



EDUCARE PEACEBUILDING MANUAL



Strengthening Women's Rights and Participation in Peacebuilding



United Nations
Peacebuilding
Peacebuilding Fund

EDUcare
LIBERIA

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Acknowledgement

Abbreviations and Acronyms

| | |
|--------------|---------------------------------------|
| FDA | Forestry Development Agency |
| EPA | Environmental Protection Agency |
| NBC | National Bureau of Concessions |
| PVSLA | Peace Village Saving Loan Association |
| EWER | Early Warning Early Response |
| MOL | Ministry of Labor |
| CPDs | Community Peace Development structure |

Introduction to Training

Overview

This introduction will boost the trainer and participants and will set up the groundwork for making the training a good and productive experience for everyone involved.



What will you learn?

By the end of this lesson, participants will be able to:

- I. Introduce themselves and say one thing they are good at or one thing that they love doing
- II. Set Ground Rules to guide their classes

Summary

| Duration | Content | Method | Page |
|------------|---------------------------|-----------------------------|------|
| 45 minutes | Opening and Introductions | Self-introduction | 4 |
| 15 minutes | Information | Talk, Questions & Answers | 5 |
| 30 minutes | Ground Rules | Brainstorming(come up with) | 5 |

| Materials | Planning (Flipchart titled) |
|------------------------------|---|
| Sheets of flipchart papers | “we commit ourselves to working together to ensure peace in our communities” |
| Markers, pens and paper tape | “Ground-Rules” |

Opening and Introductions

| | |
|------------------|--|
| Introduce | yourself as their trainer/colleague to the class, taking into consideration using simple way you can be called, keep your introduction short and simple. |
| Say | you are very happy/excited to meet all of them |
| Explain | to the women that they will take some time to get to know each other before starting to talk about peace business. |
| Arrange | the participants in a circle. |
| Start | by saying we will be introducing ourselves in a fun way |
| Explain | that every participant present will call their names, where they live, what they are good at doing or what they love doing. |
| Ask | them if they enjoyed the activity and if they can remember the names of any person they are meeting for the first time |
| Explain | to the women the objectives of the project (see overview of project above) |
| Allow | questions and answers from the women |

Say in order to succeed at this we must work together
Show the women the picture below



Tell the women to put their hands together on top of each other as seen in the picture above.

Have the women say out loud, “***we commit ourselves to working together to ensure peace in our communities***”!

Thank the participants, and inform them that we have just committed ourselves to this training and the work we are to be doing here after, have them return to their seats.

Information

Have someone who is well informed explain the administrative and logistics supports that will be available for the trainers and participants during the training. These might include:

- Toilet and water facilities (if any)
- Details on attendance requirements and daily stipends if any (ensure clarity from NGO);
- How long the training will last for;
- The timetable of the training: per day, week, etc.
- Next steps at end of training

Ground Rules

Tell the women that for the time that they will be coming to classes, they will make rules that will help guide them through their sessions.

Lead a brainstorm session to create the Ground Rules. As the women give suggestions for each rule, be sure that all the other women agree upon it before writing it down. Examples of some rules the women might suggest include:

- being on time;

- every private thing we say here, stays here;
- respect for each person's opinion;
- etc...

| | |
|-----------------|---|
| When | all the rules have been agreed upon and written down, explain that it will be posted on the wall throughout of the training, if participants feel that a rule has been broken, they should remind the group to stick to the rule. |
| Inform | the participants that everything they say is important and that there is nothing that they might say that is stupid or not valuable for the training. Encourage them to feel free to express their thinking and views. |
| Finally, | tell the women that if they have any questions or need clarity on any matters concerning the project that they do not understand, you will be available to explain and help them to understand. |

Learning Work 1:

Peace & Peacebuilding

Overview

In this section, we will look at some important views to peacebuilding; we will look at an overview of some signs that are important to peacebuilding to be able to have basic knowledge on how peacebuilding relates to our personal lives and communities.

What will you learn?

By the end of this lesson, participants will be able to:

- I. Develop a deeper understanding of peacebuilding and its applications.
- II. Have an understanding of themselves as women and how they contribute to peace building.



Lesson Summary

| Duration | Content | Method | Page |
|------------------|---------------------------------------|---------------------------------------|------|
| 45 minutes | Definition of Peace and peacebuilding | Brainstorming(come up with) | 7 |
| 45 minutes | What we bring to peacebuilding | Group presentation(s) | 8 |
| 30 minutes | Signs and peace | Brainstorming (come up with) | 9 |
| Materials | | Planning (Flipchart titled) | |
| Flipchart papers | | Definition of Peace and Peacebuilding | |
| Markers, | | What we bring to peacebuilding | |
| Paper tape | | Signs of peace | |

Definition of Peace and Peacebuilding

Have the women sit in a semi/half circle with facilitator in the middle

Tell the women that now, they are going to talk about peace business, ask the group to explain what peace means to them or how they understand peace to be. (**Do not allow one person to dominate**). List their answers on the flip chart.

Guide the women to look for key words like, calmness, forgiveness, fairness, happiness, honesty, transparency, friendship, satisfaction, togetherness, freedom, equal rights and equal opportunity.

Summarize the women's suggestions and form a working definition of peace,

e.g.

“Stress-free state of security and calmness that comes when there is no fighting or war and when there is togetherness and freedom”.

“Peace is a state of happiness and satisfaction of people within a community, town, village or country”.

- Lead** the women in reading out loud the definition for peace that was made
- Tell** the women that since we have now given our own definition of peace, we will now look at **peacebuilding**.
- Ask** the women, if they have ever heard about the word peacebuilding, allow the women to come up with answers.
- Ask** the; when someone says peacebuilding, what comes to their minds?
- Let** the women brainstorm (come up with) ideas that might include, making peace last long, putting hands together to make sure that nothing-bad is happening, talking palaver between people, involve in decision making in the communities, participating in community development, etc....

Peace + Building = Peacebuilding



- Inform** **What we bring to peacebuilding**
the women that this next step of peacebuilding will be more about their personal qualities or what they are good at.
- Remind** them about what they did earlier during the introduction, when everyone introduced themselves, saying one thing that they are good at or what they like doing, now they will think deeper and tell how their quality or qualities will be helpful in peacebuilding. e. g. Ma Mary says “***I am good at talking to my husband when he is angry***”, she could use that skill to help talk to their leaders when there are problems.
- Write** their ideas/skill on the flipchart matching it to how it can be useful in peacebuilding (write things that are important to the training)
- Ask** **Signs of peace**
the women, how do we know that there is peace within our community, allow them to come up with ideas, some ideas might include, when all the

schools, market places, clinics are running, when there is no palaver between neighbors, when there are no fears, bad news, etc....

Inform them that the fact that there is no noise or fights does not mean that we have peace. When we believe that our rights are being ignored or we have not been treated correctly or fairly or we do not get what we think rightfully belongs to us, they are all threats to peace.

Say everyone knows the eddo soup, when it is hot, looking at the top, it appears cold but underneath is hot. If you eat it, you might burn your tongue.

Say in the same vein, the outward look of calm sometimes does not mean there is peace. When there are complaints, grumbings and back talks in the corners, there may be a need to take a closer look and take action to avoid the situation blowing out of hand and causing a crisis in our communities.

Explain to the women that there are also some things, which we refer to as signs of peace e.g.



V (victory)

A sign made with the first two fingers pointing up in a V-shape, with the palm of the hand facing outward, used as a symbol or gesture of victory or peace.



Dove with olive tree

This everywhere peace symbol of a dove and olive branch has a strange history. It has plenty background, the story of Noah and the Flood tells of a dove returning to the Arc with a freshly plucked olive leaf, which means

Divide the women into two groups; tell them to come up with some peace signs, peace songs that they think they know. e.g. white handkerchief, white flag, kola nut sharing, etc.



- Have** the two groups present their peace songs, peace signs that they have come up with.
- Finally,** Ask some women to share what they plan for their future. Some of their answers may be that they want to build, send their children to school, marry, give birth to children.



Also ask what they would like to see happen in the lives of their children, let them give some answers.

Next ask them to list some of the things they would like to see as development in their communities and county.

- Tell** the women that we need peace among ourselves so we can be able to work together for the development of our communities
- Ask** the women if any of these things can be achieved if there is war and everyone is running up and down?
- Tell** them it is important that we maintain the peace we have so that we can plan our future, our children's' future and our community's development

Learning Lesson 2:

Gender Equality, Civil & Human Rights

Overview

The issue of gender equality and human rights are very important for our social, economic and political lives. Gender equality helps to develop countries and communities because it provides equal opportunities to women and men, girls and boys.

The pride of each member of a human family is protected from one community to another when their rights and dignity are respected at all levels despite their gender. Human rights are universal in that they extend beyond the boundaries of culture and tradition.

What will you learn?

At the end of this lesson, participants will be able to:

- I. Understand the meaning of sex vs. gender and gender roles
- II. Know what is gender equality
- III. Know some basic rights

Lesson Summary

| Duration | Content | Method | Page |
|------------------|-----------------------------|---|------|
| 45 minutes | Sex, Gender & Gender roles | Brainstorming(come up with) | 11 |
| 30 minutes | Gender Equality | Brainstorming(come up with) | 12 |
| 45 minutes | Civil rights & Human rights | | 12 |
| Materials | | Planning (Flipchart titled) | |
| Flipchart papers | | Sex and gender | |
| Markers, | | Work done by men/Work done by women | |
| Paper tape | | Human Rights | |
| | | Civil Rights | |
| | | Action plan in demanding for their rights | |

Sex vs Gender and Gender Roles?

Ask the women, what is sex, allow few answers (be mindful of some answers)

Some of their answers might include, man (male), woman (female), man and woman business, etc...



Tell the women that sex is the **original way we were born**; you are either a man (male) or a woman (female).

Ask the women about gender. Some of their answers may be woman

Say Gender is not man or woman, it is what we grew up to know as what a man is or what a woman is. The things we learnt from our parents, our family members, friends, on how or what a man or a woman is.

List in a flip chart some of the difference between Sex and Gender

| Sex (Biological difference) | Gender (Social difference) |
|--|---|
| Difficult to change (we are born male or female) | Can be changed since gender identity is determined by society. |
| Throughout history and across cultures, sex differences exist. | At different times in history and in different societies, gender roles are different. |
| Policies respond to sex differences in areas to do with the physical body. | Policies can respond to gender stereotype and traditional gender roles. |

Explain that for example; women can be pregnant and men can't, that is sex, but women can cook and men can't is gender.

Say Gender can be changed since it is defined by society, while sex is God made and cannot be changed.

In general, "sex" refers to biological characteristics while "gender" refers to the individual's and society's perceptions of been masculine or feminine.

Ask the women to list jobs or works that are done by men and women

| Works done by man | Works done by women |
|-------------------|---------------------|
| | |
| | |

| | |
|--|--|
| | |
|--|--|

Some of their answers might include, men cutting grass, women can do all of the cooking.

Ask the women if they can do any of the jobs listed of a man and if a man can do any of the jobs listed of a woman.

Say that gender roles are roles assigned or given to men and women by society or group of people, but they can be changed while sex cannot be changed, remember, **“What a man can do, a woman can do”**.

Allow the women to brainstorm and give examples.

Say men and women should be allowed to choose the area of work they want to do or the area they are good at.

Gender Equality

Ask the women if they have heard about the word “Gender Equality”

Allow them to brainstorm on the word gender equality. Their Ideas may include **equal rights, right to own/use of properties, rights to land, money and other assets, equal opportunities for everyone weather male or female, etc...**

Tell the women that Gender equality does not mean that women and men have to become the same, but they have same rights, respect and opportunities not looking at whether they are born male or female.

Understanding Human Rights, Civil Rights,

Say to the women that Human Rights are those basic freedoms and self-respect to which men and women everywhere are entitled, despite color, race, tribe, religion, nationality, political belief or social position or class or gender,

Ask the women to name some rights that they enjoy within their community or some rights they think that they are being denied, **(write their answers down, and tell them that we will refer to them later on)**.

Inform the women that Human Rights in Liberia became a focus of international attention during the war. It is obvious that where there is no peace people’s rights are always abused. And where people’s rights are abused, there is likely to be war.

Say let us understand the difference between Human rights, civil rights



| | |
|-----------------|--|
| Inform | them a right applies to all people, no matter who they are. A right is automatic. These are things that applies to everyone weather a man or a woman, it is our duty to demand these rights. |
| Say | <p>Some basic Fundamental/Human rights:</p> <ul style="list-style-type: none"> The right to life The right to shelter The right to food The right to health The right to clothing The right to education The right to employment (Economic Right) The right to own properties The right to raise family The right to dignity <p>Civic rights:</p> <ul style="list-style-type: none"> Freedom to worship Freedom to associate with any groups of your choice Freedom of thoughts Freedom of expression Freedom of movement The right to own property The right to vote |
| Say | We want equal rights and equal opportunities for everybody weather big, small, man or woman, young or old, rich or poor, religious or non-religious. |
| Ask | the women if they think it is good for them to have human rights or civil rights. |
| Refer | the women back to their answers that were written down and tell them to say if any of these rights (Civil or Human) are being denied. |
| Ask | the women to think about how they can demand for these rights; let them create an action plan in demanding for their rights. (this process simply includes identifying what rights are been denied, who can do something about this situation, how to link the person, what they will say and how to say it once they see the person) |
| Finally, | say Gender and human rights issues are very important to the growth and development of every society. In order for us to have long lasting peace and unity at every level of our various communities, both male and female should be given equal opportunities where so ever they find themselves. The rights of everybody should be respected despite their gender, tribe, religion, political difference, socio-economic status and nationality. |

Learning Work 3:

Land Rights and Community Rights

Overview

This lesson speaks collectively on the rights of citizens in our various villages, towns, districts and counties to have and own land, community forest and the benefit from them despite their gender, social, political, tribal and religion differences. Participants will get a better understanding of the important roles that they play when it comes to land rights, community rights and property rights.

What will you learn?

At the end of this lesson participant will be able to:

- I. Identify and understand the meaning of the four main types of land ownership
- II. Get basic understanding of community rights on forest
- III. How they as women can acquire lands

| Lesson Summary | | | |
|----------------|---|---------------------|------|
| Duration | Content | Method | Page |
| 90 minutes | Land ownership; New Land Law of Liberia | Information sharing | 14 |
| 60 minutes | Community Rights on forest | Information sharing | 16 |
| 30 minutes | Women acquisition of Lands | Information sharing | 16 |

| Materials | Planning (Flipchart titled) |
|------------------|-----------------------------|
| Flipchart papers | Land ownership |
| Markers, | Government Land |
| Paper tape | Public Land |
| | Customary Land |
| | Private land |
| | Community Rights on forest |

Land ownership; New Land Law of Liberia

Have the women sit in a circle, tell them that we are now going to discuss land issues in our community.

Start by asking the women whether women can own land or buy land in their community. If their answer is yes, ask how, if their answer is no, ask why.

Allow the women to provide answers on the above question



| | |
|----------------|--|
| Say | let us see what the new Liberia land law says about land ownership |
| Inform | <p>the women that there are four main types of land ownership in Liberia according to the new land rights of Liberia. They are:</p> <ul style="list-style-type: none"> ★ Government Land ★ Public Land ★ Customary Land ★ Private Land |
| Ask | <p>the women if anyone of them have heard about the four types of ownership of land now in Liberia, (if someone says yes, let her explain what she knows about it, and take key points down that you might refer to)</p> <p>Government Land</p> |
| Inform | the women that Government Land is a land owned by the Government and used for buildings, projects, or activities of the Government. |
| Ask | the women to give some examples of Government Land, some of their answer might include, lands used to build government agencies/ministries, military bases, roads, public schools Government hospitals etc... |
| | Public land |
| Say | Public Land is land that nobody has deed for, it must be taken care of for the good of everybody. This is not Government Land. It is also not a Private Land. These can fit as community owned land. For any party to acquire this type of land, they need local Government approval. |
| Inform | the women that Government Land have Protected Areas which are owned by the Republic of Liberia and must be kept and managed for the benefit of all Liberians. Some of these areas are; national parks, such as Sapo National Park, etc... |
| Say | that before Government can sell or lease (rent) Public Land, the Government must tell all the people, particularly the tribal people or those that are on the land. The company that wants the land must give a long period of time (notice) to enable the people think and look at the whole idea of selling, leasing or renting and the amount of money that will be paid for the land. |
| Explain | <p>to the women how Government can get land and tell them that there are four main ways in which government can get land</p> <ul style="list-style-type: none"> ★ Government can get land by talking to the community or tribal people. ★ Government can get land by force(the use of legal power called eminent domain) ★ Government can get land by receiving land free from people(donation) |

- ✦ Government can take back land (only public land). Government cannot take tribal or customary land.

Customary land

- Inform** the women that customary land is a land that the tribal people have been using or controlling in line with their cultural or traditional laws for many years but they do not have paper or deed for it. Some examples might include wetlands, communal forestlands, and fallow lands.
- Say** that Customary Protected area is a special place like Zoe bush or traditional bush that cannot be sold, rented or given out to people for business but if the town or community people want to give it to somebody to use, then the profit from it must benefit everybody.
- Inform** the women that the power to control customary land will be given to the community or town people or their representatives. The community members will decide who will their representative for any business concerning the land.

Private land

- Say** that Private is a land bought by somebody and owned with a deed or legal land paper. The owner of private land has all rights to his or her land.
- Tell** the women that once you are a citizen of this country you can own land for yourself, it does not matter weather you are rich or poor, man or woman you can own land as long you follow the right steps.
- Inform** the women that the owner also has the rights to take other people from the land, the rights to keep the land, the rights to own and benefit or gain from all the things on the land. Examples of things that may be on the land are tree, forest, water, sand and rocks.
- Tell** the women that the big law of Liberia says value things like gold, diamond, oil, iron ore and other good things under the ground of private land are for the Government.
- Explain** that two or more persons can come together and jointly own private land. The persons or people who own land together are called joint owners, but private land owners must pay government taxes and other fees, register their land deed, abide by all policies and laws on land.

Community Rights on Forest

- Inform** the women that communities have the right to control the use of community forest resources under the FDA laws in line with the connected community assembly.

- ✧ Communities have the right to protect, manage, and develop the community forest resources under the FDA law in line with connected community assembly
- ✧ Community have the right to enter into small – scale commercial contracts that have to do with harvesting of timbers and non timbers forest product that is on community forest land under the law of the FDA
- ✧ Communities have the right to negotiate and enter into social contracts with concessionaires licensed by the FDA to engage in forestry activities on the community forest land
- ✧ Communities have the right to at least fifty five(55%) of the income(money) paid to government from large scale commercial contracts between the community, FDA, and third parties for the harvesting of timbers on community forest land
- ✧ Communities have the right to full management of forest resources having met management and technical specifications based on law issued by the FDA.

Finally, say as we come to the end of this lesson it is very important that everybody consider land issues as a very serious matter that need to be handled with care and fairness. If land issues are not managed with care our villages, towns, districts and counties will always be faced with internal and external conflict. Therefore, we must always be law abiding at all times in our various villages, towns, district, and county.

Learning Work 4:

Natural Resource Management (NRM)

Overview

Human beings have been surviving from natural sources of wealth. These things include water (Sea, River, Creak, ocean, etc.), Land (Soil, Rock, minerals, etc.), and Forest (Tree, animals, plants, etc.). They are called Natural Resources (all the good things on the land, forest and water).

What will you learn?

This lesson will help participants to know:

- I. Some of our natural resources and their uses
- II. Types of Renewable and Non-Renewable Resources
- III. Who to make decision over our natural resources
- IV. Some benefits of our natural resources for the community.



Lesson Summary

| Duration | Content | Method | Page |
|------------|-------------------------------------|-----------------------------|------|
| 30 minutes | What are natural resources | Brainstorming(come up with) | 18 |
| 45 minutes | Renewable & Non-renewable resources | Brainstorming(come up with) | 19 |
| 45 minutes | Decision making & benefits | | 20 |

| Materials | Planning (Flipchart titled) |
|------------------|-----------------------------------|
| Flipchart papers | Natural Resources(definition) |
| Markers, | Natural Resources and their usage |
| Paper tape | Renewable Resources |
| | Non-renewable resources |

Tell the women that we are going to discuss a very serious issue concerning the natural resources that we have in our communities.

What are natural resources?

Start by asking the women to name some natural resources that are found in their community.

Guide the women in naming things that are related to the resources that are found in their community. e.g. gold, iron ore, diamond, fish, trees/logs, water, land, plants, animals, etc...

Say from all of the good things that we have said, we can put it into one word that says “***all the Natural Resources that we can get from the water, land and forest***”.

Tell the women to name some of the uses of the natural that are found in their community, some of their answers might include

| Natural Resource | Products or Services |
|---|--|
| Tree | Fire, coal, furniture, building house, bridge, farming tools |
| Plant | Medication, food |
| Animals | Food, medication |
| Gold and diamonds | Jewelry |
| Huge forest for logging and timber collecting | Furniture, plank, |
| Minerals iron ore | Wire, steel, cans, jewelry |
| Natural rubber | Plastic, Tire, Chairs, |
| Agriculture land | Farming |
| Sunlight | Solar power, light, to dry things |
| Water | Hydroelectric energy, drinking, cleaning |
| Wind | Refreshment, cool air |

Renewable Resources

Say renewable resources are those ones that when used, can be replaced. When you draw water, water will also come back there. Trees can be renewable or non-renewable. When you cut down a tree and replant the same kind of tree after sometime, you will get the same kinds of tree.

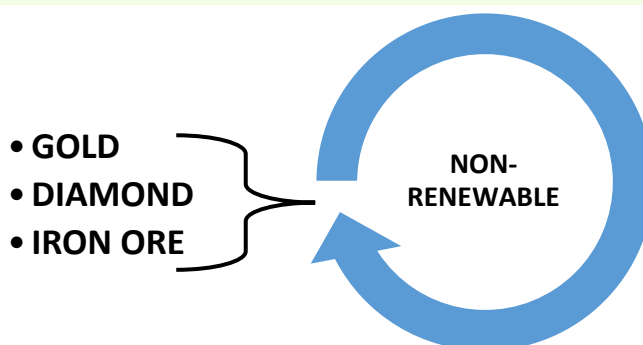
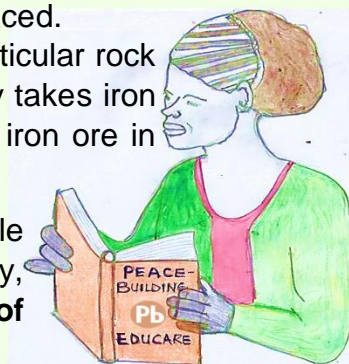
Firestone Plantation Company for example, cut down some of their old rubber trees and planted new ones. After few years the new trees have replaced the old ones.

Ask the women to come up with some renewable resources found within their community, (**guide them in listing the right examples of non-renewable resources**)



Non-renewable resources

- Tell** the women that Non-renewable resources are the kind of natural resources that when we use they cannot be replaced. When people blast a rock to make road, that particular rock cannot grow again or when an iron ore company takes iron ore from a particular mountain, there will be no iron ore in that mountain again.
- Ask** the women to give examples of non-renewable resources that they have in their community, **(guide them in listing the right examples of non-renewable resources)**



Who makes decisions over our natural resources and benefits?

- Inform** the women that making decision over who manages our natural resources in Liberia is the sole responsibility of our National Government and the community in which that particular natural resource is found or located.
- Tell** the women that this process involves Town Hall meetings with community leaders as well as community people. During such meetings, the government tells the community people what they want to do with their natural resource(s) that is in their community, then community members can come up with suggestion about what they want to benefit from those natural resources found in their community. After that, the government in its wisdom comes with up the final plan in line with the law of the country.
- Ask** the women how many of them ever participated in such meetings. (If none or few, emphasize the importance of them making sure to be part of such meetings and be sure that their voices are heard.)
- Ask** the women to give examples of what are some of the benefits that they should get/ already getting from their resources found in their community.
- Guide** the women **carefully** in naming some of their benefits that they have or should have.

- Say** that some of the benefit of our resources in the community may be direct (such as cash payments) sometimes the community members will say we need certain amount of money for the use of our resources to do our own development.
- Tell** the women that there are indirect benefits, (jobs, services, and facilities), sometimes the community people will say if you want to use our resources in our community, our benefit should be, to send our children to school, build us a hospital or build a community school for our children.
- Finally,** say that in managing our resources, it is good to work together as one people in the community and make good use of everything that will come out from our natural resources. Because if these things are managed well, the living condition of our community will improve. Our communities will be developed.

Learning Work 5:

Conflict Management

Overview

This lesson will help you know some of the root causes of conflicts and how to solve them. Conflicts happen in our daily lives due to our differences, culture, beliefs and upbringing. It creates bad feelings, unhappiness, and frustration amongst people. In order to live happily, we need to learn how to manage conflicts amongst us as long as we live together as people.

What will you learn?

At the end of this lesson, participants will be able to:

- I. Define Conflict Management
- II. Know the various types of conflicts
- III. Know some causes of conflict



Lesson Summary

| Duration | Content | Method | Page |
|------------|-------------------------------|-----------------------------|------|
| 30 minutes | What is conflict management | Brainstorming(come up with) | 22 |
| 60 minutes | Types of conflicts | Brainstorming(come up with) | 23 |
| 45 minutes | Causes of conflict & Reaction | Group work/ facilitation | 24 |

| Materials | Planning (Flipchart titled) |
|------------------|---------------------------------|
| Flipchart papers | Conflict Management(definition) |
| Markers, | Types of Conflicts |
| Paper tape | Sarah and Korlu story questions |
| | Causes of Conflict |
| | How do people react to conflict |

What is conflict management?

| | |
|---------------|--|
| Inform | the women that this is a very serious issue that we are starting to talk about, if you want to be peacebuilders, you need to pay keen attention. |
| Ask | the women if they have ever experienced any form of ' conflict ' within their community or homes. |
| Allow | them to brainstorm on answers |
| List | their answers |
| Guide | the women in finding key words like, fight, palaver, fuss, trouble, protest, dispute, disagreement, difference of opinion, etc... |
| Create | a working definition |

“Conflict can be considered as the perception of misunderstanding, infringement on values or human rights, disagreement or differences amongst individuals or communities”.

Conflicts starts with the feeling of offence and can end up in fighting or clashes if it is not managed appropriately

Say management is the process of controlling the negative impact of conflict while increasing its positive aspects. The aim of conflict management is to improve working together in peace. When people work together, there is faster development for everyone. It is important to learn from past conflict and prevent future occurrence.

Types of conflicts

Tell the women that conflicts can happen in so many ways, but for our training purpose, we will only look at four (4) types of conflicts

| |
|---|
| Inter-personal |
| This type of conflict is between two individuals. This occurs as a result of peoples differences or difference in opinion. |
| Intra - personal conflict |
| This type of conflict happens within an individual's mind. The individual's beliefs, ideals, values and feelings. The experience takes place in the person's mind. |
| Inter-group conflict |
| This type of conflict takes place when confusion comes out amongst different teams/groups of people within an organization/society. |
| Intra-group conflict |
| This type of conflict happens amongst individuals within a team/group. The incompatibilities and misunderstandings among these individuals lead to an intragroup conflict. It arises from interpersonal disagreements (e.g. team members have different opinions which may lead to tension) |

Lead the women to give example of the four (4) types of conflicts within their communities.

Allow them to speak in dialect (tribe) if they want.

Tell the women to listen to this story. They should be ready to answer the questions based on what we have just discussed.

Read **Sarah and Korlu Story:**

Sarah and Korlu are part of the Women for Peace Village Saving Loan Association (PVSLA) group in Mulbah's Town. They both live in the same community and are best of friends. They sometimes eat together, fetch water together and even borrow material things to each other. Soon Korlu started to feel



like Sarah was always using her own things and keeping her money for herself alone. This made Korlu feel cheated and frustrated with Sarah. Since Korlu didn't say anything to Sarah, she grew more frustrated and started to keep away from Sarah. Sarah was feeling very bad about Korlu and confronted her at the market one day. The two of them insulted each other and have not spoken to each other since that day.

Divide the women into two groups and let each group answer the following questions.

Give 10 minutes to the two groups, to be able to answer the questions, walk around the groups and have everyone participate in the group discussion

- i. Looking at this conflict between Sarah and Korlu, what type of conflict is this?
- ii. How does this conflict affect each of them?
- iii. What interests or values are at stake for each of them?
- iv. What will be the effect of this conflict on the group?
- v. How can this go further to affect the community?

Invite the first group to share their answers, after the first group, have the second group share their answers also.

Lead a discussion from the answers they provide, tell them that this type of conflict is inter-personal and may lead to other types of conflicts.

Causes of Conflict

Tell the women that now that they understand the meaning of conflict and the types of conflicts, what are some possible causes of conflict that they know?

List the women's response

(Some of their answers might include, dissatisfaction over land ownership by community people, disappearance of youths from the communities, Insulting statements from our leaders, corruption etc...)

Say that conflict can also be caused by lack of information, unequal power/ authority, unequal access to resources, misinformation, and negative emotions

How do people react to conflict?

Tell the women that there are four (4) ways people react to conflicts, which are fighting, negotiation, problem solving and management.

Fight

Fight, which is not a benefitting, or good a way in dealing with a conflict situation, fighting as a way of resolving a conflict can only be useful in courtroom situations, where winning and losing becomes a by-product of the judicial process.

Negotiate

Negotiate is an attempt towards reaching a settlement with the other party. Negotiating does not involve problem solving or management. Third-party roles are very important in bringing the conflicting parties together on some common ground for negotiations.

Problem solving

Problem solving involves identifying and taking away the cause of the conflict so as to make the situation normal again. However, this may not be easy. It is also possible that the situation may not become normal even after taking away the identified cause, because of its influence on the situation.

Management

Management is a creative attempt towards making a conflict situation normal. This is not confined to what exists, but it attempts to do what is possible given a proper understanding of the views and situations of the conflicting parties. This idea is usually the best and most satisfying to the parties in conflict.

Finally, say that when people are together, it is not everything they will agree upon but we should not allow misunderstanding to ruin our relationships and stop us from working together for the benefit of our nation.

Learning Work 6:

Conflict Sensitivity

Overview

We understand that conflicts comes when people in the community are not satisfied over some things. Some of the things that can make people dissatisfied are land disputes or palava, power abuse, and the way some big people make decisions when they settle disagreements. Conflict sensitivity is telling us that the way we handle conflict can either have a positive or negative impact on peace in our communities.

What will you learn?

At the end of this lesson, Participant will be able to

- I. Define the term conflict sensitivity
- II. Have idea on Do No Harm principles
- III. Get a basic understanding of Early warning and Early response



| Lesson Summary | | | |
|----------------|-------------------------------------|-----------------------------|------|
| Duration | Content | Method | Page |
| 20 minutes | What is conflict sensitivity? | Brainstorming(come up with) | 26 |
| 20 minutes | Do No Harm | Brainstorming(come up with) | 27 |
| 90 minutes | Early Warning Early Response (EWER) | Role play | 27 |

| Materials | Planning (Flipchart titled) |
|------------------|---|
| Flipchart papers | Conflict Sensitivity |
| Markers, | Do No Harm |
| Paper tape | Early warning and early response (EWER) |
| | |
| | |

What is Conflict Sensitivity?

Tell the women that knowing how is very important before you try to do something about avoiding conflict. You should know the kind of environment that you are in, take into consideration culture/tradition, religion, and social norms before deciding a plan of action. For example, there are things that might happen in Sinoe County that may not lead to conflict, but the same thing might happen in Gbarpolu and lead to conflict.

Ask the women to name some key cultural practices, religion and social activities that are practiced within their communities. Some of their answer might include, market day, every friday we put devil outside, Muslim,

Christian's worship days, etc... (Be sensitive on society issues like poro & sande society business)

Tell the women that conflict sensitivity is, knowing the community that you are working in, who are the people involved, cultural practices, religious practices, etc...in order to avoid creating more conflict or making the situation worse.

The key word is to “**Do No Harm**”.

Inform the women that “DO no harm” but “Do good”, which means in handling conflict or palaver you should not unintentionally cause harm on the case, rather you should manage the case to provide benefits for the people or communities. It is possible to make a situation worse during conflict mediation so we must be careful how we handle conflict.

Early warning and early response (EWER)

Ask the women that when rain is about to fall how can they know? Allow the women to provide answers, some answer might include, the cloud will get dark, breeze will start blowing etc...

Tell them that this is the same with **early warning**; to see things from afar, or see something that has already happened and we are just seeing the signs and to talk about them is called early warning.

Say Ok, we have seen that the cloud is dark and it wants to rain, but your clothes are outside on the line, what will you do? Allow the women to respond (I will take my cloth from outside quick quick)

Inform them that **early response** is the quick action you take or do to stop that bad thing from happening in our communities and homes. If we see any signs of this, we can get some big people in our community to settle it. Early Response is the preparedness to avoid or to stop something bad from happening.

Say that if there is a situation, that they try to intervene and they cannot solve, they should refer that situation to a higher authority or groups that are specialized in that area, this is called the **response mechanism**.

Inform them that they should not only refer the situation to someone or groups who knows much about handling it and forget about it. They should keep following up to see if the situation that was referred has been resolved.

Tell the women that we will do a role-play for us to see the importance of **EWER**. Read the story below, ask for volunteers to perform the role play, guide the women and give clarity on the story below.

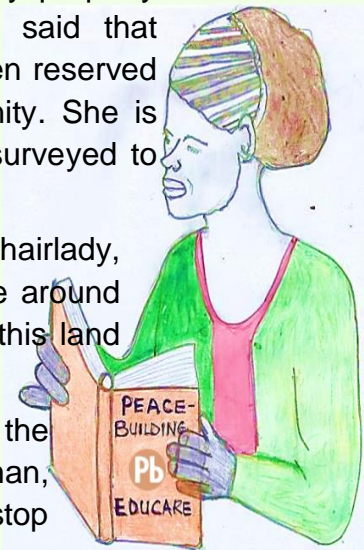


There is a 15ft alley (Road) for community use that a nearby property owner is claiming ownership of and wants to build on. Members of the community have noticed that the alley is been blocked and there will no longer be an available passage for them to cross to the main market.

An old lady by the name of Ma Mardea, who is also a nearby property owner has quickly alarmed the community leadership. She said that according to the deed of the community, the 15ft space has been reserved as a road for linkage of the two major streets in the community. She is suggesting that there is a need that the nearby properties be surveyed to avoid future problem or trouble.

With all that was said by Ma Madea, the big people (the chairlady, chairman, youth leader and a surveyor) in the community came around one big table to look at the matter and make a decision over this land palaver.

The agreement by all the community members including the stakeholders, the surveyor, the chairlady, community chairman, youth leader and property owners is the early response to stop whatsoever confusion that would have taken in the future.



Choose women to represent the characters in the story to act the parts.

Allow the women to discuss what they learnt from the role play

Finally, say that for us to have a good community it is good that we are sensitive to situations in our communities and act quickly before things get out of hand. We should all put our heads together and bring out ideas so that our community can move forward.

Learning Work 7:

Conflict Analysis

Overview

Conflict analysis is the first stage of conflict resolution in which parties seek to gain a deeper understanding of the dynamics of the situation. It can also be referred to as conflict assessment.

What will you learn?

At the end of the lesson, participants will be able to:

- I. Understand the meaning Conflict Analysis
- II. Understand the purpose of Conflict Analysis
- III. Know the various methods of conflict analysis



Lesson Summary

| Duration | Content | Method | Page |
|-------------|---|-----------------------------|------|
| 15 minutes | What is conflict analysis | Brainstorming(come up with) | 26 |
| 15 minutes | Purpose of conflicts analysis | Brainstorming(come up with) | 26 |
| 120 minutes | Methods of Conflict analysis (tree method) & Stages | Group work/ Drama | 27 |

| Materials | Planning (Flipchart titled) |
|------------------|----------------------------------|
| Flipchart papers | What is Conflict Analysis |
| Markers, | Purpose of conflict analysis |
| Paper tape | Conflict analysis tools |
| | Conflict analysis tree (drawing) |
| | Stages of Conflict |
| | Story Questions |
| | Questions to ask yourself |

What is Conflict Analysis?

| | |
|---------------|---|
| Thank | the women for their level of commitment so far, and say that, you will need this kind of commitment even after this training. |
| Tell | them that today we will understand something very important called conflict analysis |
| Remind | the women that they earlier discussed about managing conflict but today they will talk about the study of the conflict and what we can do to prevent future occurrence. |
| Inform | the women that conflict analysis is the use of series of steps to study the presence of a situation, what is responsible for it and the impact/change the conflict has had on either side of any party. |

Purpose of conflict analysis

Say that we analyze conflict to know who are in conflict, what is causing the conflict and why is the conflict not going away. Analyzing conflict will let us learn from the conflict itself, then determine its threats to human security at local and national level. Once we understand the root causes of any conflict, we can identify the possible solutions.

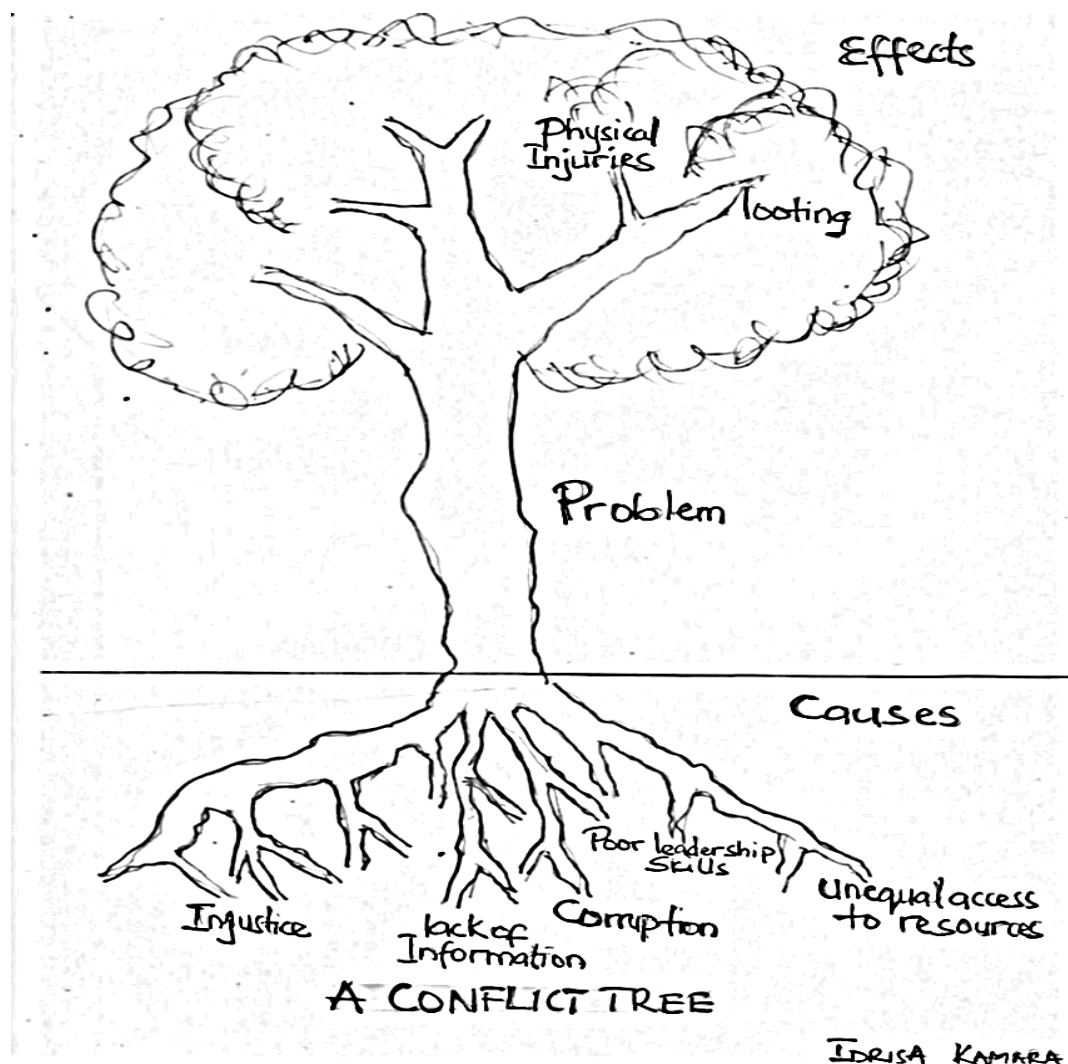
Tell the women that when we have already known the effects of the past conflict especially the one that resulted negatively through conflict analysis, we prevent a repetition of the same situation.

Conflict analysis tools

Inform the women that there are four main types of conflict analysis tools, which are, the **Tree method**, the **ABC Triangle method**, the **but why method** and the **force field method**.

Say for us, we will only look at one of these methods, which is the tree analysis method.

Tell the women that the **Conflict Tree Analysis Method** is like looking at a tree. A tree has roots, stem, branches, leaves and fruits. Using this method to analyze a situation or a conflict, we clearly see the root causes and the negative and positive effect a conflict has on those affected by the conflict.



Display a bigger picture of the conflict tree method and explain to the women about the causes and how it developed into a problem and then the effects.

Support the women to add to the tree by adding more causes and effects

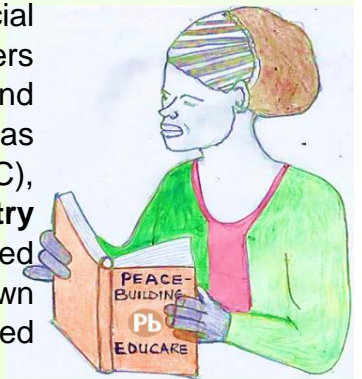
Stages of Conflict

Tell the women that conflict has stages and if actions are not taken at an early stage, the situation can become more difficult and complex.

Read the story below.

A situation in a crowded community happened between the concession (company) and the people over developmental issues, which were supposed to be part of the social benefits of the affected community.

However, the investor has not met with these social responsibilities, which led to an all out protest by workers and the community members. Because of the cry and strikes by the people, major stakeholders such as **National Bureau of Concessions (NBC)**, **Environmental Protection Agency (EPA)**, the **Ministry of Labor** and many other institutions, got involved through a review of the agreement and work plan in town hall meetings in the affected the community. This helped to end the strike.



Explain the story to the women after reading it and ask them the following questions.

1. What would have happened if no stakeholders had come to get involved?
2. If the company had done its social responsibilities, would there have been a cause for the community people to strike?

Have a discussion based on their answers.

Say that if no stakeholders had come, the problem would have gotten worse, and if the company had done its social responsibilities, there would not have been any protest.

Tell the women that they will do a **role-play** on the story just read, the problem should be the same but their solution should be different. (**What would they have done differently to solve the problem**)

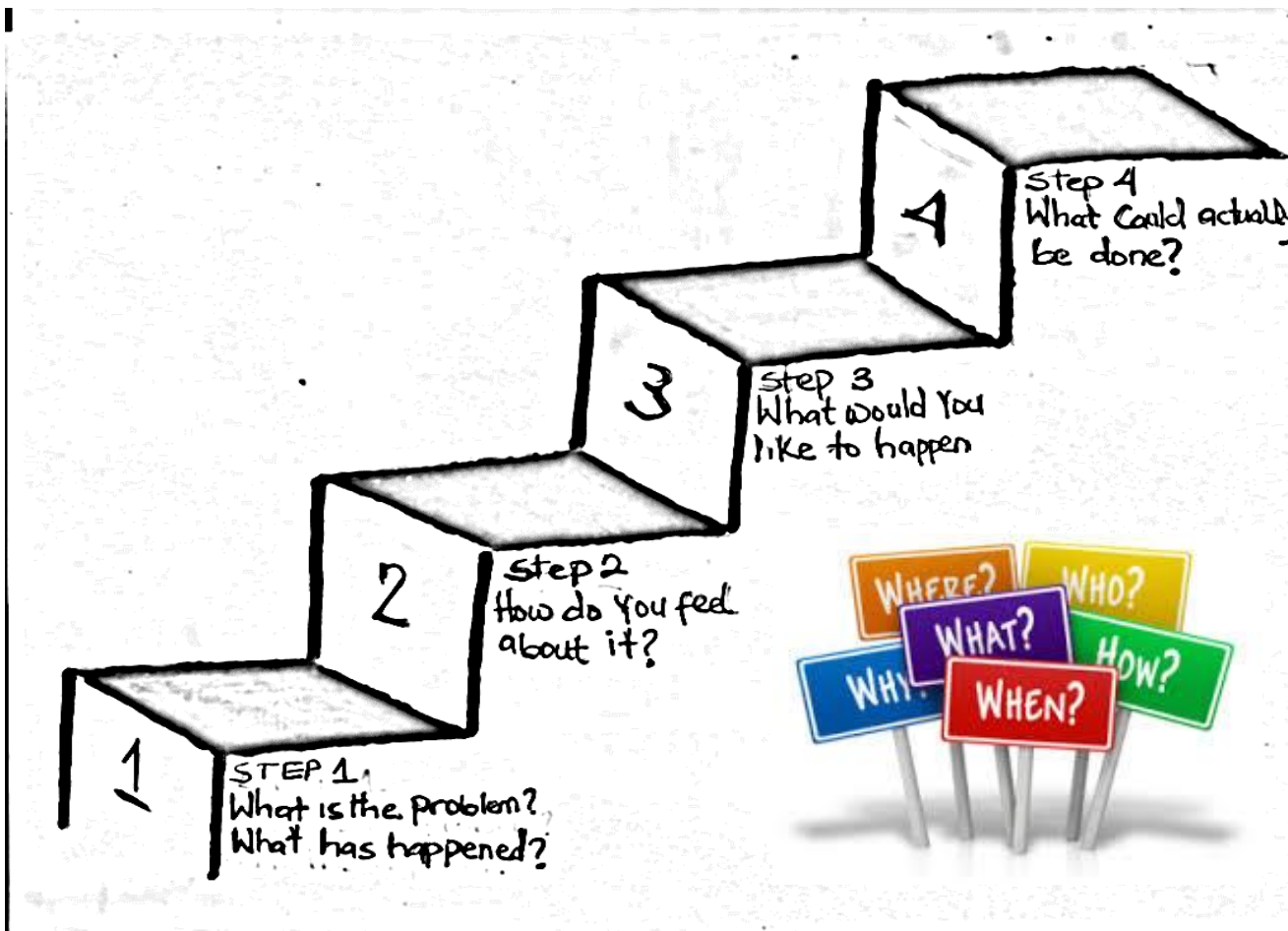
Ask volunteers to perform the role-play, provide them with clarity on the story and guide them in preparing their **role-play**.

Invite the volunteers that have practiced the role-play to perform for all to see.

After the group have performed the role-play;

Lead a discussion with the women about the role-play and focus more on their solution, say that understanding the conflict makes it easy to know the right channel or person to contact in order to resolve a conflict. e.g. knowing that environmental problems are to go to **EPA**

Say that in order for you to step in to calm issues down you would have to ask yourself these questions



Finally, say that conflict can be both positive and negative and that it is sometimes necessary for conflict to take place. Conflict is everybody business. No one is excused from conflict or getting involved in disagreement. However, what matters is how it is handled to avoid a bad or damaging end. Conflict happens all over the world. We as a people or community need to be able to discuss our disagreements and seek the right channel for resolving that particular conflict.

Learning Work 8:

Negotiation and Conflict Mediation

Overview

Negotiation and Mediation can help you make better agreements, solve problem, manage conflict, and build relationships.

What will you learn?

By the end of this lesson, participants will be able to:

- I. Know the differences between Negotiation and Mediation
- II. Know how to negotiate for a win-win situation
- III. Know the role of a good mediator
- IV. Know some skills of a good mediator



Lesson summary

| Duration | Content | Method | Page |
|------------|--------------------------|-----------------------------|------|
| 30 minutes | Negotiation | Brainstorming(come up with) | 33 |
| 60 minutes | Win-win | Brainstorming(come up with) | 34 |
| 90 minutes | Mediation, role & skills | Role play | 35 |

| Materials | Planning (Flipchart titled) |
|------------------|------------------------------------|
| Flipchart papers | Negotiation(definition) |
| Markers, | Win-win |
| Paper tape | Win-lose |
| | Negotiation position outcome chart |
| | Mediation |
| | Role of a Mediator |
| | Mediation Skills |

Negotiation

- Start** this session by asking a volunteer from the class to briefly tell a story that involved she and someone agreeing on something that was confusing at first but later was settled, (**story should be summarized**).
- Ask** few women to give examples of common negotiations we make on a day-to-day basis (**allow only few examples**).
- Tell** the women that everyday we negotiate with ourselves, that negotiation can either take place between two or more people.
- Say** that negotiation is a way we talk things through between a group of people in order to find a common ground.

Win-win

Read

Ma Mary story (win-win)

Ma Mary live in Dolo's Town. She is one of the chairladies of the Community Peace & Development Structures (CPDs) in her community. Ma Mary and the CPDs members are due to have their regular meeting at the community town hall on Saturday evening. Two days before the planned meeting, Ma Mary had some very serious problems that would prevent her from being at the meeting. Therefore, she called an urgent meeting with the CPDs members and asked that the meeting be rescheduled for Sunday afternoon. Unknown to her many of the CPDs members had also been planning to ask for excuse due to other engagement. They all agreed to postpone their meeting. Ma Mary was happy that she could now attend to her problems and attend the meeting on Sunday and the CPDs members were happy that everyone would attend the meeting on Sunday.



Ask

the women "what do we understand from this story"? Allow them to provide answers.

Say

that I will read another story and we will discuss it after

Read

Ma Mary Story (Win-Lose)

Ma Mary (chairlady) and the CPDs members are due to have a meeting with a logging company in Dolo's Town concerning the company's dirty oil and waste from their heavy duty equipment which they have been emptying in the river used by the community for domestic use and for fishing. When the women group (CPDs) approached the company, the company said that they would stop, but they just started spilling their dirty oil in the night when everyone was asleep. The matter was not resolved well. The logging company was happy that they found a way around the problem by spilling the dirty oil in the river at night. The women were very unhappy because the dirty oil is killing the fishes in the river and when they go fish, they wouldn't catch enough.



Inform

the women that we negotiate to make thing better for our family, communities, company, our country, and ourselves. Tell them that we should always try to solve a problem with a win-win approach.

Say

that Negotiation skills can be of great benefit in resolving any differences that arises between two or more people. Negotiations are used in many situations.



| Possible negotiation outcomes | Meaning |
|-------------------------------|--|
| Win-Win | Both participants in the negotiation get something they want or need, if not everything. They both have a positive feeling and are willing to negotiate again. |
| Lose-Lose | No person involved in the negotiation gets what he or she want. |
| Win-Lose/Lose-Win | One party gets what she wants and the other person gets nothing. The loser is likely to be less willing to negotiate with the winner again. The loser may also want to become aggressive and take laws into their hands, |

Mediation

Inform

the women that mediation is a bit different from negotiation; if there is no conflict you cannot have mediation. Mediation is act of bringing two or more people together to help them solve their own problem.

Role of a Mediator

- Tell** the women that the role of a mediator is about bringing two or more parties together **“NOT FOR YOU TO SOLVE THEM BUT FOR THEM TO UNDERSTAND THEIR OWN PROBLEM AND SOLVE IT”**
- Say** that a mediator always ask questions **“what next?”** you **do not judge** for them, you **do not render decision** for them.

Mediation Skills

- Explain** that mediation is the involvement of a fair person to support and help those involved in a conflict to find a resolution. The key difference between negotiation and mediation is that in mediation a third party is involved while in negotiation, the parties involved work out their own agreement.
- Inform** the women that a key aspect of mediation is that the mediator does not ‘sort things out’ or make any decisions for the parties involved. Instead, he or she helps the parties involved work together to develop their own agreement.
- Divide** the women into two groups asking one group to form a role play on negotiation and the other on mediation.
- Guide** them to practice their role-plays, (provide clarity and guide the women on what is important in negotiation and mediation).
- Invite** the groups to present their role-plays to the class.
- Finally,** say that negotiation and mediation is a natural aspect of life. Neither negotiation nor mediation is good or bad for conflict resolution but rather it is the behavior of the participant that is used to determine the best process to embrace.

Learning Work: 9

Leadership Development

Overview

This lesson will introduce participants to the importance of leadership and the skills or qualities that are related with those who are leaders. This lesson will also help the women to see themselves as leaders and add value to their own leadership skills.

What will you learn?

At the end of this lesson, participants will be able to

- I. Know who is a leader
- II. Know some qualities or behaviors of a good and leader
- III. Know the meaning of leadership and understand the differences between good and bad leadership



| Duration | Content | Method | Page |
|------------|---|-----------------------------|------|
| 20 minutes | Who is a leader? | Brainstorming(come up with) | 37 |
| 30 minutes | Qualities or Behaviors of a good and bad leader | Brainstorming(come up with) | 38 |
| 90 minutes | Leadership | Drama | 38 |

Lesson Summary

| Materials | Planning (Flipchart titled) |
|------------------|---|
| Flipchart papers | Who is a Leader? |
| Markers, | Qualities or Behaviors of a good and bad leader |
| Paper tape | Leadership |
| | Good leadership Drama Outcome |
| | Bad leadership Drama Outcome |

Who is a Leader?

Ask the women who a leader is, or who do they call a leader, allow them to come up with several ideas, some ideas might include;
Someone who leads a group of people, village, town, community, government and many more.

Provide examples of leaders in their community, (**take note of the community you are in**)

A choir director is a leader of a choir

A town chief is a leader of the town

The chairperson/big person of a market is a leader of the market

A president is a leader of a country
(Leaders are people whose decision makes a difference to their group, team, communities, country, etc....)

Qualities or Behaviors of a good and bad leader

Tell them that now we are going to discuss some qualities of a good and bad leader.

Say that in every village, town, community, county, or country where we live, there will always be a saying that someone is a bad leader while the other is a good leader. Let us discuss the qualities or behaviors of a good leader since the opposite of bad is good.

Let the women come up with some ideas of what a good leader should be, some of their answers might include

- | | |
|----------------|---------------------|
| 1. Confident | 5. Quick to respond |
| 2. Hardworking | 6. Respectful |
| 3. Caring | 7. Brave or Bold |
| 4. Serviceable | 8. Know how to talk |

Tell the women to come up with ideas that they think that represent a bad leader, some of their answers might include

1. Giving orders, laws, rules and changes to force people you are controlling to do things the way leadership wants it.
2. Not listening to everyone but only listening to few big persons who are in key positions.
3. Not sharing information

Leadership

Tell them that for better understanding they will do a drama, one of a good leader and one of a bad leader.

Separate the women into groups of two and make sure to mix weak and strong women in one group (**not only strong women on one side**).

Tell one group to practice a drama that shows good leadership, and tell the other group to practice a drama that shows bad leadership. Give the women time to practice their drama (**move around the two groups to make sure that they are on track**).

Invite the two groups back and tell them that they are going to perform their drama in front of every one,

Have the first group perform their drama (good leadership); after the first, allow the second group perform their drama (bad leadership).

Guide the women in talking about the two dramas; ask the women what are things that they saw differently in the two drama, what they learned from the two dramas **(do not allow the same comment over and over, do not allow one person to keep giving all the answers)**

Explain to the women that for good leadership you should be able to

1. Listen to everyone including very low and higher up people by looking into their concerns, complaints, suggestions and other village, town, community or county issues.



2. Give direction when needed to help everyone to be on the same level or same page. Trusting people to do the work of the village, town, community, district or county. This is very important because the leadership cannot do all work by themselves



3. Leadership is the true expression of your own character to improve whatever village, town, community or area you find yourself.



Finally, say that leadership is about knowing your team and yourself, and working together to reach a set goal and serving the people that work for you by giving them the things that they need to succeed.

Learning Work: 10

Communicating like a champion

Overview

Today, communication skills are more important than ever before, it is more than just the word we use. To be effective in almost everything, you have to communicate well.

Learning Objective

At the end of this lesson, participants will be able to

- I. Understanding what communication is (definition)
- II. Why do we communicate
- III. Types of communication



Lesson Summary

| Duration | Content | Method | Page |
|------------|------------------------|-----------------------------|------|
| 15 minutes | What is communication | Brainstorming(come up with) | 40 |
| 15 minutes | Why do we communicate | Brainstorming(come up with) | 40 |
| 90 minutes | Types of communication | Game | 41 |

| Materials | Planning (Flipchart titled) |
|------------------|-----------------------------|
| Flipchart papers | What is communication? |
| Markers, | Why do we communicate? |
| Paper tape | Types of communication |
| | Tips of good communication |

What is communication?

Ask the women to brainstorm(come up with) meaning of communication and create a working definition (**do not allow one person to just be talking everything**), for example, the way we talk either by using words, sound or signs.

Say that communication is the act of exchanging information from one person to another with clarity.

Why do we communicate?

Start by asking the women, why do they talk or communicate with each other, allow the women to come up with different points, some key points might include

1. We communicate because it is what allows us to work together.
2. Without it, we would be unable to share knowledge or experiences with anyone outside of ourselves.

Types of communication

Inform

the women that communication is a two-way information sharing process, which involves one person sending a message that is easily understood by the receiving person. There are two types; they are verbal (voice) and non-verbal (signs, symbols)



Tell

the women that the person who is talking is the sender and the one that is listening is the receiver, example of verbal communication, e.g. talking to someone using voice.

Say

like what I am doing now is verbal communication and I am the sender you are the receiver.

Ask

the women to give examples of how we can communicate with someone without using voice, some of their ideas might include, using signs, drawing, picture, body movement, eye contact, etc. use the picture below to explain more



- Tell** the women that for you to be able to be a good peacebuilder you must know how to communicate with people.
- Ask** the women to give examples of good communication; guide the women to provide the right answers. Some answers might include:
- a. Pay attention (eyes)
 - b. Show that you are listening
 - c. Ask question if you don't understand
 - d. Smile, But Don't Laugh
- Tell** the women that we are going to play a game about communication, and they should pay attention and remember what will happen
- Have** the women stand in a circle, whisper (soft or very low voice) in the ear of one of the person in the circle, and say **“how are you today, are you enjoying the class”**. Tell her to pass the message to the person next to her, and so on until it reaches the last person.
- Ask** the last person to say aloud what she was told by her friend, (she might say something different from what you (trainer) told the first person). Then ask the first person whom you told the message to say what she heard.
- Tell** the women to go back to their seats and ask someone to summarize what happened. Tell them that we all must learn how to listen carefully; we should learn to ask if we do not understand.
- Finally,** communication is important for our day-to-day life. We need to communicate effectively in order to fit in our modern-day world. Without communication, it is difficult to share our experiences and knowledge with each other.

Learning Work: 11

Advocacy and Non-Violent Action

Overview

One way or the other in our daily lives and in our communities there are times when advocacy becomes necessary to find solutions to the issues we are faced with. We sometimes need people to advocate for us or advocate along with us in order for us to get a solution to our cause. It is very important to advocate in a non-violent manner. When we advocate in a non-violent manner, our issues are most times addressed properly and on time without doing no harm.

What will you learn?

At the end of this lesson, participants will be able to understand

- I. The approach of nonviolence advocacy
- II. When and why do we advocate
- III. Developing an action plan for advocacy

| Duration | Content | Method | Page |
|-------------|-----------------------------|-----------------------------|------|
| 30 minutes | Approach of Nonviolence | Brainstorming(come up with) | 43 |
| 20 minutes | When and why do we advocate | Role play | 44 |
| 120 minutes | Developing an action plan | Activity | 44 |

Lesson Summary

| Materials | Planning (Flipchart titled) |
|------------------|---|
| Flipchart papers | When and why do we advocate? |
| Markers, | Role play Questions |
| Paper tape | Action plan to advocate with a non-violent approach |

Advocacy & Non-Violence Approach

- Start** this section by doing few energizer and jokes, allow the women to share jokes, let this session be interactive.
- Ask** the women if they have ever pleaded on behalf of someone before, allow two person to narrate their stories (do not allow long explanation).
- Tell** them that the way they plead for that person is what we called Advocacy, so it is a way to talk to a person or to people who have the power, influence to assist in improving certain conditions that are not good for a person or a group of people in a particular area.

Inform the women that a non-violent approach is a way of making demands without causing problems or riots.

When and why do we advocate?

Refer to the two stories that were narrated by the women above and ask them why did they appeal on behalf of that person. Allow the women who narrated their stories to provide answers.

Tell the women that advocacy is taking an act or process of supporting a cause or proposal. Women needs this skill to raise their voices for or against issues that are important to themselves, their families and their communities for wellbeing and livelihood.

Action plan to advocate with a non-violent approach

Tell the women that we will do a role-play to help us understand how to do a non-violence approach.

Read the story below to the women and explain it after, select women that hardly participate in section, make the selected women understand what they are going to do and provide oversight.

There is a big palm production company in Joe Town. This company plants palm trees and later harvests the palm nuts to produce palm oil for export.

The machines that are used to produce the palm oil are very close to the river that the villagers use for washing, bathing and drinking usually the machine spill drops of oil, which flow, into the river therefore making the water oily. Whenever the water is oily, the town's people cannot use the river to wash and do other things.

The community dwellers decided to engage the company about the harm the oil was causing to them. Mr. John, the Town Chief, along with the elders of the town form a team to meet with the "big people" of the company to help handle the issue using the nonviolent approach. The company listened to them and decided to move their machines from near the river without noise or confusion because the people were very polite in their advocacy.



| | |
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| Invite | the selected women to perform what they have practiced, afterwards discuss what the women have performed. |
| Ask | <p>the women the following questions</p> <ul style="list-style-type: none"> a. What would have happened if the community kept silent b. What would have been the outcome if the community had violently approached the company? c. Are there any better ways to solve this problem? |
| Tell | <p>the women that the first step in our action plan is to know the purpose for which we want to advocate.</p> <p>Example “We intend to reduce the pollution the company factory causes to our water, creek or river.</p> <p>Secondly understand the problem you are trying to solve and know what your people will prefer having or doing by explaining or breaking down all of the options you have and get those that will help you solve your problem involve.</p> |
| Inform | <p>the women that before they close this lesson, they themselves will come up with an action plan that they will follow or advocate by. An action plan could be ways that they will solve problems in their community or steps that they will go by in solving their own community problems. An example could be</p> <ul style="list-style-type: none"> a) Identify the cause b) Who is responsible c) Who has the power d) What will we say to the power holders e) When will we meet them f) Meet with those who have the power g) Document commitments h) Have a timeline specified for each action |
| Finally, | say advocacy is the best way to address issues especially as a group, community or even as individuals. We must always use a non-violent approach whenever there is a need to advocate. |

Conducting a meeting

Overview

This activity will help the women in conducting effective meetings. It will explain to the women the purpose of planning of meetings, the responsibilities of the chairlady and the roles of the members and other leaders of the group. This plays an important role in their advocacy and work, helping them to form or plan their work more cordially.

What will you learn?

- I. What is a meeting
- II. The purpose of holding meetings and role of the chairlady
- III. The role of the secretary and members

Summary

| Duration | Content | Method | Page |
|------------|-----------------------------|---------------------|------|
| 20 minutes | What is a meeting | Brainstorming | 46 |
| 40 minutes | Purpose & role of chairlady | Information sharing | 46 |
| 30 minutes | Role of secretary & members | Information sharing | 47 |

- Tell** the women that we are now going to share ideas on the best way we should conduct our meetings.
- Say** but first, we want to know how meetings are conducted in our community or when our community leaders are having their community meeting, how they can conduct their meetings.
- Ask** the women to provide answers on meetings conducted by their leaders in their community.
- Restrict** the women answers of the women on conducting a meeting; do not drift away from the topic.
- Summarize** the women answers and list them orderly, before the meeting, during the meeting and after the meeting.

What is a meeting?

- Tell** the women that a meeting is the coming together of three or more people who share common aims and objectives, and who with verbal and written communication contribute to the objectives being achieved.

Purpose of a meeting

- Inform** the women that Meetings are an important organisational tool as they can be used to pool and develop ideas, plan, solve problems, make decisions, create and develop understanding, encourage enthusiasm and initiative, provide a sense of direction and create a common purpose.

Role of a chairlady

- Ask** the women, “**during their town meetings what are the things that they see their chairman/chairperson doing**”.

- Allow** the women to provide answers on the role of their chairperson, restrict the group to only things that they see the chairperson doing in the meeting, some of their answers might include, the person that is controlling the meeting.
- Tell** the women that there are many roles that the chairlady of the group play in order for a good and successful meeting.
- Inform** the women that some of the chairlady responsibilities are
- a. all remarks are addressed through the chair
 - b. Chairlady's responsibility to ensure that it continues to flow smoothly by involving all members present and by not permitting one or two people to dominate the meeting.
 - c. The chair controls the meeting.
 - d. Assist the secretary if necessary and clarify any misunderstanding.
- Secretary and members**
- Tell** the women that some of the secretary responsibilities are
- a. Set up agenda along with chairperson
 - b. Take minutes(notes) of the meeting
 - c. Set up meeting place before the meeting
- Say** that the members that are part of the meeting responsibilities are
- a. Arrive on time
 - b. Listen to the opinions of others.
 - c. Participate.
 - d. Avoid dominating the proceedings.
 - e. Avoid conflict situations.
 - f. Avoid side conversations, which distract others.
 - g. Ask questions to clarify understanding.
- Tell** the women that we have now looked at the major things that should be done in a meeting.
- Ask** someone to summarize key points that was said, and if there is something that were not talked about, allow the women to discuss.
- Finally,** say that in order for us to plan for our developmental work, we will have meetings regularly, it is important to know who to do what and how to do it. For it is only through meetings that we understand our plans and ourselves better.

Fundraising

Overview

Fundraising will enable the women to stand on their own, it will inspire them on how they can continue to contribute and do their work in their communities. This topic promotes sustainability.

What will you learn?

- I. Types of fundraising
- II. The do's and don'ts of fundraising

Summary

| Duration | Content | Method | Page |
|------------|----------------------|------------------------------------|------|
| 40 minutes | Types of fundraising | Brainstorming/ information sharing | 48 |
| 40 minutes | Dos & Don'ts | Information sharing | 49 |

Types of fundraising

- Start** by thanking the women for their level of commitment so far, and tell them that this is how we expect them to continue this level of commitment even after this training.
- Say** everyone loves money, so today; we will talk and share ideas about how we can raise our own money to continue our work even after this project closes.
- Tell** the women that it is not good for us to only depend on other people giving us money before we can start an initiative, we should look for money on our own.
- Ask** the women, **“What are some ways that they can raise money together”**.
- Allow** the women to provide answers, some answers might include, asking people for money, cleaning our community for money, tasking each members, making a talent show, etc....
- Inform** the women that fundraising is the process of gathering voluntary contributions of money or other resources
- Tell** the women that there are things they can do to raise money to continue their work.
- Inform** them that some things that they can do are
- a. Talent show/ singing contest
 - b. Sporting event
 - c. Tasking each members
 - d. Cleaning up campaign
 - e. Write entities/ organization

Dos and Don'ts of Fundraising

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|-----------------|---|
| Tell | the women that there are some things that we should do in raising money and there are things that we should not do. |
| Say | <p>some things that we should do (Dos) are:</p> <ul style="list-style-type: none"> a. Convey courtesy and respect. b. Remember to say “thank you” throughout the process of requesting funds c. Provide as much information as possible about yourself and the program you want to participate in. d. Know the details of your project and share your enthusiasm. Your energy about the project will help others get on board with you. |
| Tell | <p>them that some things that we should not do (don'ts) are:</p> <ul style="list-style-type: none"> a. Give someone an opportunity to want to help you, not because you have a disability, but because of what you are doing. b. DO NOT make promises you cannot keep. c. DO NOT be afraid to ask again. People are busy and often need reminding even if you have already asked once. If they have not donated, ask again. They may have simply forgotten. |
| Inform | them that these are things that we should consider when we want to raise money for our work. |
| Divide | the class into two groups, ask each group to give plans on how they can raise money to continue their work. Note, the two groups plan should be different from each other. |
| Allow | the groups to come up and present their plans to raise money |
| Discuss | the group's ideas with the women in general. |
| Finally, | say that we will keep working after this project has ended, therefore we need to find ways that we can continue our good work. It is not always that we will depend on the pockets of foreigners but we have to start to raise our own funds to do our own work. |