participants to try and define what values are. Elicit that values are the ideas that we think are important, that determine what we find acceptable or not, "good" or "bad," and that influence our perceptions of morality, beauty, justice, and fair play. Values underlie our decision-making processes and our methods of reaching our goals. How committed we are to certain values indicate how core that value is to our personality and how difficult it will be to resolve a conflict involving that value.
2. Ask the participants - How do we express our values? (Preferences, opinions, beliefs, principles). What factors influence how we form our values? (culture, personal experience). (Steps 1 and 2, 10 minutes).
3. Refer the participants to the "value cards." Ask the participants to each pick the five cards that represent their deepest held values. (5-10 minutes).
4. Ask the participants to turn to their neighbour (so that they are in pairs) and to compare and discuss the values that they chose. Ask them to explain why they chose the values that they did. If there are values that both participants chose, one of them must agree to choose another value in its place (for example, if both participants chose the value "loyalty," one of them must choose another value in its place so that only one remains with the value loyalty in their top five). (10 minutes).
5. Ask the participants to form groups of 4 and to repeat this process. Each value may only be claimed by one participant. (10 minutes).
6. Discussion: (10 minutes) How did you choose the values that you did? Was there a lot of overlap in the values that the people in your group chose? How did it feel to have to "give up" one or more of your most deeply held values? What was the process of negotiating over your values like? Were there certain values that clashed with each other? How might this surface during conflicts that we are mediating? Is it possible to force someone to give up their values?

Handout

Values Cards

LIFE	**COMPASSION**
FREEDOM	**DEDICATION**
ACCOUNTABILITY	**WORK**
CREATIVITY	**RELIGION**
HUMOR	**COOPERATION**
TRUSTWORTHINESS	**ADVANCEMENT**
LOYALTY	**WEALTH**
RECOGNITION	**PATIENCE**
SPIRITUALITY	**BEAUTY**
MORALITY	**RESPONSIBILITY**
SUCCESS	**RESPECT**
EMPATHY	**INTEGRITY**
HONESTY	**JUSTICE**
LOVE	**HEALTH**
EMPATHY	**FAITH**
INDEPENDENCE	**EQUALITY**
HELPFULNESS	**KNOWLEDGE**
POWER	**WISDOM**
LOVE	

Participatory Session Nine

Becoming a Mediator

Session Objectives

- To understand the role of a mediator in resolving disputes.
- To identify the basic skills and processes used by effective mediators.
- To develop basic mediation skills and implement processes

Session Duration

Session will last for one hour twenty minutes (1h 20m)

Target people and No of Participants

The session will target a maximum number of 30 participants which will include children and young adults between the ages of 13 to 25.
Participants will also include community groups such as Community Care workers, Child led groups, department of social welfare

Inputs/Materials

The Mediation Process Handout

Procedure

Introduction

1. Hand out a large index card to each student. On one side of the card, have students write “strategies,” on the other side, have them write, “skills.”
2.Ask students to think about a situation in their lives when two people or groups were having a disagreement, and they tried to help solve it. For example, perhaps they tried to resolve an argument between friends on what movie to watch, between siblings about who would get to ride in the front seat of the car, or young children crying over sharing a toy. If they can’t think of a time when they did this, they can recall a time when someone else tried to resolve a disagreement. Have them recall:

- What did you do to help resolve the conflict?
- What was the result?

3. Under strategies, instruct the participants to write actions they took to help resolve the conflict. For example, did they ask each side questions about what they wanted? Did they try to come up with a solution for them? Did they help them brainstorm possible options to resolve the disagreement?

4. Under skills, ask what skills they utilized to help solve the conflict. Remind them of the previous skills they practiced in prior lessons as options: nonverbal communication, active listening, problem solving, and negotiation.

5. Create two columns on the board with strategies on one side and skills on the other, divided by a vertical line, and ask students to share their answers. Record the strategies and skills on the board.

6. Tell students that in this lesson, they will explore what it takes to be an effective mediator, and that many of the strategies and skills they have identified apply not only at the interpersonal level but also in managing conflict at the national and international levels.

What Is Mediation

1. Ask students what they think the definition of mediation is.
List answers on the board. Write the definition on the board (from SDG Peace Terms) and have a student read it aloud. Mediation is a mode of negotiation in which a mutually acceptable third party helps the parties to a conflict find a solution that they cannot find by themselves.
2. Ask if anyone has any questions about the definition. Clarify elements of the definition. For example, third party refers to someone who is not a party to the conflict or is outside of the conflict.
3. Note that mediators try to be impartial but being impartial does not mean you do not have an opinion. Everyone has an opinion. The mediator, however, is not supposed to share their opinion or impose judgment on the situation, to allow equal access to the mediation process, and to ensure that the parties come to an agreement that is their own. Most mediations are voluntary, meaning everyone, including the mediator, can leave the process at any time. In interpersonal settings, mediation is confidential
but in international settings this is not always the case.

MEDIATING CONFLICT

- How is mediation different from negotiation? (Emphasize that negotiation involves two parties in direct conversation with each other to come to an agreement, whereas mediation is led by a third party, helping the disputants understand the conflict issues and negotiate solutions to their conflict).

- Review the list of skills and strategies from the beginning of the lesson. Are there any strategies that might not be appropriate for the role of the mediator? Why not? For example, solving the problem for the two sides, instead of letting them come to their own conclusions. Draw a line through those strategies that are inappropriate for mediation.

- Are there any skills or strategies you would like to add to the list? For example, under skills: maintaining impartiality, facilitating dialogue. The participants will learn more strategies as they review the basic mediation process later in the lesson.
- When would mediation be an appropriate and effective way to resolve conflicts between people?

Role-Plays

1. Divide the class into groups of three or four. Instruct each group to identify a mediator (or two co-mediators if it is a group of four), and two parties to the conflict. If moveable seating is available, instruct them to set up three chairs in the shape of a triangle, the two parties in conflict sitting side by side facing the mediator. Distribute roles to each group

2. Have students meet in like role groups (all mediators together, all Parties 1 together, and all Parties 2 together) and spend 10 minutes preparing for the mediation. Distribute the Mediator's Instructions Worksheet to the mediators. They should use this during the mediation. They can use the Mediation Process Handout to prepare for the mediation. Distribute the Role Preparation for Disputants Worksheet to Parties 1 and 2 to complete in their role groups.

Note: There are different types of interests: substantive, e.g., land; procedural, e.g., justice or process for repatriation; relationship, e.g., trust; and emotional, e.g., acknowledgement of grievances. Students do not need to identify the types of interests, but it can be useful for the instructor to identify the type in helping students tease out the Interests.

3. Have students return to their mediation triads/quads and give them 20 minutes for the mediation.

4. After the groups have acted out the role-play, have students share responses to the following questions in their groups. You can write the discussion points on the board as a guide. A. Mediator: What do you believe you did well in the mediation? Do you have any questions for the parties? What did you find the most challenging or difficult? What would you do differently next time?

b. Parties: Share with the mediator what he/she did that worked well. Be specific by referring to behaviors, words, body language. How did the mediator manage the process? What would you have done or tried differently? What do you think might have been more effective?

5. Lead a group discussion:

- What was the result of your mediation? Did you have a chance to come up with any solutions? If not, what do you think they could have been?
- What were some positions, interests, and topics that you identified?
- What was easy about being a mediator?
- What was challenging about being a mediator?
- For the parties to the conflict, what was it like having someone mediate your dispute?
- What skills do you think you already have that are useful as a mediator? What skills do you feel you need to work on?
- How can developing mediation skills help you in being everyday peacebuilders?
- How might the mediation be more challenging if the conflict were international and involved warring parties? What obstacles might the mediator have to overcome.

Handout

THE MEDIATION PROCESS

Below is the basic five-step process for a formal mediation process, though elements of these steps could be used to informally mediate disputes.

Orientation

The mediator explains the mediation process and establishes trust and mutual understanding with the parties.

- Explain the 5 steps of the mediation process to the parties.
- Establish ground rules (for example, no yelling, cursing, or physical contact, one person talks at a time).
- Begin the dialogue session.

“I’m going to take a moment to explain the mediation process and my role in it to make sure everyone understands the process.”

1. I am impartial in this process. My job is to listen, ask questions, and clarify what is important. In this case, I won’t give advice, decide who’s right or wrong, or take sides. As a mediator in this process, I maintain confidentiality, except in cases of abuse or threats of violence. This mediation is voluntary. We are all here of our free will and can end the process at any time.

2. I will explain the process (what I’m doing now).
3. You will both tell me about the conflict, and I will ask questions for clarification.
4. We will define success by developing some criteria against which we can evaluate possible solutions.
5. You will all look for creative solutions.
6. You will evaluate the various solutions to see which meet the criteria we have defined.
7. When you find areas of agreement, we can write them down and everyone can sign it if you like and get a copy.

1. Exploring Interests (storytelling)

The mediator invites each party to take turns talking about the conflict in their own words (telling their story), asks questions for clarification, and paraphrases the feelings and issues the parties express to ensure understanding. The purpose here is to identify interests so parties feel heard. “At this point, I will ask you both to speak about issues that brought you to mediation. Then I will check to make sure I understand what everyone has said. I will then ask questions to get a better understanding of what you want to discuss in mediation. Who would like to begin?”

2. Defining Success (moving from negative statements to positive statements of interests)

The mediator should recognize the positions, acknowledge the emotions/grievances, and then reframe the interest. He/she reframes the parties’ statements, going from accusations or concerns to statements of interests. These interests can be used as criteria to evaluate different options. In this process, the role of the mediator is to find criteria that will lead to a compromise.

Example 1

Party: Would you want to play next to this garbage dump?
Mediator: It sounds like you are worried about your safety.
Criteria: Any solution to this problem must provide for your safety.

Example 2

Party 1 to Party 2: This is a waste of my time. You decided what you were going to do before you even got here.
Mediator: It sounds like you want to make sure that when we ask for your input and you give it, you can actually influence the outcome.
Criteria: The process to negotiate a solution must include all voices. The agreement must reflect input from all parties.

3. Developing Options (brainstorming)

Once issues have been identified and criteria for success have been established (in Example 1, any solution to this problem must provide for your safety), the mediator can help the parties brainstorm as many options as possible, encouraging creativity.
“Now we are moving into the problem-solving phase. While earlier you may have been focusing on the past, during the rest of the mediation we will focus on finding solutions for the future. Starting with the _____ issue, what are some things you could do to resolve this conflict? Be creative and think about things that you personally can do. I will write them all down. Please don’t critique or eliminate others’ ideas as you hear them. You will have a chance to evaluate them to search for agreement later.”

- Brainstorm and list possible solutions. Write them as an action possibility, using verbs and names. For example: Personal conflict: Samuel will start a part-time job. Intrastate conflict: The North and South will share power in the government.
- Encourage parties to reflect on solutions that will improve and define their future relationship. “You’ve both mentioned needing _____. What can you do together to achieve that? “Once all the possible solutions are written down, one topic at a time, ask parties to identify which of the solutions they can both agree to and circle it on the list.

4. Evaluating and Selecting Options

The mediator then seeks areas of common interest and helps parties negotiate which solutions they would be willing to accept. For example, for the topic of curfew: Josh will return home by 10 pm on weekdays. Mom will lend Josh the car on weekends to drive home in the evenings.

5. Agreement Testing and Writing

Once parties have identified areas of agreement, in this next phase, before writing a formal agreement for them to sign, the mediator makes sure the agreement areas are specific and realistic and satisfy some of the interests of all parties. It is important to remember, however, that most sustainable agreements will require compromise on all sides. “At this point, we’ll take the items you’ve agreed to and put them in writing for you to sign if you want.

Participatory Session Ten

Introduction to the mediation Process

1. Objectives

- To introduce the six stages of mediation.
- To ensure that children and young adults become familiar with the flow of the mediation process.

2. Session Duration

- The Session will last for 30 minutes to an hour.

3. Target people and No of Participants

- The session will target the age groups 13-17 and 18-25, it will also include members of the child protection committees, ZRP, CCWs as well as teachers

4. Inputs/Materials

- Flipchart, Peer Mediation Handout

5. Procedure

i). Educate the children and young adults about the actual process of mediation as a tool for resolving conflicts.

ii) Illustrate the six stages in the mediation process that will be taught. On the first sheet list the "Six Stages of Mediation" which are listed below.

a). Agree to Mediate
b). Storytelling and Gathering Points of View
c) Focus on Interests and Needs
d). Create Win-Win Solutions
e). Evaluate Options
f). Create an Agreement

iii) First stage, write the name of the first step of **mediation**: on the flip chart provided Agree to Mediate.

Ask the participants what they think happens during this stage of the mediation. Write down their responses. Make sure to elicit the following:

- Introductions (all participants in the mediation introduce themselves).
- Set the stage for the mediation and establish trust within the group
- Sets the ground-rules for the mediation.
- Provide the participants with the information of the mediation (length, how it works)

iv) Second stage, **Storytelling and Gathering Points of View.**

Repeat the process of asking the participants what they think happens during this stage and writing down their answers. Note down the following:

- Each participant has the opportunity to tell his or her side of the conflict.
- The mediator should make use of their active listening skills (empathizing, asking questions, summarizing, etc.)

v). The third stage to be illustrated to the participants is– Focus on Interests and Needs.

- This stage allows the mediators to uncover the interests and needs that lie beneath the stated positions.

As you explain and illustrate on the flip chart make sure that you draw a curved arrow on the Storytelling sheet and the other half on the Focus on Interests and Needs sheet to indicate that these stages are less linear and often merge and go back and forth.
Highlight that these two stages are usually the heart of the mediation process, and they require patience and skill.

vii) Stage: 4. **Create Win-Win Solutions.**
Ask your participants to recall the different kinds of results that are possible in conflict situations (Lose-Lose, Win- Lose, Win-Win), the goal of mediation is to help the parties reach a win-win solution, so that both of their needs are met. Make sure that the:

- parties will brainstorm possible solutions for the conflict, with the help of the mediators
- Outline that this stage is about creative problem-solving.

vii) Stage: 5. **Evaluate Options.**
Once the parties have brainstormed possible solutions, make sure to elicit:

- Mediators help participants to evaluate the different options.

Point out that this stage is more practical and pragmatic, but it also represents a turning point in the conflict; the parties are no longer working against each other but are instead working together to resolve the conflict.

viii) Lastly stage 6. **Reaching an Agreement.**

Ask the participants what an agreement is, what types there are (verbal, written) and what one would normally find in an agreement. Elicit the following:

- The names of the participants (who)
- What they agree to do or not do (what)
- The timeline (when)
- The place (where)
- Specific details about the implementation of the agreement (how).

6. Recommendations

Ask the participants what role the mediator should play during this stage and point out that as the problem belongs to the participants, the agreement must come from them and belong to them as well. Highlight that the agreement is a combination of ideas that were raised during the previous two stages and ultimately must be something that both sides can and do agree to Summarize by repeating the stages and reminding the participants that we will be learning more about each stage in depth.

Handout

A Successful Peer-Mediator: Handbook

- Is friendly.
- Wants to help others and cares about others resolving their conflicts.
- Shows no prejudice.
- Is impartial and does not take sides in the conflict.
- Is a good listener.
- Take in all the facts.
- Shows empathy.
- Knows when to be a leader.
- Helps each party to see the other's perspective.

A Peer-Mediator…

	IS	IS NOT
1.	A good listener	1. A disciplinarian
2.	A team player	2. A boss
3.	A fair person	3. A judge
4.	A helper	4. An advice giver
5.	Dependable	5. A gossip
6.	Trustworthy	6. Dishonest
7.	Compassionate	7. A therapist
8.	8.	
9.	9.	

Participatory Session Eleven

To be a Peer Mediator is to be a Leaders (Champions)

Purpose:

- To better understand the characteristics of a leader and to get a picture of the qualities that make up respected leaders.
- To put peer-mediation in a leadership context so that the participants begin to see themselves as leaders in their schools/communities.

Length: 45 minutes

Number of Participants: 4 or more, The participants can include CCW, CPC

Materials: flipchart, markers

Procedure

1. Firstly, ask the participants "If you could sit down for a cup of coffee with any leader from any period in history, man or woman, real or fictional, political, cultural, social, personal, spiritual, etc. Who would it be, and why?"

2. As the participants go around the circle, ask each one to elaborate on what it is exactly that makes the person they chose a leader: What qualities do/did they possess? What behavior do/did they exhibit? Were they chosen, or did they become leaders because of certain circumstances? As they answer, write down the key words and phrases that you hear on the flip chart/whiteboard.

3. Further questions for discussion:

- Are leaders born or moulded? Can the traits that we identified be learned and acquired, or does one have to be born with them? Can we all be leaders?
- How do you see yourselves as leaders? How can peer-mediators be meaningful leaders in your schools/communities?

Handout

Sample Script for Agree to Mediate

Tinashe (Mediator 1): "Hello. First of all, I want to welcome you both to this mediation today; thank you for coming.

Anesu (Mediator 2): "Welcome. My name is Anesu, and Tinashe and I are here today to help you resolve the conflict between you."

Tinashe: "What are your names, or how would you prefer that we address you?" Shamiso (Participant 1): "You can call me Shamiso."

Rutendo (Participant 2): "My name is Rutendo"

Tinashe: "Ok great, thanks. We'd like to explain a bit about how the mediation process works and what we'll be doing here today, and at the end if you have any questions, we'll be happy to answer them."

Tinashe: "First we'll hear each of you tell your side of the story of what happened or what it is that is bothering you. We'll ask some questions to make sure that we understand you and then give you some more time to explain how you see things and how you feel. We'll try and help you listen to each other and then we'll see if we can come up with ideas for how to resolve the conflict. At the end, if we come up with a solution that is everyone feels is fair and that everyone agrees to, we can sign an agreement (or shake on it)."

Anesu: "The mediation can take up to an hour and a half. If anyone needs a break during the mediation, we can take one. If we reach the end of the time that we have today and we still haven't reached a resolution, we can always set up another mediation this week. Sometimes these things can take time."

Tinashe: "It's important for us to make it clear that everything that you say here in this room stays between us. We won't tell our friends, our classmates, or our teachers about the things that you say here. The only exception is if someone is in danger of being hurt or hurting someone else – then we must tell an adult. But you can feel safe here to share your feelings or to talk about things that we understand are difficult to talk about. We promise that we will listen, and we won't share what you say with anyone."

Anesu: "It's also important for us to tell you that our job is to help you understand each other better and hopefully to be able to come up with a solution that works for both of you. We're not here to judge you, or to decide who is right and who is wrong. As mediators we promise to try our hardest to remain neutral. We know that both of you have your own perspective and feelings about what happened, and we respect that."
Tinashe: "That's about it. Does anyone have any questions about the process?"
Shamiso: "No, I understand."
Rutendo: "Not really."
Anesu: "Great. Who would like to start by telling their side of the story?"

Participatory Session Twelve

Understanding Communication

1. Session Objectives

To elaborate what communication is and why it is an important component of conflict resolution and mediation.

2. Session Duration

The session will last for 60 minutes.

3. Target people and No of Participants

The session will target 5 to 30 participants and will also include Community care workers, council officials and Child Protection Committees.

4. Inputs/Materials

Flipchart, markers, Communication Handout, Communication Inhibitors Handout

5. Procedures/Activities

- ❖ Read the Non-violent toolkit, Communication Handout, Communications Inhibitors handout
- ❖ Discuss: Questions for Discussion

i). Why is communication so important in conflict resolution and in the mediation process?
ii). What are some of the different ways that we communicate with each other?
iii). Who do you consider to be a good listener?
iv). What kinds of behaviours do they exhibit that make them good listeners?
v). What are some of the common "blocks" to effective communication?
vii). Think about yourself. What most commonly blocks your own ability to listen to others?
viii). Can you recognize any patterns in your own listening skills? What do you tend to do, or not to do, that either helps you communicate or inhibits your ability to do so effectively?
ix). Why is it so important that mediators become good active listeners and understand the dynamics of effective communication?

Handout

Communication: Handout

“People fail to get along because they fear each other; they fear each other because they don’t know each other; they don’t know each other because they have not communicated with each other.” – Martin Luther King, Jr.

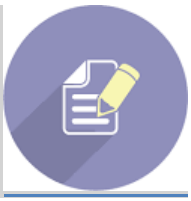
What is communication and why do we communicate with each other? The roots of the word communication point to action that is undertaken with the goal of sharing information or making something common to all those involved in the exchange of information. In other words, we could say that the goal of communication is to be understood, and to understand each other. This might sound like a simple task. How difficult can it be to engage in a process of exchanging information? Communication is very complex. Communication can be verbal and non-verbal, and it is influenced by a wide range of factors including age, gender, race, socio-economic status, education level, and physical constraints.

Have you ever tried to resolve a conflict with a person who is unable or unwilling to listen? Whether this individual is distracted, reacting out of anger or fear, busy proving that they are right, blaming others, daydreaming, or planning their next response, it can be quite frustrating!
Fortunately, most people have also had the good fortune of communicating with people who we consider to be good listeners.
The truth is that listening is hard work! The term 'active listening' refers to a set of skills that includes body language, listening, asking questions, and summarizing facts and feelings, and expressing empathy.
In order to be a skilled active listener, one must be available for and committed to effective communication – someone who is able to reduce internal and external distractions, avoid making assumptions, and refrain from making unnecessary remarks or giving unasked for advice.

Communication is most effective when people are able to exchange information accurately about facts and feelings, and poor communication occurs when people are not able to accurately understand the facts and/or feelings being shared with them. Poor communication is often what lies beneath misunderstandings which then become unnecessary conflicts. There are many possible reasons why people are unable to communicate effectively, and many factors can "block" our ability to be effective communicators. Some of the more common communication blocks include poor body language, poor listening, using "you" statements and "loaded" words, and an unwillingness or inability to acknowledge differing perspectives.

As mediators and peacemakers, it is important that we know how to be active listeners. In conflict situations, it is our job to ask clarifying questions, summarize facts and feelings, and make sure that the speaker feels that he/she has been given a chance to be heard. Conflicts can often be resolved through active listening because throughout the process of listening to each other and truly hearing each other one or both of the parties realize that the conflict is simply the result of a misunderstanding. In cases where there is a true disagreement and a clash of needs, values, or resources, people who have been given an opportunity to have their perspective heard are more likely to be committed to achieving a win-win solution and are better equipped to eventually reach one because they are also able to understand and empathize with the other party

HANDOUT



Communication Inhibitors

Here is a list of some of the things that we all tend to do that make it difficult to listen to others. Can you think of situations in which either you or the person you were talking to fell into each of these patterns?

Laughing at others
Interrupting
Criticizing
Changing the subject
Making false assumption
Joking around
Offering advice
Judging
Bringing up your own experiences
Distractions
Stereotyping

Participatory Session Thirteen:

ACTIVE LISTENING

i). Session Objectives

- To learn about active listening and the importance of active listening in mediation.
- To practice the components of active listening:
- Attending – Body Language
- Summarizing Facts and Acknowledging Feeling
- Asking Clarifying Questions

ii). Session Duration

Duration of session: 60 minutes

iii). Target and Number of Participants

The session will target Child led groups, other children and young adults aged 13-25 years, and Community Care Workers.

iv). Inputs/Materials

Flipcharts, markers, detailed story

v). Procedures/Activities

- Ask for three volunteers. Two of the volunteers leave the room, while one stays in the room with the rest of the participants.
- Tell the following story (or a similar story – with a lot of detail).

Two women were going to visit relatives in another community to the west of their own village. They both carried food for their relatives and one woman had her baby with her. As they were traveling, they received a message from their own village that the first woman's child was ill and needed to be taken to the hospital. They turned north and stopped in a nearby village where they left the food, and the second woman left her baby with some friends. Then they turned back to their own village. When they arrived, the child had a very high fever, so they took her quickly to the hospital. The mother wanted to stay with her child who was being treated, so the second woman went back to the village in the north. On the way she met an old man who was in need of help. She stopped to help him, giving him water, and supporting him in the village. When she arrived at the village, she found that all the food had been eaten by the villagers there and so she was angry. But her friends had looked after her baby, so she was grateful for that. Because as she no longer had any food to take to her relatives, she decided to go home. When she arrived home, her friend and the sick child were home, and the child was slowly getting better.

Ask one of the volunteers to return to the room. The person who heard the story now must repeat what he or she heard to the person who was outside and did not hear the story.

- Finally, ask the third person to enter the room. Now the second volunteer must repeat the story as she or he heard it.

v) **Questions for discussion:**

- Were any of the stories accurate?
- What changed in the retelling?
- Was anything left out in the story?
- Was what was left out important to the story?
- Was anything added to the story?
- Why do you think that this happened?
- Did events or characters change in the story?
- What does this tell us about the way that we listen?
- Is it enough to get 80 percent of the story, correct?
- Does this lead to misunderstandings and confusion?

vi). On the Body language: Ask the participants to give examples of body language that shows that we are listening

- Facial expressions
- Posture (leaning in)
- Eye contact
- Gestures (nodding)

And to give examples of body language that demonstrates that we are not listening:

- Looking away
- Arms crossed or body turned away
- Looking at other things (cellphone, computer)
- Tapping our legs

vii) In order to further clarify your point, ensure that the participants form two concentric circles with the inner circle facing out and the outer circle facing in so that each person is facing another person. The person sitting in the inner circle will start and have 5 minutes to talk while the person sitting in the outer circle practices their active listening skills. Ask the speaker to make sure and talk about how they feel/felt and not just describe the events.

viii) Bring the group together to discuss how it felt to listen and to be listened to.

Recommendations

Ensure that the group take turns to share the information.

HANDOUT

Clarifying Statements

Here are some examples of clarifying statements and questions to help you during mediations.

CLARIFYING STATEMENTS & QUESTIONS

1. What would you like to talk about?
2. Can you help me understand what you are trying to say?
3. Can you tell me a little more about that?
4. Can you tell us what's happening here?
5. What do you need or want?
6. I am trying to understand. When you say, what do you mean?
7. I am not sure I know what you mean by that.
8. How do you feel about what was just said?
9. What are your feelings about that right now?
10. You appear concerned about…….. Is that accurate?
11. You appear not sure of. Am I right in saying that?
12. You seem (happy, angry, scared etc.) about that. Am I reading how you feel correctly?
13. What are some of your ideas about?
14. Oh?... (followed by your interested silence and eye contact to invite more information).
15. What do you think might be behind that?
16. What are some of the ways that you have handled such situations before?
17. What are some of the ways that you might go about doing that? (about proposed solutions).
18. What could you do differently if this conflict happens again?
19. What are some of the things (ideas, feelings, events) that bother you most?
20. How is this different from what you expected?
21. How is this (situation, feeling, experience) like others you have had?
22. So you feel, but on the other hand I hear you saying.

23. This is what I hear you saying
24. It seems like you feel……..Am I close?
25. I wonder why that is so. Any thoughts?
26. What would you like to understand about this situation?
27. What are some other things or ideas that we might explore?
28. What would you find helpful right now?
29. What needs to change in order for you to feel better about this situation?
30. Is there anything that you could do to make this situation better?
31. What would you like to see happen?
32. Is there anything else that you would like to talk about?
33. Do you feel that this conflict has been resolved?
34. Can you give us an example please? More ideas

RESTATING & REPEATING IN YOUR WORDS WHAT YOU HEARD

1. I have the impression that you are feeling .
2. I think you are saying .
3. It seems as though you are saying .
4. I hear you saying .
5. Let me see if I understand what you are saying correctly. You are saying .
6. It seems as though you are feeling pretty .
7. It seems that you have been telling me that .
8. I get the impression that .
9. Let me see if I have this right. Some of the things that you have been saying are
10. Then the way you see it is .
11. You appear to be saying/feeling/wanting/hearing

Participatory Session Fourteen

THE “I’’ MESSAGES

1. Session Objectives

To practice formulating and using "I" messages.

2.Session Duration

1 hour and 30 minutes

3.Target & Number of Participants

6 or more

4.Inputs/Materials

Six sheets of flipchart paper, each with one of the following questions written at the top.

5.Procedures/Activities

- What would you say to someone who cuts in front of you in line?
- What would you say to someone who does not let you join in an activity on the schoolyard or in class?
- What would you say to someone who ignores you when you ask a question?
- What would you say to someone who makes a nasty comment about one of your family members?
- What would you say to someone who makes fun of something you are wearing?
- What would you say to someone who is spreading a rumor about you?

1.Explain that active listening is crucial to effective communication, but just as important is developing the skill of clearly telling the other person what you want that person to hear. Read the information on "I" messages together with the participants. (10 minutes)
2.Split the participants into 6 groups. Hand each group one of the sheets of paper. Instruct the group to appoint a recorder to write down all the responses the group can think of. (10 minutes)
3.Invite each group to share their work; post the completed sheets around the room. (15 minutes)
4.Discuss how in a conflict situation it is most effective to speak with the intent of stating your issues or the problem in a clear, direct way, which usually results in a receptive, constructive response. When speaking to be understood, we avoid name-calling, criticism, sarcasm and making demands.

5.Encourage the participants to examine the sheets posted around the room and to find statements that are good examples of speaking to be understood.
6.Explain that in conflict situations, instead of focusing on the motivations and intentions of the other person, it is better to speak about yourself. Instead of complaining about the other person, and using statements that begin with "you," such as "you make me so mad when you do that," describe the situation in terms of yourself by using statements that begin with "I."
7.Refer to the flipchart with the I statement formula:

- I feel (specific emotion) when you (specific behavior) because I need (specific need). Would you be willing to (specific request)?

Refer participants to the list of needs in their toolkit, as well as the list of emotions, which can be helpful when practicing this skill.
8. Find a few examples from the flipcharts that could be made better and ask the participants to revise them to communicate more clearly using 'I' statements. (10 minutes)
9.Explain that sending clear messages means that you speak for a purpose, which means that you think about what you want the other person to understand and what purpose the information will serve. It is important not to assume that the other person knows what you know or sees the problem the same way that you do. On the other hand, some information that we possess may not help in resolving the conflict and so is best left unsaid.
10.Finally, point out that it is important to speak with consideration for the listener. This means being sensitive to the other person. You want him or her to listen to you, so be aware of how he or she is acting while you speak. If the other person is not using attending behavior (active listening) find out why. Maybe you are talking too fast or too loud, or maybe you are too close or too far away. Maybe you are too friendly, or not friendly enough. If the person you are talking to is not attending, ask what you can do to make your message clearer.
11.Have the participants form groups of three. Tell participants they will use the six situations presented to practice sending clear messages. One will be the speaker, one will be the person who created the conflict, and the third will be an observer.

- Instruct the speaker to send a clear message to the person who created the conflict.
- Instruct the person who created the conflict to listen to the message without interrupting, and to practice his or her active listening skills.
- Instruct the observer to think about what we have learned about sending clear "I messages" and to tell the speaker how he or she did.

12.Have each participant take the role of speaker for two of the situations. After two situations, rotate the roles: each speaker becomes an observer, and each observer becomes a listener. After another two situations, the roles rotate again so that each participant has a chance to perform in each role for two situations. (15 minutes)

13.To summarize, ask the participants how it went, what was easy and what was difficult in sending clear messages and in listening to them. (15 minutes)

Processing questions:

- Did they manage to use "I statements" and to avoid blaming or criticizing the other person? Was it helpful?
- What was difficult about this exercise? What was easy?
- How is this skill related to being a peer mediator? How will it help us during mediation?

Participatory Session Fifteen

DEALING WITH EMOTIONS

i). Session Objectives

- To examine and understand the role that emotions play in conflicts.
- To learn concrete steps for dealing with difficult emotions such as anger.

ii). Session Duration

Duration of the session: 60 minutes

iii). Target & Number of Participants

6 or more

iv). Inputs/Materials

Handout "Dealing with Emotions,"

v). Procedures/Activities

- Provide the participants with the handout "Dealing with Emotions."
- Read the handout together with the participants.
- Discuss the role that emotions play in our day-to-day lives and how they surface during conflicts. Go over the steps for dealing with difficult emotions and talk about each one.
- Ask the participants to write/draw/talk about a specific experience they have had in which they were dealing with a difficult emotion, going through the steps one by one. They can use the feelings inventory handout to help identify the emotion they were feeling.

Steps to Dealing with Emotions

Everyone has emotions. The following steps are a helpful way to deal with emotions that you want to change:

1.Name the emotion: Go beyond simple descriptors like mad, sad, happy to think more deeply about what you are feeling and why.

2.Claim the emotion: Recognize that the emotion is your own. No one gave it to you, but it is yours and it represents how you feel. Even if the emotion isn't the best response to the situation, it is your response to the situation.

3.Tame the emotion: Take a step that works for you, such as taking 3 deep breaths or saying the alphabet to yourself silently to step away from the intensity of the feeling.

4.Reframe the emotion: Ask yourself under what conditions you've felt this same emotion in the past. What are the factors that typically lead up to this emotion?

5.Aim the emotion: Now that you better understand the emotion, ask what you're going to do to change it. Can you reframe your thinking so that those same conditions do not create this same emotion? Do you need to speak with someone else who is often involved when you feel this emotion? Create a plan and stick to it.

HANDOUT

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Participatory Session Sixteen

DEALING WITH EMOTIONS (PART II)

i). **Session Objectives**

To understand the importance of identifying and acknowledging our own and others' emotions, in particular difficult emotions such as anger and fear.
To identify some of our own emotional "triggers."
To formulate a plan for handling or dealing with our own triggers if they happen during mediation.

ii). **Session Duration**

Duration: 60 minutes

iii). **Target & Number of Participants**

5 or more, also including children, Young People, Community Care Workers, etc.

iv) **Procedures/Activities**

Tell the participants that we are going to spend some time talking and thinking about emotions. How we deal with our own and others' emotions and how we express our emotions can open us up or close us off from constructive communication and ultimately from effectively dealing with and transforming conflict.

First Activity: (15 minutes)

Ask the participants to name some positive emotions (joy, happiness, hope), and then some negative emotions (anger, fear, frustration, sadness). Refer the participants to the "feelings inventory."

Ask for 3 volunteers. Give the volunteers five minutes to come up with a story about conflict that involves many different emotions (preferably one that they have personally experienced). Ask the volunteers to act out the conflict scenario in front of the rest of the participants. Another possibility is to give each participant a feeling taken from the inventory and ask them to act it out with body language as well as verbal cues (without saying the name of the emotion).

4. Instruct the participants to try and identify as many emotions as possible while the volunteers act out the scenario and to write them down as they watch the role-play.
5. Ask the participants to share some of the emotions that they identified. Ask the volunteers whether the participants correctly identified the emotions they were trying to portray.

Second Activity: (40 minutes)

6. Now that we have practiced identifying emotions in general, we are going to discuss anger in particular. Often how we handle our own or others' anger determines whether a conflict is resolved successfully or escalates to a more serious level. It is important to realize that anger is a secondary emotion – if we look deeply, we almost always find that behind the anger there is fear.

7.Split the participants into groups of 3-4. Give each group a flipchart and have them sit in a circle.

8.Instruct the participants to generate a list of between eight and twenty situations in which they have experienced anger. List the situations in the form of phrases on the flipchart.

9.Direct the groups to return to the top of their lists and attempt as a group to identify fears that could underlie the anger in each situation. Keep in mind that each of the situations is real to a group member, and so we should be careful to be sensitive. After discussing possibilities, ask the owner of the situation what the underlying fear might be.

10.After several anger situations have been discussed, ask group members to look for common themes or fears that were experienced. Stress the idea that the first step in anger management is understanding your own fears and the fears of others.

11.Ask each group of 3-4 to join another group of 3-4 to discuss examples and trends that they have identified in the smaller group with each other. (Steps 1-11 – 20 minutes)

Processing Discussion in larger group: (20 minutes)

12. Invite the groups to rejoin the larger group. Introduce the term "emotional trigger." Ask the participants if they know or can guess what emotional triggers are.

13. Explain that an emotional trigger is a situation that creates a sudden rush of feelings. It can be anything that makes you upset very quickly ("pushes your buttons" or "ruffles your feathers")- but this sudden rush of feelings can often overtake you and leave you feeling emotionally hijacked. It might be a particular word that you don't like, a personality type that clashes with your personality type, or a smell that brings back memories of your childhood. Ask the participants if any of this sounds familiar.

14. Point out that when we are aware of our emotional triggers and can more easily identify them, it becomes easier for us to respond to them in a more positive way.

15. Ask the participants why they think it might be important to be aware of and recognize our own emotional triggers as mediators. Point out that if we are triggered during the mediation process, we may become distracted and unable to listen to the parties non- judgmentally.

Participatory Session Seventeen

Beware of your own triggers during mediation

Purpose: To reflect on situations in mediation that might make it difficult to remain neutral and how to deal with difficult emotions and other challenges during mediation.

Duration: 30 minutes

Number of Participants: 4 or more

Procedure: 1. Ask the participants why it is important to remain neutral in mediation. Elicit the following: to be trusted, to be fair, to be helpful…
2. Hold a discussion about how participants might respond in the following situations: -
If a disputant says something that the mediator knows is an obvious lie.
The mediator might say, “I’m still feeling confused or unclear about what you’re saying. Can you please say more about that?"
If a disputant says something mean and hurtful to the mediator (or to the other disputant) during a mediation.
The mediator could say, “When you say that I feel hurt. Perhaps we should take a break and cool down a bit so we can return to working on the issues."
If a disputant laughs inappropriately at what another disputant says. The mediator might say, "Do you remember that at the beginning of the mediation we all agreed to some ground rules, and we agreed to keep the mediation respectful?
When you respond that way, I feel concerned that we are not withholding our ground rules. Let's try to respect each other here."

Participatory Session Eighteen

IDENTIFYING POSITIONS INTERESTS AND NEEDS

Purpose: To understand the difference between interests and positions and to learn to identify interests.

Duration: 40 minutes

Number of Participants: 4 or more

Procedure:

1. Tell the participants "The Orange Story" The Orange Story A brother and sister are fighting over an orange. “I want this orange,” the boy yells. "Give me the orange,” the girl yells back. They argue back and forth until their mom comes over, takes the orange, cuts it in half and gives each child one of the halves. “There,” says Mom. “That should settle this fight. “But the children are still not happy!
2. Ask the participants why the children were not happy.
3. If no one guesses, tell the participants that the children are not happy because the boy needed all of the orange juice for something he was cooking, and the girl needed all of the orange peel for a project. Mom intervened but she did not try to find out what their real underlying needs were, so the problem wasn't resolved. (5 minutes)
4. Refer participants to the Positions, Interests and Needs Handout. Discuss the difference between positions and interests, and the importance of identifying the underlying need. (10 minutes)
5. Split the participants into groups of 4. Give each group the "Identifying Positions, Interests and Needs" handout (in toolkit).
6. Allow the participants to go through several of the situations and identify the positions, interests and needs. (10 minutes)
7. Call the participants back to the larger group and discuss their findings. Discussion questions (15 minutes) Was it easy/difficult to identify the positions, interests and needs of all of the parties? Is there always an interest and a need behind every stated position? Can we be absolutely sure that we know what someone else's interests and needs are? How can we make sure that we get it right? Is it helpful to be able to identify positions, interests and needs? Why? When will this be helpful to us as mediators?
8. Make the connection between this skill and the third step of mediation: "Focusing on Interests and Needs."

HANDOUT

Identifying Positions, Interests and Needs Worksheet

Positions are what people say they want in a conflict.

Interests refer to what people really want, and what motivates them. It is easier to find resolutions that meet people's interests and needs than those that line up with their positions. This is because people's interests are often more compatible than they assume, even when their stated positions are quite contrary. Interests tend to be more tangible than needs, which cannot be traded or compromised. For this reason, to really resolve a conflict, it is important to identify the underlying needs and to make sure that the resolution addresses them.

Situation	Positions	Interests	Needs
Anesu orders Nyari "Get away from the computer - it's my turn! You've had it for a long time. I need to get my assignment done! Nyari responds, "Too bad! I signed up for this time, and I'm playing my favorite game. I already finished my work." Anesu goes to tell the teacher.	Anesu Nyari:	Anesu Nyari:	Anesu Nyari:
Nomuhle is upset with John: "Stop putting me down or I won't ever speak to you again!" John shouts, "Big deal! I'm only trying to have a little fun! Lighten up – you never understand	Nomuhle: John:	Nomuhle: John:	Nomuhle: John:

when I'm just teasing!" Nomuhle stomps away.			
Kefasi is furious with Miriam. "How could you tell Kenzo that I like him? I told you that was a secret! I'm so humiliated!" Miriam responds, "I'm so sorry. I thought that he already knew. I wish I could take it back."	Kefasi Miriam	Kefasi Miriam	Kefasi Miriam
Boidhana and Emilia are arguing. Boidhana says, "You can't play with us! Girls are horrible football players." Emilia responds, "That is not fair! I am better than a lot of the boys on the field! I want to play!"	Boidhana Emilia	Boidhana Emilia	Boidhana Emilia
The teacher is disappointed in Karen. She says, "You didn't do your homework again?! Then you'll have to stay after school to finish it." Karen protests, "That's not fair! I didn't have time because I had to go to work! I can't stay today either. I will finish it tomorrow. "	Teacher: Karen:	Teacher: Karen:	Teacher: Karen:

Participatory Session Nineteen

BRAINSTORMING GUIDELINES

Purpose: To learn the basic guidelines for brainstorming.
To identify and enhance thinking skills that will improve conflict resolution processes.

Duration: 45 minutes

Number of Participants: 4 or more

Materials: Flipchart, markers,

Procedure

1. Explain that the fourth and fifth stages of the mediation process have to do with brainstorming possible solutions to the conflict and then evaluating them.
In order to practice at this stage, we will first learn the rules of brainstorming and then do some creativity exercises.
2. On a flipchart, post the following rules of brainstorming:
Listen to what others say
No criticism of ideas is allowed
Building on other ideas is allowed
All ideas are accepted
No justification of ideas is necessary (you do not have to explain your idea or why you think it is a good idea)
3. Explain that after the parties' brainstorm ideas for a possible solution, we will help them evaluate the ideas in order to pick the ones that are most suitable and that they both can agree to. When evaluating ideas, it is important to first rule out those that are completely unrealistic, totally impractical, and/or illegal. These can be marked with an X. Ideas that might work or can partially work if slightly changed or modified can be marked with a half check, half x. Ideas that both parties agree to can be marked with a check mark or circled. Again, the parties are responsible for their own agreement and the mediator's role is to facilitate this process by ensuring that the communication between them remains respectful and positive. It may be necessary to go back to a stage if the participants begin to fight again over unresolved issues.

The mediator should take every opportunity to point out when effective collaboration is happening and to point out where the places of mutual agreement are occurring. When the parties have finished evaluating all of the ideas, they will compile the acceptable solutions and finally turn them into an agreement.

First Activity: (10 minutes)

1. Explain that the goal of this activity is simply to get our creative juices flowing, in other words, the point is to be as inventive as possible.
2. Split participants into groups of 4 or 5, have each group assign one member as the recorder.
3. Groups are given the name of an object (paperclip, blanket, tent, toothbrush) and asked to write down as many uses for the object as they can brainstorm in two minutes.
4. When the time is up, groups are asked to stop and count the total number of brainstormed uses.
5. Bring the group back together and compare lists. Who came up with the most uses for different objects? What are the most creative uses? How did it feel to let your brain run free? Was it difficult to think of other uses for objects when we are used to thinking of them in a certain way?

Second Activity: (10 minutes)

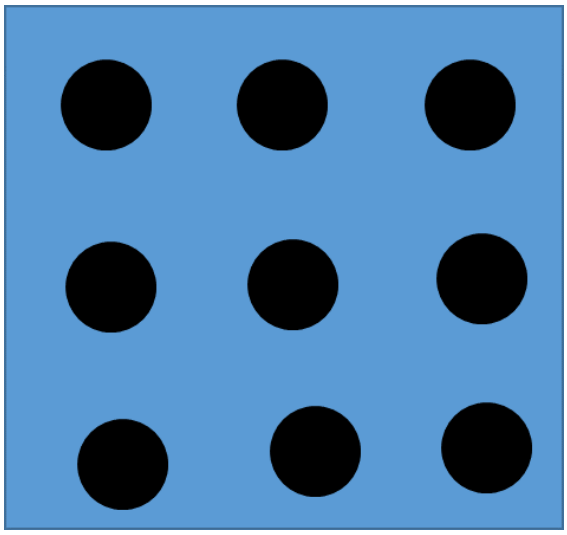
1. Distribute the "Nine Dots" handout to participants (they will need a hard surface for this exercise).
2. Direct participants to place the point of their pen on any dot and then attempt to connect all of the dots, using no more than four straight lines and without picking the pen up from the paper.
3. After a few minutes, invite someone who has discovered a way to accomplish the task to come forward and demonstrate the solution on chart paper. If no one has discovered a solution, invite participants to form partnerships to work on a solution together for a few minutes.
4. If no one discovers a solution, illustrate the answer.
5. Go over the exercise with the group, using the following process questions to enrich the discussion: If you had difficulty discovering the answer, what were the barriers that limited your exploration? If you discovered the answer, what thinking steps did you follow? How did you feel if others discovered a solution before you did? What does this exercise have to do with conflict resolution? (This exercise is a common way to illustrate linear thinking. It tests participants' ability to use lateral thinking to find a solution.)

Third Activity: (30 minutes)

1. Explain that we are going to practice the fourth and fifth stages of mediation by brainstorming solutions to a conflict and then evaluating the options. Explain that it can be helpful for the parties to the conflict to write down their proposed solutions on a whiteboard/chalkboard or pad of paper. (Ask the participants if they can think of reasons why this would be beneficial? – elicit that this is important because the two parties are collaborating or working together on solutions). The mediator's role is to explain how a brainstorm works (go over the rules of the brainstorm) and to tell the parties that they are going to have a chance now to think of different ways to possibly resolve their conflict, and then to observe while parties come up with their own solutions to the problem. Mediators should only intervene if absolutely necessary (This is something to discuss with the participants – most mediators believe that in order for the solution to fully belong to the parties, they must be the ones to come up with the suggestions, but sometimes it is helpful for peer-mediators to add their two cents. The participants can decide what is right for them).
2. Split the participants into groups of 4. Ask the participants to decide who the mediators are and who the parties to the conflict are (if there are 5 people in a group, one can be an observer).
3. Give each group a conflict scenario to work with, a pad of paper and markers/writing utensils.
4. Let the participants come up with various solutions for about 10 minutes.
5. Prompt the mediators to help the parties transition to evaluating the solutions that they have come up with. Remind them to use agreed upon symbols to evaluate solutions (x, check-x, and check or circle). When the parties have finished evaluating their solutions, congratulate them for doing such a great job! (10 minutes)
6. Bring the group back together to process the activity. (10 minutes) Discussion Questions: How did it go? What was easy/difficult about this stage of the mediation process for you (as mediators/as parties) Do you think that the mediators should suggest solutions, or do you think that the parties themselves should be the ones to come up with possible solutions for the conflict? Why or why not? What are the possible benefits of mediators making suggestions? What are the possible benefits of allowing the parties to come up with all of the solutions?

HANDOUT

Nine Dots Instructions: Place the point of your pen on any dot and attempt to connect all of the dots using no more than four straight lines and without picking the pen up from the paper.

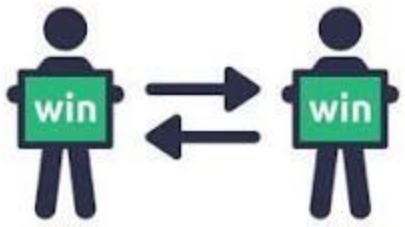


Handout "Miracle" Questions:

Questions to encourage parties during the brainstorming stage:
"What will happen if you don't solve this problem?"
"How many ways can you think of to solve this problem?"
"And you?"
"Wow! You've thought of many ways to resolve your problem. Which ones would be the best solutions for now?"
"What might happen if you choose A?"
"How about B?"
"Do you think C would work?"
Use these questions when you think that the disputants are not moving toward a solution.
What will happen if you don't solve the problem?
Can you restate what he/she just said?
Did you know how he/she felt?
Does knowing this make some difference to you?
How many possible solutions can you come up with?

Participatory Session twenty

CREATING WIN-WIN SOLUTIONS



Purpose: To demonstrate how to manage conflict by turning it into cooperation

Materials: A room without tables but with a chair for each participant, copies of each instruction (see below) for one third of the participants
Duration: 45 minutes
Number of Participants: Large group

Procedure

1. Give each participant one set of instructions (A, B, or C), distributing equal numbers of the three different instructions. Tell them not to show their instructions to other participants as this will defeat the purpose of the exercise.
2. A. Put all the chairs in a circle. You have 15 minutes to do this.
B. Put all the chairs near the door. You have 15 minutes to do this.
C. Put all the chairs near the window. You have 15 minutes to do this.
3. Tell the participants that they can start the exercise and to follow the instructions that they were given. Give the participants 15 minutes and see what happens.
4. Discussion: The instructions cannot be carried out unless people with identical instructions cooperate.
The sub-groups cannot carry out all of their instructions unless they cooperate.
There are several possible solutions:
Putting all of the chairs in a circle, between the door and the window
Consecutively putting all the chairs in a circle, then near the door, then near the window
Disobeying part of the instructions, by putting one third of the chairs in a circle, one third near the door and one third near the window
Reframing the situation by hanging two signs in the middle of the room – one that says "door" and one that says "window"
Disobeying the instructions entirely

Questions for Discussion: What did you experience while playing this game?
Did you feel that the chair you were sitting on was yours, to do with as you pleased? How did you relate to people who wanted something else?
Did you cooperate, persuade, argue, fight, or give in?
If you confronted others, how did you do this?
Did you follow the instructions?
Why did you interpret the instructions as you did?
Did you feel that the instructions must be carried out no matter the cost and to the exclusion of others?
In what way are your feelings about instructions influenced by your cultural background?
Did your culture influence the way that you behaved in this situation?
Can you relate what happened here to real life situations?
How is this exercise relevant to peer-mediation?

Checklist for a Good Resolution

1. Is the resolution specific enough?
Does it tell:
a. Who
b. What
c. When
d. Where
2. Is the resolution balanced? Do both students want to solve the problem?
3. Can both students really do what they promise?
4. Will the resolution solve the problem?
5. Will the resolution solve the problem for good? (It is OK to solve it just for today, too)

Handout

What's Fair?
Set 1 - Nyasha wants to play football with a group of boys at school, but they won't let her play because she is a girl. Is this fair to Nyasha?
- Benzo was caught looking at Neria's answers during a history test. Both Benzo and Neria were given a failing grade on the test. Is this fair to Benzo and Neria?
- Maria is 10 years old and likes to go to school. His family needs him to get a job to earn some money, because there are younger children to feed, so Maria does not get to finish primary school. Is this fair to Maria?
- Rachel comes to school without having done her homework; she didn't have time to finish it because she was helping her mother take care of her younger siblings. The teacher makes her stay indoors at break time to do it. Is this fair to Rachel?

Set 2 - Ashley lives in a region where ethnic tensions run very high, and violence is a frequent occurrence. It is dangerous to travel. He cannot go to the health clinic to get his immunization shots. Is this fair to Ashley?

- Kenzo doesn’t like school – he doesn't have a lot of friends and he doesn't get good grades. He wants to leave school
and find a job, but his parents say that he must graduate from high school. Is this fair to Kenzo?

- Ndaka's parents are originally from Malawi and at home the family speaks in Nyanja. Sometimes in school Ndaka speaks with her sister in Chewa. The teacher stops Ndaka when she is speaking with her sister and says she must speak Shona in school like everyone else. Is this fair to Ndaka?

- Kanukai tells a joke about a classmate that makes her friends laugh. The teacher tells Kanukai that she must stop, and that saying cruel things about people is not allowed in this school. Is this fair to Kanukaii?

Participatory Session Twenty-One

Creating an Agreement

Purpose: - To learn the components of a successful agreement and to practice helping disputants write a mediation agreement.
Length: 30 minutes
Number of Participants: 4 or more
Procedure:
1. Ask the participants to return to the groups that they were in for the Brainstorming and Evaluating options activity.
2. Tell them that they will now practice writing an agreement based on the mutually agreed upon solutions that they agreed on during the last activity.
3. Explain that a solid mediation agreement includes the following components (to be written on a flipchart): (10 minutes)
• Who – the names of the parties involved in the agreement, as well as any other relevant parties.
• What – a detailed description of what each party agrees to do or refrain from doing.
• When – the timeframe for the agreement; when specific actions will occur, how long the agreement will last or remain in effect, when it expires.
• Where – if specific locations are relevant to the agreement, they should also be included.
• How – if the specific behaviors or commitments of the parties require additional resources for their completion, these should be included in the agreement.
4. Ask the four members of the previous role-play activity to switch roles so that those who were the mediators are now the parties and those who were the parties are now the mediators.
5. Ask the mediators to assist the parties in writing an agreement using the agreed upon solutions and according to the components of a solid mediation agreement. (15 minutes)
6. Handouts

Participatory Session Twenty-Two

Developing an action plan for establishing a peer mediation program

1. Purpose

The participants will write a vision statement and a clear rationale for the peer-mediation program that they will be founding in their school/community.

- The participants will write an action plan with concrete steps to establish a peer-mediation program in their school/community.

Length: 1 hour

Number of Participants: Breakout groups of approximately 15, small groups by school

Materials: Handout

Procedure

First Activity (30 minutes)

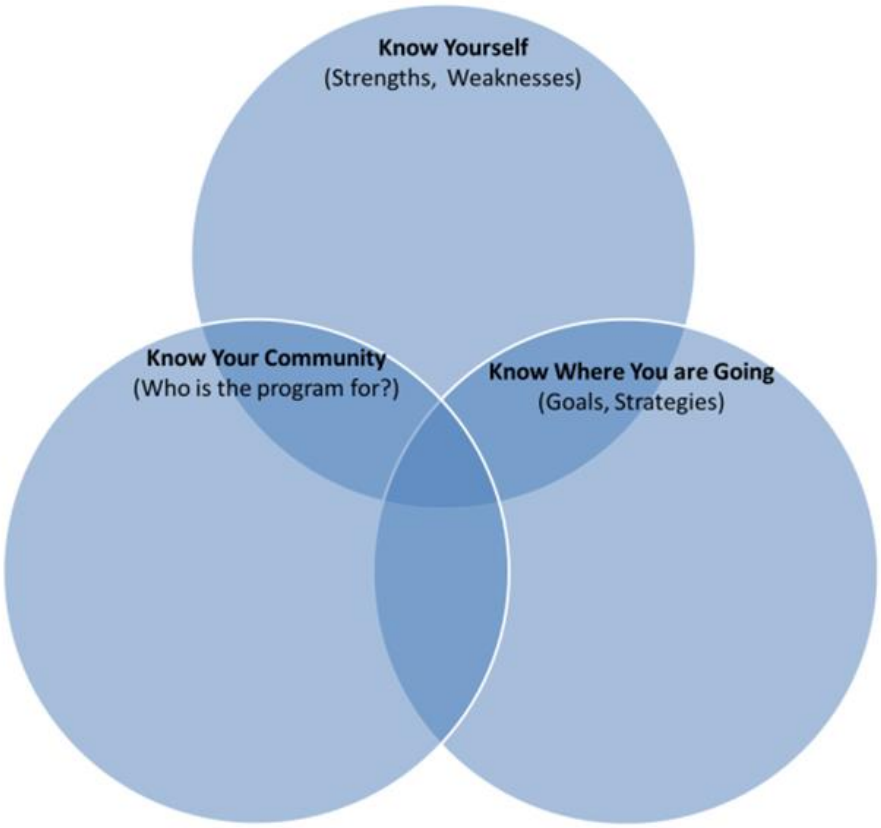
1. Each participant will have 3 minutes to write a statement to answer the question, "What is the purpose of the peer-mediation program at my school/in my community"? Request that the participants do not put their names on the pieces of paper and that they write legibly.
2. Each participant will pass the statement to the person sitting on their right. That person will underline the passages or words that seem significant to them and then pass the paper to the next person. Continue to pass and underline until everyone gets their own statement back. It is acceptable to have multiple underlines under key phrases.
3. A recorder will then write all of the underlined statements on a piece of flipchart paper so everyone can read them.
4. As a team, use the statements listed above (the three to five most underlined) to draft a mission statement that participants can agree upon. a. Use the five-finger voting technique to confirm that the statement is one that the team agrees with and will support: 5 = I love it, 4 = I like it, 3 = I'm neutral, 2 = I don't like it, 1 = I hate it. If all participants vote with 3, 4 or 5 fingers the statement is one everyone can live with. If anyone doesn't like it or hates it, rework the statement until all are comfortable voting a 3, 4 or 5.
5. On chart paper separated into three columns – put an eye in one column, an ear in the second column and a heart in the third column. The team will list concrete behaviors under the three columns, for what it Looks Like, Sounds Like, and Feels Like in their school/community when everyone understands and is working toward the mission. Ensure that all participants are contributing to the discussion so that all perspectives are represented.

Second Activity (30 minutes)

1. Explain that after considering personal strengths and weaknesses, who the program is for, and goals and possible strategies, drafted the mission statement for our program and envisioned what it will look like, sound like, and feel like when working towards accomplishing this mission, we are going to move on to the concrete planning stage.
2. Participants will work in small groups with the other participants from their school/community/region. Each group should be given a copy of handout 10 and will have 25 minutes to complete.
3. Close the session by mentioning that this action plan can serve as a blueprint for the implementation of the peer-mediation programs the participants will be pioneering in their schools and communities. Although participants might not finish planning all of the details today, they are leaving with a good working start with concrete steps that they will take to begin peer mediation programs in their schools.

Handout

Program Planning Tool



Handout

Action Plan Names of Group Members_____
Goal_____

Step	Action	Who will do it	When	Resources we need (things and people)	How we'll know the action was successful
1					
2					
3					

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Zimbabwean Domestic legal instruments and Policies

Constitution of Zimbabwe Amendment (No. 20) Act, 2013
Children's Act [Zimbabwe], Chapter 5:06 Act 14 of 2006.
Marriage Act [Zimbabwe], Chapter 5:11 Act 22 of 2001.
Domestic Violence Act [Zimbabwe], Chapter 5:16 Act 24 of 2006.
Criminal Law (Codification and Reform), Act 23 of 2004.
National Gender Policy.
National Plan of Action on ending child marriages.

Regional and International Legislation

Convention on the Rights of the Child.
International Covenant on Economic, Social and Cultural Rights.
International Convention on the Elimination of Racial Discrimination.
Universal Declaration on Human Rights.
African Charter on Human and Peoples Rights.
African Charter on the Rights and Welfare of the Child.
Convention on the Elimination of All Forms of Discrimination Against Women.
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UN General Assembly, International Covenant on Civil and Political Rights.
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UN General Assembly, Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages, 7 November 1962
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