

A photograph of a woman with long braided hair holding a young child's head gently. The image is overlaid with a solid red color.

PROMOTING HUMAN RIGHTS AND HUMAN CENTRED CONFLICT TRANSFORMATION IN ZIMBABWE

A FACILITATOR'S RESOURCE MANUAL

By Civic Forum on Human Development

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1. INTRODUCTION

CFHD has been leading the development of human centred approaches to human rights promotion and protection in Zimbabwe through partnership with the International Organization for Migration (IOM) with funding from the European Union. CFHD works through a network of local community based organizations who are responsible for spearheading peer to peer learning and capacity building processes within their communities. One of the key lessons learnt from this collaborative human rights project is that efforts to promote and protect human rights in communities should be a stepping stone towards addressing fundamental conflicts and challenges that often lead to a range of Human Rights Violations (HRVs). Investment in conflict transformation is key in bridging the gap between human rights activism towards the creation of peaceful and prosperous communities.

There has been contested arguments on the merits of linking human rights monitoring and advocacy initiatives with conflict transformation and peace building on the basis that the quest for human rights standards and the application of the rule of law to human rights violations would contract the practical demands of consensus building that are often used on conflict transformation and peace building. A naked human rights approach which only focuses on structural issues can be frightening in traditionally organized communities as the issues raised often lead to social mistrust and conflict within families and among community members. In many of these communities, human rights issues and violations can open wounds that may never be healed if human rights work is not accompanied with peace building and conflict transformation interventions. Linking human rights and conflict transformation is the only practical way of addressing human rights violations in a constructive, dialogic, holistic and acceptable manner at the community level.

Based on this framework of analysis, most human rights interventions have a huge gap in integrating human rights and conflict

transformation which eventually leads to sustainable human development. A human centred conflict transformation approach brings several benefits and additive value to existing human rights protection and promotion work based on a number of considerations:

- It addresses issues of social justice, equity and power imbalances in a holistic social change process.
- The process creates the need for constructive dialogue and positive advocacy.
- It recognizes and legitimizes voices of change from the community and affected parties.
- It challenges structural and cultural challenges to violence and hidden human rights violations in a constructive and consensus building manner.
- It creates conditions for social and economic transformation for sustainable human development.

The purpose of this resource manual is to provide guidance to human rights and conflict transformation practitioners working at the community level to integrate human rights and conflict transformation approaches for sustainable human development. This will be achieved through providing more information and knowledge on the conceptual framework for integrating human rights and conflict transformation. The point to note is that there has been a shift from conflict management to conflict transformation mainly because of their ineffectiveness as shown by protracted social conflicts that have not been successfully managed. Working with communities and local institutions, CFHD has learnt of the need to address wider social, institutional, cultural, behavioural and attitudinal issues that have caused human rights violations through a more holistic conflict transformation approach.



Conflict Transformation is concerned with transforming systems, structures and relationships which cause violence and injustice. In this conceptualization, conflict should be viewed as a catalyst or an opportunity for social and economic transformation and as instrumental to the attainment of social justice and human rights. Conflict Transformation should therefore be a human centred process with clear outcomes conducted within localized contexts without placing emphasis on external interveners and facilitators.

The conceptual framework shows that human rights violations are both causes and consequences of violent conflict within societies. Practical examples on how systematic denial of human rights can lead to a violent conflict are also given to validate the conceptual framework. Patterns of specific violence can precipitate other forms of violence if they go unchecked. Rights are undoubtedly a means to satisfy needs and if the rights are denied, needs are frustrated thereby creating potential for violent conflict.

To help facilitators navigate through the language often used in conflict transformation, efforts have been made to define some of the key concepts that are often used in this field of work. These terms include conflict, violence, dialogue, peace, human needs and human rights, conflict analysis, conflict resolution, negotiation, conciliation, arbitration, litigation, mediation, dialogue, communication for peace building.

1. Conceptual Framework linking human rights and conflict transformation

1.1 The Relationship Between Human Rights and Conflict Transformation

Human rights violations (HRVs) can be both causes and consequences of violent conflicts. Such violations include forced evictions,

verbal and physical abuse, arbitrary arrests, intimidation of opponents, banning of public meetings, detention without trial, humiliating and degrading treatment and many other violations. The phenomenon of violent conflicts is not only confined to violations of civil and political rights but also relate to social and economic rights. For example, destruction of education and health infrastructure tend to affect the social and economic rights of the populations affected.

Human rights violations as causes of conflict include the marginalization of minority groups, uneven access to resources, discrimination in access to employment opportunities, limiting participation of some groups in public affairs and decision-making processes. These issues may cause disharmony and create structural fissures that may lead to outbreak of violence.

The two sides of the human rights-conflict relationship are evident in many situations in Zimbabwe. Systematic or partial denial of human rights as a cause of conflict can lead to symptomatic human rights violations and if the violence trend go unchecked, further conflicts of a higher magnitude can occur through torture, random loss of human life through indiscriminate killings and disrespect for human life.

The denial of human rights is closely linked with denial of basic human needs especially in relation to human identity and culture, welfare, freedom and security which all contribute to undermine human development. Human rights are the means to human survival and development and an essential instrument to protect human interests and needs. If the rights are denied, the human needs are automatically frustrated and the attainment of sustainable human development becomes impossible hence frustrating the realization of sustainable human development goals.

The governance structures and institutions play a key role in satisfying and/or frustrating the human needs through allowing and denying individuals or groups their access to resources (land, natural resources) opportunities (trading and enabling environment) and processes that lead to addressing citizen needs and priorities.

While the inability to protect rights may be due to weak structures and lack of resources, in many cases it is the lack of willingness to be inclusive, impartial, transparent and accountable in the use of power and in accommodating diverse interests in the exercise of governing functions and responsibilities. Some groups even capture the key governance institutions and instruments for their own benefit which can lead to conflict with other groups in society.

Figure 1 shows how conflict can lead to human rights violations and the need for linking the two in human centred development interventions:

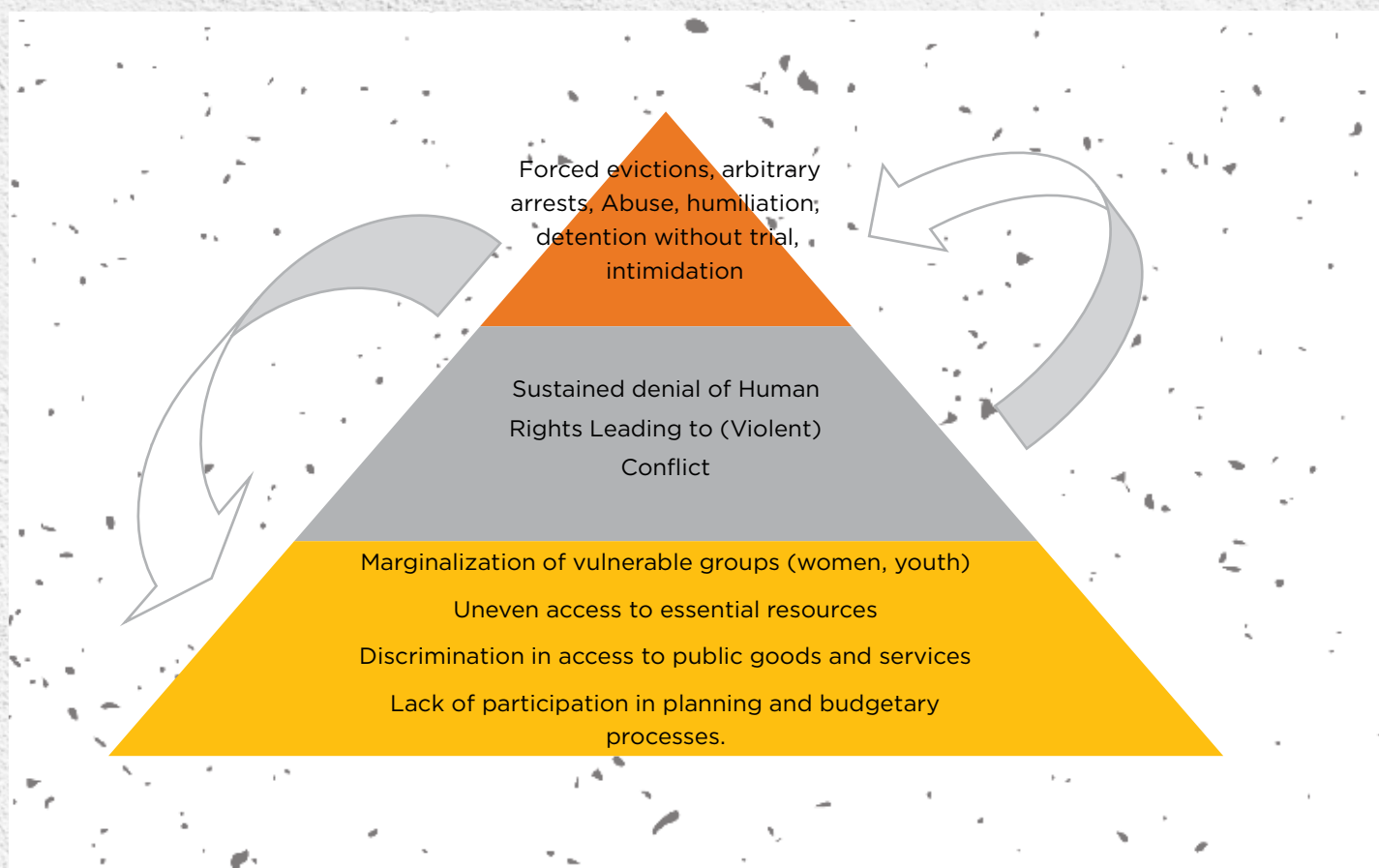


Figure 1: Link between human rights and conflicts

Conditions of inequality, inequity, injustice and insecurity can lead to violent conflict and the issues can only be addressed from a governance and human rights perspective. It is important in conflict transformation to address some the direct, structural and cultural violence issues using a holistic approach to human rights for effective conflict transformation.



1.2 Holistic Approach to Human Rights in Conflict Transformation

Box 1: Holistic Approach

Despite entrenched conditions of injustice, insecurity, inequality and insecurity in most societies, a legalistic approach in understanding human rights may be limited. In many societies emerging from violent conflicts laws may be inaccessible to the most vulnerable members of society or an effective legal system may not exist or remedies may not be readily accessible. Many laws still contain elements of oppression and existing judicial system may be sustaining discriminatory practices hence the existence of many battles for legal reform or realignment in many societies. Even if progressive legislation, there is often failure to implement and enforce such legislation which limit the impact of law on society. This is why a holistic approach to human rights in conflict transformation is needed and this would also apply to the context in Zimbabwe.

It would be prudent to understand the various dimensions of human rights to be able to facilitate conflict transformation processes. These dimensions are:

- Human Rights as Rules,
- Human Rights as Structures and Institutions
- Human Rights as Relationships
- Human Rights as Process

The table below summarises the various dimensions of human rights and how they relate to conflict transformation.

**Table 1: Dimensions of
Human Rights and Conflict
Transformation**

Dimension of Human Rights	Links with Conflict Transformation
Human Rights as Rules	This refers to the legalistic aspects of human rights where defined benchmarks of the law according to domestic legislation and international instruments, relevant laws should be applied and enforced through the courts for any violation and deviant behaviour. This implied that any conflicts should be subjected to the dictates of the law. And yet many conflicts has remained unresolved despite the existence of domestic, regional and international legislative instruments.
Human Rights as Structures and Institutions	There are structural divisions of power and mechanisms for addressing issues of power, resources, identify and security in any society. Conflict transformation must involve development of legitimate, independent and capable institutions to support the realization and orderly expression of rights and such remedies. In Zimbabwe this includes independent institutions like the Zimbabwe Human Rights Commission (ZHRC).
Human Rights as Relationships	This refers to the relational dimensions of human rights – rights for governing the organising and interaction between state and citizens (duty bearers and rights holders) – how people should be treated in respect of their dignity and their integrity. The recognition of these rights both vertically and horizontally in conflict transformation is critical.
Human Rights as a Process	Relates to how issues of access, protection and identity are addressed. For example peace depends on both its substance and on the process by which the peace is developed. If stakeholders are not happy with the peace process, conflict may continue to subsist as the process will be flawed. The process dimension of human rights emphasise the need to give meaning to human rights values and principles such as dignity, participation, inclusion, protection of marginalized voices and accountability through integrating these in conflict transformation processes. Conflict transformation processes which do not integrate recognized and legitimate human rights values may be fundamentally be flawed.

From the table above, it is critical for conflict transformation facilitators to have a multi-dimensional understanding of human rights especially as a tool for conflict analysis

2.3 Understanding the Key Terms and Definitions in Conflict Transformation Processes

CFHD has already been championing awareness campaigns on conflict transformation and this section of the manual builds on some of the key assumptions and definitions of conflict, violence, dialogue and peace. The work of CFHD has been occurring within a context of ongoing political, economic. Humanitarian crises and human rights violations which contributed to

the emergence of various forms of conflicts in Zimbabwe. Conflict is a natural part of public life and is inevitable. Training in conflict transformation has been designed to strengthen capacity of CFHD staff and peer educators in communities to facilitate conflict analysis and mainstreaming for sustainable peace and human development. CFHD has employed participatory, inter-generational and adult learning approaches with a focus on building skills and knowledge on conflict transformation processes integrating human rights and gender sensitive issues in the training methodology. For empowerment, the training emphasises individual tasks, group tasks, case studies, mini-lectures, role plays and other practical tools and methods that relate to the context. The key terms in conflict

transformation are:

- **Context Analysis:** This requires a comprehensive understanding of the political, social-cultural and economic situation such as electoral environment, employment trends, poverty and gender based violence.
- **Conflict:** Conflict is a friction or opposition resulting from actual or perceived differences or incompatibles. It can range from being just conflict of ideas to differences and disagreements and there is both violent and non-violent conflict. Conflict is neutral and may be good or bad depending on the context.
 - o Conflicts can be intra-personal (moodiness, talking to oneself), inter-personal (exchanging abuse words, fist fighting, quarrelling), intra-group (disagreements, intolerance) and inter-group (sabotage, gossip).
 - o Conflicts dimensions vary from being about resources. Relationships, culture, identity and perceptions, hence the need for conflict analysis. Some conflicts have all the three dimensions.
 - o Human needs and human rights if frustrated can lead to conflicts. Conflict may occur owing to unfulfilled human needs. Conflict resolution in most cases is about enabling people to identify and fulfil their unmet needs.
 - o Conflict often lead to three types of responses: Fight which is usually an instinctive and immediate response as feelings will have been hurt, flight, which denotes escaping and avoiding the conflict or flow approach which denotes a willingness to acknowledge and accept the existence of a problem.
 - o Conflicts are never static and are always evolving from one form to another and there are also several stages of conflict.
 - o Conflict analysis is a process of understanding the dynamics of conflict in a given context to be able to deal with conflict issues. It usually involves communities, parties to the conflict, key stakeholders and is concerned with issues of power analysis, gender and other conflict issues. Several tools are used in conflict analysis including conflict mapping, conflict trees, and force field analysis. These are defined later in the manual.
- o There are several strategies for conflict resolution and these include negotiation, conciliation, arbitration, litigation, mediation (which has several stages). Negotiation often involves reaching an understanding between two parties without a third party and involves stages of preparation, interaction and closing stage. In cases where there a stalemate, conciliation becomes an option where a conciliator will play an advisory role. Arbitration normally when one is seeking fairness and an arbiter is involved and the decision made is legally binding. Litigation comes in when the case is presented before a court of law for determination. Mediation is used when parties to the dispute can no longer proceed with the negotiation process. The mediation process takes several stages which include providing a safe space, offering mutual understanding, building ownership in the problem solving process and seeking a sustainable agreement. A good mediator must have certain qualities such as neutral, listening and observation skills, patience, be able to sacrifice time and able to keep secrets.
- **Violence:** This denotes the exertion of physical force so as to injure and abuse and there are many types of violence including:
 - o **Physical violence: Rape, torture, abductions, beating**
 - o Emotional violence: Intimidation, Threats
 - o Structural violence: Unequal treatment, marginalizing people, rights deprivation of basic needs (food, water, shelter, employment and resources based on discriminatory practices).
 - o Power is a major issue in causing violence – one form of violence can lead to other forms of violence e.g. denying people food may lead to emotional violence which could lead to hate speech and even torture of some groups.

- **Dialogue:** Dialogue is a conversation involving two or more people and is concerned with building shared understanding, solving problems and finding solutions. Saunders (2011) defines dialogue as a process of genuine interaction through which human beings listen to each other deeply enough to be changed by what they learn. Each makes a serious effort to take others' concerns into account in her or his own picture, even when disagreement persists. No participant gives up her or his identity but each recognizes enough of the other's valid human claims that he or she will act differently towards the other".

- **Sustained Dialogue:** It's a structured dialogue process that happens over a long-time. Dialogue is dynamic process compared other methods used in conflict management and is often targeted at creating a win-win outcome. It is a unique method in that it is concerned with resolving the conflict and building long-lasting relationships. It is guided by principles of inclusiveness, ownership, humanity, learning and sustainability. There are usually five key stages in sustained dialogue processes and these are:

- o **Deciding to engage through various initiation meetings**
- o **Mapping problems and relationships through open engagement and discussions,**
- o **Setting the direction for change**
- o **Building scenarios for action,**
- o **Acting together to make things happen**

The key actors in sustained dialogue processes often involve initiators, convenors, moderators, -moderators, dialogue participants and key stakeholders (Government). Initiation of dialogue requires good researching and framing of the issues, adequate information gathering, good conflict and context analysis, good intervention design and dialogue strategy, community engagement and participation, clear terms of engagement and good management of the dialogue group.

Examples of Conflict Dialogue Meetings facilitated by CFHD towards conflict transformation



A Conflict Dialogue Meeting in Mutoko District: The Black Granite Indaba, 2018



A Conflict Dialogue and Capacity Building Meeting in Epworth, 2018



A Conflict Dialogue and Transformation Meeting in Mbire District



Conflict Dialogue held at Johanne Mafuyana Primary School in Ward 19 of Umguza District

The **Conflict Dialogue and Transformation Meetings (CDTMs)** are a good avenue for engendering public participation in conflict analysis and transformation. Hence they would require strategic preparation (time, venue, co-moderation, agenda formulation), administration (recording, documentation), meeting management, good dialogue

facilitation skills, post-mortem analysis of emerging issues and feed back to dialogue group. Facilitators should anticipate some challenges in people's ability to speak out, managing emotions and anger during the workshop sessions, conversations going off-topic, participants failing to follow key topics, participants challenging the moderator's credibility, participants being impatient, communication barriers within the dialogue group, inability to deliver the correct messages at the end of the dialogue process. For sustained dialogue, the Facilitator must have good communication skills including the ones in the Box below:

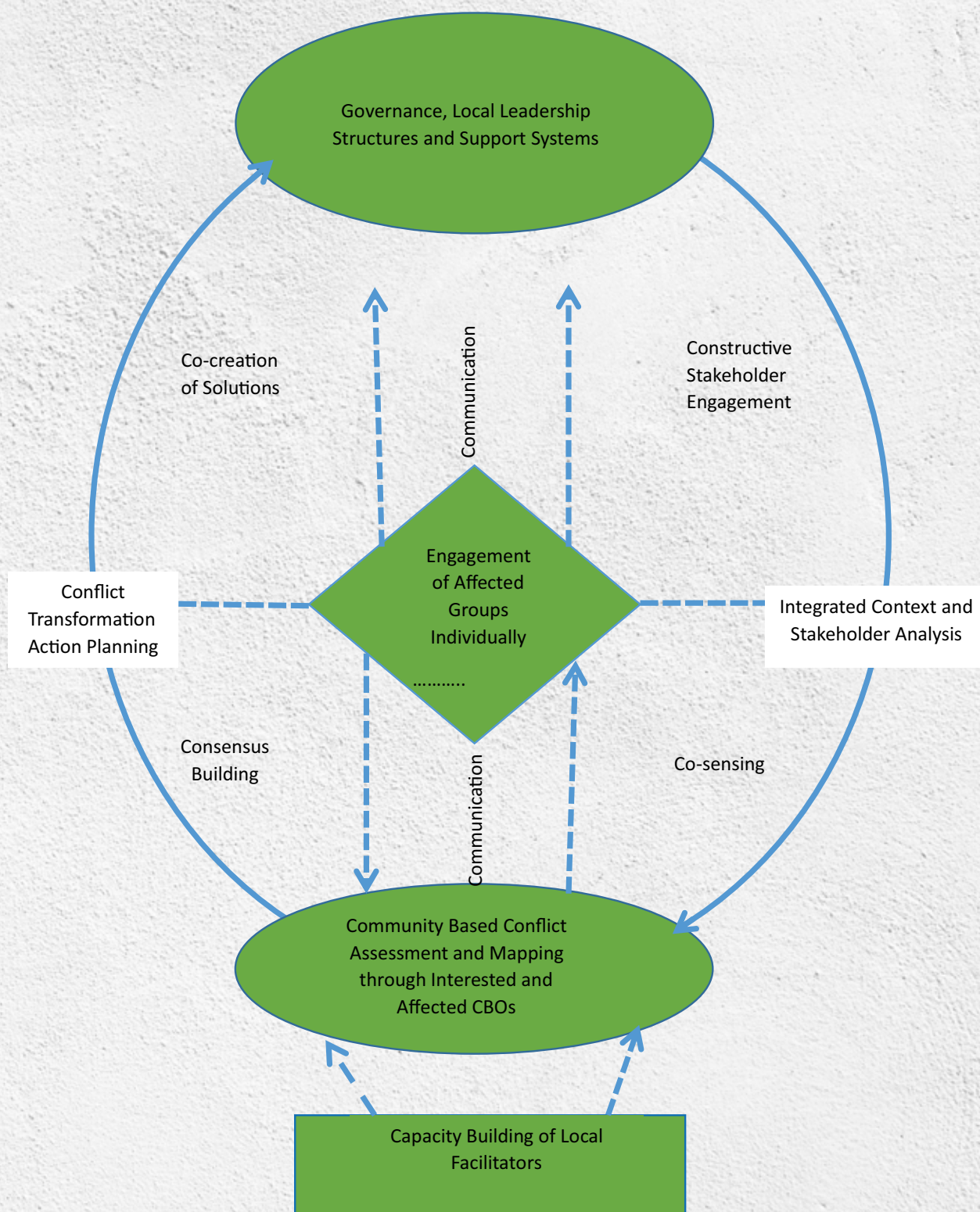
Box 1: Communication Skills of a Good Sustained Dialogue Facilitator

1. Good listening skills
2. Good oral skills
3. Be able to ask appropriate questions – open ended questions
4. Appropriate body language – to show you are part and parcel of the conversation
5. Don't interrupt someone who will be speaking
6. Being able to show understanding
7. Support participants to relax
8. Enable each participant to speak
9. Seek clarification on unclear issues
10. Check on assumptions
11. Be able to paraphrase
12. Suspend your judgement and be as objective as possible
13. Don't be partial in your listening – listen to everything being said
14. Insists on participants giving their perspectives and not talking about other participants.

- **Peace:** Denotes the absence of violence, repression and negative experiences and involves working together to establish positive relationships and behaviours driven by a shared vision for peace.

2. The Human Centred Approach to Conflict Transformation

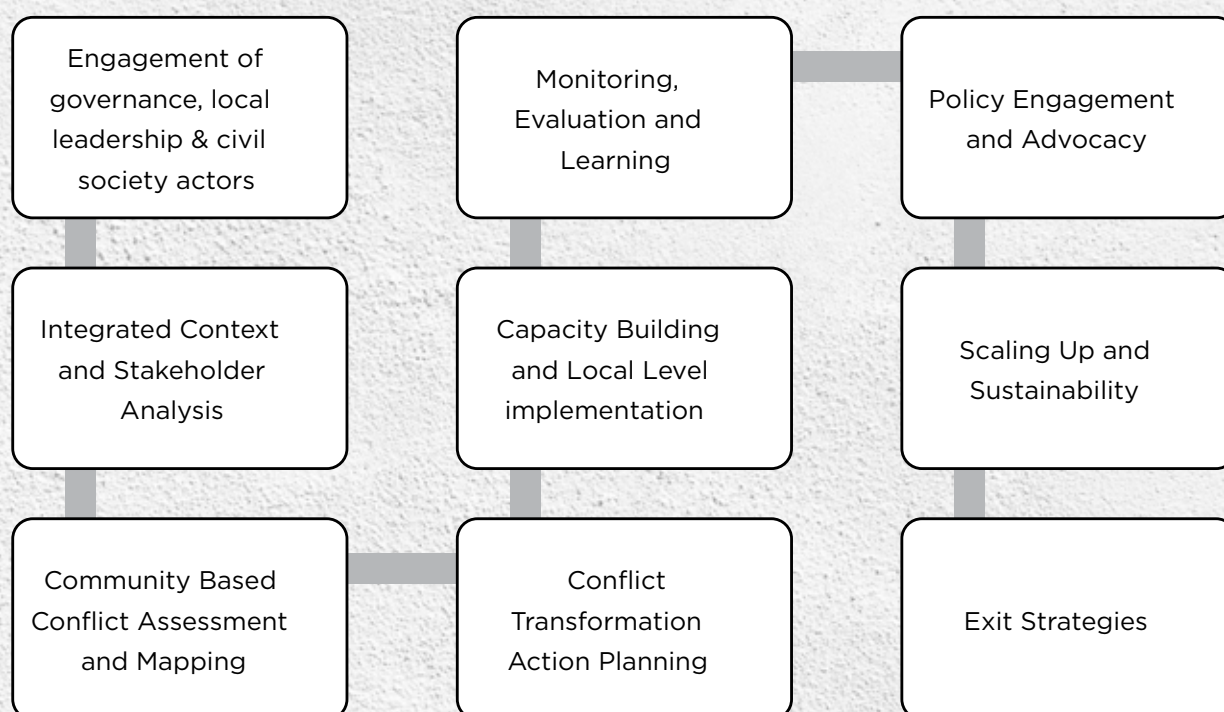
Figure 2: CFHD Human Centred Approach to
Conflict Transformation in Zimbabwe



3. Step-By-Step Application of the Model at Community level

CFHD has conducted community and institutional assessments that have highlighted the need for developing a step-by-step for planning, implementation, monitoring, scaling-up, sustaining and exit for human centred conflict transformation initiatives. Nine key steps have been identified as shown in the Figure 3 below:

Figure 3: Step By Step Approach to Conflict Transformation



Step 1: Engagement of Governance, Local Leadership, Civil Society Actors and Existing Support Mechanisms from the Provincial to the Local Level

Objectives	- To understand existing institutional and governance arrangements and their role in conflict human rights and conflict transformation - To map existing institutional relationships and dynamics in relation to human rights and conflict transformation - To create positive engagement of authorities on human rights promotion and conflict transformation.
Expected Outcomes	- Governance institutions, local leaders and civil society actors have a shared understanding of human rights and conflict transformation of human rights and conflict transformation initiatives and approaches coming into their area of jurisdiction. - Roles and responsibilities of governance structures, local leadership and civil society actors clearly understand in the conflict transformation process. - Positive support obtained from all key stakeholders.
Process	- The process of engaging governance, local leadership and civil society organizations should be started at least 30 days before the start of the actual process on the ground with communities. - The first step is to prepare a stakeholder inventory and conduct a selected of key stakeholders for engagement and detailed briefing. - There would be need to prepare a briefing concept note on the intended process, its motivation, expected results and usefulness. - The consultation meeting(s) will then be scheduled and notices sent to the targeted stakeholders.
Tools and Methods	- Stakeholder Inventory - Key Informant Interview Sheets - Issues Checklist - Inception Workshop Guide
Actors and Stakeholders	- All key Government departments - Provincial and District Administrator's Offices - Rural District Council - Association of Rural District Councils of Zimbabwe - Civil Society Organizations - Representatives of key community based organizations.
Checklist for the Facilitator	- List of target districts and why they were selected - Gathering preliminary district profiles, population and number of wards - Inventory of organizations working in the target district or wards - Checklist of questions for the different organizations to be interviewed and persons to be targeted. - Inception workshop programme and invited stakeholders.

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| Documentation and Reporting | <ul style="list-style-type: none"> • Request for all documentation relating to human development, human rights and conflict transformation. • Request information/documents on development plans at district and community level. • Request for all relevant policy documents in relation to development and stakeholder collaboration • Review all key documents to identify key issues and challenges • Document and analyse stakeholder perspectives to human rights promotion and conflict transformation. |
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Step 2: Integrated Context and Stakeholder Analysis

- | | |
|-------------------|---|
| Objectives | <ul style="list-style-type: none"> • To create a platform for all stakeholders and community representatives to analyse their context (political, economic, socio-cultural, technological, environmental, and legal). • To understand the contextual drivers of human rights violations and conflict. • To map out stakeholder perspectives, initiatives, threats and opportunities. |
| Expected Outcomes | <ul style="list-style-type: none"> • Context analysis • Analysis of threats and opportunities for human rights promotion and conflict transformation • Stakeholder positions and attitudes towards conflict transformation processes established. |
| Process | <ul style="list-style-type: none"> • The essence of a community based conflict assessment process is skills building for local community facilitators to be able to map and analyse the different types of conflicts, understand the causes and consequences and to build consensus on strategies needed to transform conflicts into human centred development outcomes. • The capacity building process must be gender, disability and inter-generational sensitive ensuring women and youths are part of the facilitation drivers at local level who need training and capacity building. • The training of local level facilitators should cover issues on context analysis, key terms and concepts, human rights, human centred development as well as strategies for conflict transformation, main strategies in negotiation (conciliation, arbitration, litigation, mediation, stages of mediation), sustained dialogue, dialogue principles and stages, dialogue skills and communication for social change and conflict transformation). |
| Tools and Methods | <ul style="list-style-type: none"> • Participant mind mapping and gallery display of community known terms and grey areas. • Conflict Perception Maps • Role plays • 3 Fs – Fight, Flight, Flow model • Conflict Mapping • Conflict Dynamics Games • Conflict Tree Analysis • Force Field Analysis • ABC Triangles • The Chinese Whisper Game |

Actors and Stakeholders	• Community Leadership and CBOS • Representatives of Socio-Economic Groups (SEGSS) • RDDC members, Elected Councillors and District Administrators • CSOs and NGOs • Business Community and Associations, • Faith Based Organizations (FBOs)
Checklist for the Facilitator	• Conflict Assessment Training Toolkit/Protocol • Training Programme and List of Trainees • Simple training hand-outs (Conflict Transformation Framework, Human Rights Conflict Transformation Dichotomy, Glossary of Key Terms in Human Rights and Conflict Transformation, Conflict Transformation Processes). • Learning logs for pre and post training assessment
Documentation and Reporting	• Process document for all training processes and evidence of participants' contributions in the assessment process. • Use audio and multi-media documentation methods • Training Report (detailed and analytical) • Comprehensive Conflict Assessment Report (analysing strategies and agreed hot spots) and agreed strategies for conflict transformation.

Step 4: Conflict Transformation Action Planning

Objectives	• Develop Community Action Plans for conflict transformation. • Build commitment of local community leaders and key stakeholders towards implementation of agreed strategies and actions. • Agree implementation benchmarks, roles and responsibilities.
Expected Outcomes	• Community Action Plans • Clear benchmarks, roles and responsibilities of communities and stakeholders.
Process	• Unless communities have been genuinely involved in developing their Conflict Transformation Action Plans, there will be continued conflict in the community. The Community Action Planning process is therefore one of the most critical components of Conflict Transformation. • Community Action Plans requires the participation of all actors at the community level (Elected Councillors, Community Leaders, Opinion Leaders, Socio-Economic Groups, political parties and CBOs. • The Community Action Planning process must be conducted at convenient for all actors to attend without any access challenges. The venue must be appropriate for disabled, elderly and other vulnerable groups. • A proper Community Action Plan should be produced and immediately operationalized.
Tools and Methods	• Conflict planning matrix • Vision quest template • Future Search Visioning Methods

Actors and Stakeholders	• Prepare Community Action Plan Templates • Prepare Mobilisation Plan for Ward Action Planning for mobilisation by CBOs and Local Leaders.
Checklist for the Facilitator	• Prepare Community Action Plan Templates • Prepare Mobilisation Plan for Ward Action Planning for mobilisation by CBOs and Local Leaders.
Documentation and Reporting	• Capture all stages in the Community Action Planning Process. • Document all Ward Action Plans • Produced a consolidated conflict analysis and transformation report.

Step 5: Capacity Building and Implementation of conflict transformation initiatives

Objectives	• To train local leaders and peer educators on implementation of Community Action Plans. • To roll out conflict transformation activities to all members of the community.
Expected Outcomes	• Communities have adequate capacity for successful implementation of community based conflict transformation initiatives. • Communities affected by conflict actively participate in conflict transformation processes and activities inclusive of women, youths and other vulnerable groups.
Process	• Training and capacity building for the implementation of conflict transformation activities must be based on the priorities in the community action plan. • Emphasis should be on empowering local leaders, peer educators and volunteers to be at the heart of the implementation process. • Proper mobilisation and targeting is required.
Tools and Methods	• Conflict mapping • Conflict dialogue tools • Co-sensing and consensus building
Actors and Stakeholders	• Local community leaders • Peer educators and CBOs • Representatives of socio-economic groups
Checklist for the Facilitator	• Capacity building plan that is based on emerging action priorities is in place. • Mobilisation for training is conducted in time. • Criteria for participants' selection is developed.
Documentation and Reporting	• Ward Action Plans to be simplified and disseminated to community leaders and local peer educators. • Community Action Charts to be displayed in all strategic locations of the ward. • Document training meetings and compile training reports.

Step 6: Monitoring, Evaluation and Learning

Objectives	• Build collaborative and dialogic relationships between civil society driven conflict transformation processes and state and other governance institutions and structures. • Strengthen strategies for positive engagement and advocacy in the conflict transformation processes which may challenge the status quo and existing power relationships and attitudes.
Expected Outcomes	• There will be increased cooperation and collaboration from state institutions on conflict transformation processes for human development. • Civil society organizations and community based organisations are able to conduct positive engagement, dialogue and advocacy for effective conflict transformation at local level.
Process	• The process of policy engagement and advocacy must take into account the need to engage both the supply and demand side in a constructive manner especially considering existing political and institutional cultures whose attitudes may not be necessarily supportive of conflict transformation initiatives of civil society. • There is need for complete openness and transparency with policy and decision makers at the district and provincial level and these levels must be adequately briefed. • In a constructive engagement process, the idea is to focus on improving the relationship between government actors and non-state actors on issues of mutual concern and interest and based on collaborative dialogue and win-win outcomes.
Tools and Methods	• Joint planning and visioning tools • Future Search Methods • Evidence based advocacy index calibrated by both supply and demand side stakeholders.
Actors and Stakeholders	• Government Decision Makers at district and provincial level (Provincial Administrator, District Administrator, Head of Government Departments) • NGOs and CBOs Representatives • Community and Business Leadership
Checklist for the Facilitator	• Prepare a supply-demand side actors checklist/inventory. • Prepare stakeholder engagement roadmap for supporting supply and demand side dialogue process. • Develop an advocacy index showing areas of priority engagement, expected outcomes and scores for each expected level of achievement.
Documentation and Reporting	• Document all supply-demand side interactions • Document engagement roadmap • Document progress on the advocacy index



Step 7: Policy, Engagement and Advocacy

Objectives	• Build collaborative and dialogic relationships between civil society driven conflict transformation processes and state and other governance institutions and structures. • Strengthen strategies for positive engagement and advocacy in the conflict transformation processes which may challenge the status quo and existing power relationships and attitudes.
Expected Outcomes	• There will be increased cooperation and collaboration from state institutions on conflict transformation processes for human development. • Civil society organizations and community based organisations are able to conduct positive engagement, dialogue and advocacy for effective conflict transformation at local level.
Process	• The process of policy engagement and advocacy must take into account the need to engage both the supply and demand side in a constructive manner especially considering existing political and institutional cultures whose attitudes may not be necessarily supportive of conflict transformation initiatives of civil society. • There is need for complete openness and transparency with policy and decision makers at the district and provincial level and these levels must be adequately briefed. • In a constructive engagement process, the idea is to focus on improving the relationship between government actors and non-state actors on issues of mutual concern and interest and based on collaborative dialogue and win-win outcomes.
Tools and Methods	• Joint planning and visioning tools • Future Search Methods • Evidence based advocacy index calibrated by both supply and demand side stakeholders.
Actors and Stakeholders	• Prepare a supply-demand side actors checklist/inventory. • Prepare stakeholder engagement roadmap for supporting supply and demand side dialogue process. • Develop an advocacy index showing areas of priority engagement, expected outcomes and scores for each expected level of achievement.
Checklist for the Facilitator	• Prepare a supply-demand side actors checklist/inventory. • Prepare stakeholder engagement roadmap for supporting supply and demand side dialogue process. • Develop an advocacy index showing areas of priority engagement, expected outcomes and scores for each expected level of achievement.
Documentation and Reporting	• Document all supply-demand side interactions • Document engagement roadmap • Document progress on the advocacy index

Step 8: Scaling-up and Sustainability

Objectives	• Understand bottom-up and network based scaling up of conflict transformation initiatives. • Strategies for ensuring sustainability of community based conflict transformation initiatives and processes.
Expected Outcomes	• CBOs and other community based facilitators of conflict transformation initiatives had capacity to facilitate scaling of conflict transformation initiatives within their communities. • Self-sustaining mechanisms for conflict transformation strengthened. • Conflict transformation processes are inter-linked, networked and coordinated for sustainability.
Process	• Conflict transformation initiatives can start with a household, a village, a ward and a district with the hope that there will be some form of scaling-up. In this manual, emphasis has been on ward based planning and implementation of conflict transformation. • Once the process has been ignited, the facilitators must encourage a vision of growth and scaling up rather than stagnation. • Scaling up can be triggered through social network analysis to connect the dots with other conflict transformation initiatives for learning and mutual support with other communities. • Through a collective visioning process conflict transformation processes may encompass different phases of scaling-up and this may require cycles of capacity building and support from technical and financial support organizations. • Inter-linking of conflict transformation initiatives may happen organically and through deliberative planning and network building at community, district, and provincial and at national level.
Tools and Methods	• Social Network Analysis • Network development tools • Collaborative Network Analysis
Actors and Stakeholders	• CBOs and NGOs • RDCs • Government (DAs, PAs, HODs). • Facilitators and Peer Educators.
Checklist for the Facilitator	• Develop a Collaborative Scaling-up Plan with a multi-stakeholder approach. • Prepare a tool for social network analysis to assess networking of conflict transformation initiatives and capacity building needs. • Develop responsive capacity building tools for scaling-up conflict transformation initiatives. • Develop sustainability checklist
Documentation and Reporting	• Document scaling up strategy and plan • Document outcomes from social network analysis and desired collaboration approaches. • Document capacity building and sustainability checklist.



Step 9: Exit Strategies

Objectives	• Build capacity for community self-management of their conflict transformation processes and initiatives. • Build capacity for demanding technical support by communities when conflict transformation goes beyond their capacity.
Expected Outcomes	• Self-managed conflict transformation processes and initiatives • Increased responsiveness to conflict transformation support to communities.
Process	• The ultimate vision of community based conflict transformation is to empower communities to manage their conflict transformation processes for human development. • Capacity building for self-managed conflict transformation should be the main drive of capacity building. • Local leaders, communities and peer educators are trained in self-management of conflict transformation initiatives, in monitoring and evaluation and in demand support from various stakeholders depending on the needs. • Linkages with the key support organizations are strengthening to ensure communities have the required support in their conflict transformation journey.
Tools and Methods	• Self-management visioning • Community management score cards • Stakeholder Matrix
Actors and Stakeholders	• Local Leaders • CBOs and peer educators • RDCs and other government stakeholders
Checklist for the Facilitator	• Prepare community based conflict management plans • Prepare sustainability checklist
Documentation and Reporting	• Document community self-management plans

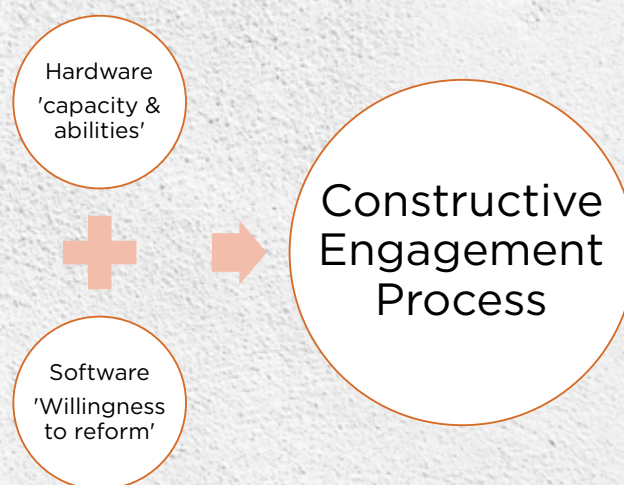
4. Resistance to Change and Breaking down the Points of Resistance

Conflict Transformation Facilitators are often caught up in a dilemma when working with actors on the supply and demand side. The difficulty arises from working with supply side institutions, mechanisms and processes that supposed to guarantee peace, good governance and human development to address issues of structural violence, marginalization and socio-economic justice without being viewed as being biased in favour of the demand side actors. This is often viewed as resistance to conflict transformation by human development facilitators. Conflict transformation is sometimes perceived narrowly as a process of constructive relationships and communication systems between groups in conflict. The quarrels and disagreements between parties may be due to their differential access to political, social and economic resources and those with power and influence may be using their power to dominate and exclude weaker groups. Hence power analysis is critical in engaging the different players in the context of conflict transformation. Conflict transformation involves transforming both relationships and systems of governance. Power is usually hidden in many conflicts and can be a major impediment to those advocating for fair, participatory and mutually beneficial relationships, institutions and mechanisms. In a sense, transformation is seen as possible when the weaker party becomes more aware and conscious about the cause of its situation and ways of changing the status quo.

Apparently in the short demands for social justice can cause a lot of resistance and even conflict and yet the initiation of engagement may generate positive gains for society in the longer term process. Those who benefit from the status quo will not be willing to accept demands for change as they tend to perceive rights as a threat. For the Facilitator of Conflict Transformation, it should be at the back of their minds that resistance to change may be rational calling for intensified lobby and advocacy. It is future for the Conflict Facilitation

Facilitator to work against such resistance but to use the resistance as a building block and stepping stone for more intensified dialogue and collaboration. In this kind of situation it is always prudent to start with low hanging fruits for the relevant structures and institution that support their legitimacy like participatory budgeting, inclusive service delivery, and local economic development to oil the existing structural machinery towards a dialogue process. This type of strategy works well to massage the existing system to facilitate structural change. This essentially focus on the technical side which the hardware side of public institutions. **It is often difficult to start focusing on the software issues like their institutional culture and values, communication patterns, perceptions of self and others. It is usually the software side of the equation that tends to engender resistance.**

Figure 2: Engaging in Constructive Engagement





Conflict transformation requires the commitment of the facilitator to work both on the technical side to improve capacity while at the same time orienting supply side actors to develop a new culture of working with actors on the demand side, to understand them better and to be more willing to create a level playing field. The process approach is therefore key in influencing change at the structural and cultural level as the focus is on building the experience of doing things differently for the public good. In this resistance in terms of negative attitude, negative use of power and other forms of marginalization is effectively broken down. **"By facilitating closer interaction and dialogue between those that are supposed to deliver and those with rights to benefit, positive engagement pathways are created and the transformation of relationships and systems become real."**

CFHD seems to have worked with this model in its governance, peace building and citizen empowerment work through fostering collaborative relationships between governance structures and citizens towards inclusive participation in planning, budgeting, service delivery and peace building processes. While this approach has been working in practice, is it conflict sensitive, a term often used to emphasise the need to understand the context of the conflict transformation process and ensuring that no one is injured by the process of change. It is about avoiding escalating conflict or creating more wounds or deepening existing conflicts as soon as one starts to work with a perceived perpetrator of people's rights. The question is whether this would delay the attainment of social justice and whether this weakens advocacy efforts by civil society activists. The possibility of tensions and more conflicts should not be a deterrent to the conflict transformation facilitator but there is need for a proper conflict analysis to develop effective strategies for handling the different types of conflicts that exist. Rather than focusing on confrontational advocacy mechanisms, a more human centred approach focuses on the needs and interests of various stakeholders – it is better to adopt a strategy for human rights and social change that take into account the need

to challenge the status quo with a problem solving orientation through creating avenues for joint problem solving and dialogue. Conflict transformation facilitators must help parties in conflict and other stakeholders to be able to assess their options based on shared vision for the future.

The Civic Forum on Human Development has been able to use 'community based planning' as a process for linking both supply and demand side actors around 'peoples' needs and priorities' through joint analysis of the context, the strengths and weaknesses of the local governance system in addressing needs, priorities and rights of citizens, which has led to significant changes of service delivery culture, attitudes towards civil society groups and opening space for their participation in decision-making, budgeting and conflict management especially around issues on access to productive resources, land and water rights as well as natural resources."

5. Balancing Facilitation and Advocacy Roles through human centred approach to conflict transformation

Facilitating conflict transformation and advocating for human rights promotion and protection may appear to be contradictory.

By avoiding standing for what is right to the community or group of persons, a facilitator may compromise their integrity and respect from the community who may want to see a radical solution to their needs and demands. Such situations often arise with violent conflicts such as physical displacement and/or eviction.

Advocacy is often associated with speaking one's mind on an issue or adopting a position which means taking sides.

Once a facilitator has taken a position, they may find it difficult to engage the other party to the conflict. It is not necessarily bad to take a position, it is how it is communicated.

A position that is communicated in confidence to a party in conflict may be acceptable than a position that is publicly shared. So a facilitator would need to read the situation quickly to adopt the most appropriate advocacy strategy taking into the following typologies of advocacy:

6. Conclusions and Recommendations

This resource manual has been emphasizing the need for a balanced approach for facilitators working on conflict transformation and human rights at community level. The facilitators need to understand concepts of conflict transformation and human rights to be effective in their facilitation work at the local level. A human rights approach enables understanding of the socio-political nature of conflict transformation and the need to appreciate role of governance structures and how governance systems are constituted and function. The issues of power analysis and dynamics in designing conflict transformation strategies is very critical especially during the context and stakeholder analysis stages of the conflict transformation process.

Looking at human rights in the context of conflict transformation, creates a new way of thinking on integrating institutional change with strategic and diplomatic advocacy for change through a multi-stakeholder engagement process. This allows for the development of a conducive environment for dialogue and collaboration around people's needs and priorities and new cultures of working and engagement eventually leading to conflict transformation. Conflict transformation places more emphasis on the need for local ownership while human rights puts more emphasis on international recognised standards and norms.

Type of Advocacy	Description
Party Advocate	Promote a particular party's interests
Outcome Advocate	Pursues an outcome that is desirable irrespective who is going to benefit from the outcome
Process Advocate	Promotes a specific way of deciding things or getting things done
Values Advocate	Champions certain principles or concepts such as democracy, rule of law.

7. Annexes

Annex 1: Tools and Methods for Conflict Transformation

Step	Description of key facilitation tools and methods
1. Engaging Governance, Leadership and Civil Society	1.1 Stakeholder Inventory: This should be a comprehensive list of all key stakeholders (Government, NGOs, FBOs, Private Sector) in a table that also analyses their key roles and functions. 1.2 Key Informant Interview Checklist: For each type of stakeholder, there will be a list of key questions to check their understanding and role in human rights and conflict transformation. 1.3 Issues Checklist: This can be a set of key issues put in a matrix format for ensuring that all key issues and concerns are addressed with the governance and leadership structures. There is need to be open to the interviewees that they are free to add their own issues to the checklist as they will have more knowledge on the variety of issues that relate to human rights and conflict transformation. 1.4 Inception Workshop Guide: In some local contexts, stakeholders demand to be met as a group and it is necessary to prepare for such a scenario by ensuring that a workshop outline is in place and is not exclusive.
2. Integrated Context Analysis and Stakeholder Mapping	2.1 PESTEL Analysis: This is presented in a table and means Political, Economic, Social, Technological, Environment and Legal. 2.2 Café walks: Participants are divided in clusters or groups to do their context analysis and they generate issues that are displayed for purchase by other groups leading significant cross-fertilization. 2.3 Rich Picturing: A method for gathering data and information using pictures and people's imaginations. This should be done in groups to stimulate the rich picturing process. 2.4 Venn Diagrams: These are used to locate various stakeholders that are relevant in resolving the different types of conflicts within the community so as to provide information on why other organizations will be engaged in the conflict transformation process while others will be left behind. 2.5 Conflict Trees: These are used to creatively analyse conflicts in terms of the root causes, the different components of conflicts and the symptoms and consequences of conflicts. 2.6 Scenario Building Mapping: This method is critical in decision making where different scenarios are drawn up, analysed and choices made. 2.7 Conflict Mapping: Conflict maps are used to locate types of conflicts and key hotspots. Participants can use a ward map and in its absence they can draw their own map of their village, ward, district or province and begin to put some dots on the map. Different types of dots can depict different conflicts and different sizes can also depict different magnitude of conflicts and there could be other different markers to depict internally induced and externally induced conflicts. 2.8 Documentation Logs: This involves logging issues that are perceived to be important for conflict transformation being logged across different contexts to map up the trends. It is part of mapping past trends and their influence today and in the future.

3. Community Based Conflict Assessment & Mapping

- 3.1 Participant Mind Mapping:** This is a technique that involves decoding definitions that are in the minds of participants in order to assess current level of thinking and understanding on certain issues. It helps to set the tone for a training workshop and helps participants to connect quickly with the objectives of the workshop or the process. The outcome of the mind mapping process is displayed in a gallery for reflection and analysis. This enables participants to quickly connect with other at the start of the training.
- 3.2 Conflict Perception Mapping:** Sometimes conflicts are driven perceptions than reality. Perception mapping involves development of a perception questionnaire or scorecard in order to generate a perception score which is either high, medium and/or low on key conflict scenarios and these can also be used assess progress.
- 3.3 Force Field Analysis:** This type of analysis looks at both supporting and opposition factors to determine the degree of leverage for moving forward with conflict transformation and the amount of diplomacy needed to fight the resistance.
- 3.4 The Chinese Wisper Game:** This is a good energizer on the dangers of long-winded communications where meaning is lost as one gets to the end of the process. A conflict word will be used to reinforce the importance of listening in conflict assessment. It would not be good facilitators to misrepresent the conflict issues or dimensions that are critical in that context.
- 3.5 Conflict Dynamic Games:** Games provide an opportunity for communities or local facilitators to use nicknames/animals etc to mirror the types of conflicts within their communities. As an assessment tool, it can be a good stimulant in the assessment process. Tools like this can also be used when the energy levels are going down to ensure there is some level of concentration by the participants.
- 3.6 Role Plays:** These are very good in analysis of causes and even consequences when conflict situations are expressed in a play and the playmakers can assume certain positions or characters that have been involved in generating conflicts.

4. Conflict Transformation Action Planning

- 4.1 Conflict Planning Matrix:** This is a template that allows participants to define the goal, objectives, targets, key stakeholders and measures of performance for conflict transformation.
- 4.2 Vision Quest Template:** The template is used brainstorming among the participants and by communities in envisaging the future with and without the identified conflicts. The vision quest templates are debated to identify a bigger vision for all which shapes the conflict transformation goal.
- 4.3 Future Search Vision Method:** It's a method that is based on appreciative inquiry, where achievements in conflict transformation are publicly identified and acknowledged as stepping stones for the future.

5. Capacity Building and implementation of conflict transformation plans

- 5.1 Self-Capacity Assessment Tool:** This is a tool designed for the local CBOs and community leaders to assess their own capacity for implementing priorities in the Conflict Transformation Action Plan (ConTAP).
- 5.2 Conflict Dialogue Tool:** This tool provides techniques for conducting different types of dialogues in facilitating dialogue, consensus building and action.
- 5.3 Co-Sensing Tool:** This tool empowers all the actors to co-sense the key issues and to harvest information for decision making and consensus building by groups or communities.
- 5.4 Consensus Building:** It's a process for building common understanding and agreement through a consensus process around an issue or set of issues for mutual benefit.

6. Monitoring, Evaluation and Learning

- 6.1 Community Monitoring Templates:** These are used to capture the agreed targets and desired measures of success for continuous logging by the community when certain results have been achieved or have not been achieved. One can put a green score when there is an achievement and a red score when nothing has been achieved and a blue score when there is something pressing.
- 6.2 Community Reflection Meetings:** Based on the scoring process, a reflection of the overall scoring trend and results will be made by all the actors. This could be a way of making the communities challenge the different actors on their role in conflict transformation. Open dialogue and discussion on results achieved will lead to more confidence building and capacity to monitor transformational change at the local level and at the same time creating discomfort and encouragement for the different role players.
- 6.3 Learning Platforms and Circles:** Best practices and lessons learnt are shared in facilitated learning platforms and locally organized learning circles for the transformation process to be experienced as a learning process.
- 6.4 Conflict Monitoring Code Book:** The code book only helps to record trends in occurrence and re-occurrence of conflicts within the community and to monitor those that may result in human rights violations and those referred to conflict and peace commissions and other human rights bodies for action. Hence this is a vital record book.

7. Policy Engagement and Advocacy

- 7.1 Joint planning and visioning:** This is a process of identifying local advocacy priorities to achieve genuine conflict transformation at all relevant levels. These priorities can be given scores in terms of their importance and urgency.
- 7.2 Future Search methods:** This examines the impact of the different advocacy strategies on anticipated future outcomes. This process helps local actors to evaluate the performance of traditional strategies and their refinement in a changing context.
- 7.3 Evidence Based Advocacy Index:** This index marks the levels of expected changes from the lower level to the highest level.

8. Scaling-up and Sustainability

- 8.1 Scale-up Readiness Tool:** This tool provides a self-check analysis on scaling-up readiness and preparedness and expected impacts.
- 8.2 Sustainability Analysis Checklist:** This checklist provides a guide for checking the levels of sustainability achieved by the transformation initiatives at the local level.
- 8.3 Social Network Analysis:** This process looks at how local CBOs are connected with each other and identifies any capacity building needs.
- 8.4 Social Impact Assessment Tool:** This measures the social, economic and institutional gains from the conflict transformation process.
- 8.5 Collaborative Network Analysis:** This measures the levels of local CBO collaboration and external collaboration mechanisms being used to sustain the transformation process at local level.

9. Exit Strategies

- 9.1 Exit Visioning:** It is often hard to think of exiting but exit has to be properly planning. An exit visioning process is needed with all key participants and stakeholders at least 6 months before the exit to strengthen self-drive culture and responsibilities at the local level.
- 9.2 Community Management Score Cards:** It is important to administer score cards at community level to measure the confidence levels and gaps that may need strengthening and/or linkages with other stakeholders so that the community does not remain hanging.
- 9.3 Stakeholder Matrix and Support Plan:** A stakeholder matrix and support plan is needed before exit for continued support for the transformation process.

8. Selected Toolkits for Conflict Transformation

Toolkit 1: Sustained Dialogue Process in Conflict Resolution (Adapted from the Zimbabwe Civic Education, 2018)

SUSTAINED DIALOGUE

Sustained dialogue is structured dialogue that happens over a long period of time.

WHY DIALOGUE?

Dialogue is more dynamic compared to the other methods of managing conflict. It has no specific end point and seeks to create a whole new reality.

- Dialogue can involve people who are not ready for negotiations but do not want a destructive relationship to continue.
- Dialogue goes beyond facts or the intellectual level in trying to understand the feelings and needs of individuals

Sustained Dialogue has a dual agenda of:

- o **resolving conflict and**
- o **building relationships**

The following are the principles of Sustained Dialogue

- o **Inclusiveness** - Involve everyone affected by the problem or ensure that every critical voice is represented. Gaps or perceived differences among participants will inhibit constructive dialoguing.

- o **Ownership** - The process should not be controlled/ dominated by one particular actor, e.g. where one actor invites people to a meeting on an issue but has already decided that it will be a superficial dialogue and that the other stakeholders will not own the issue, the process and the solutions. Conveners consult parties to the conflict at every stage of the process and, where necessary, make them part of the facilitation team.
- o **Humanity**- This characteristic has a lot to do with how people behave towards one another when they fully engage in dialogue. It requires empathy (the ability to put

oneself in others' shoes). The moderator creates an environment, that is, a 'safe space' that supports this kind of human interaction among participants. This is done by maintaining a respectful tone during meetings (even in the most extreme of conditions) and by truly respecting the position of the other person

- o **Learning** - Dialogue is about minds unfolding (sometimes referred to as 'openness') in the sense that participants open themselves up to hearing, and reflecting on, what others say, to what they themselves are saying, and to the new insight they may gain as a result.
- o **Sustained over time** - Intrinsic to the nature of dialogue is its focus on underlying patterns of relationships and behaviour from which the crisis emerges. Use time in a different way. There should be no 'quick fixes' as this may not bring about qualitative changes to people. There is thus a need for change at a deeper level.

Sustained Dialogue Stages

There are five stages in sustained dialogue. These however are not cast in stone and dialogue does not always follow a simple linear path through the five steps. On the contrary, there is often the need to step back rather than forward.

Stage 1: Deciding to engage

Prior to convening a dialogue group, initiators will work to:

- Identify a set of well-respected individuals within a community who commit to engage in a dialogue process; and
- Agree with participants on the purpose and ground rules of the dialogue.



Initiators work together to convene a meeting of stakeholders in the community for the purpose of dialogue. Success occurs during this stage when initiators can identify a set of common interests and assist potential participants to understand the uniqueness of the sustained-dialogue process. The beginning of this stage sees initiators agree that something must be done to change the situation in their community, and ends when a group of dialogue participants agrees to meet.

Stage 2: Mapping and naming problems and relationships

Once convened, the dialogue group will attempt to:

- Identify problems and relationships among the participants at the table in order to examine how these impact on the community's real interests;
- Share personal experiences with regard to relationships; and
- Choose two or three key problems to probe more deeply in the next stage.

Participants convening for the initial dialogue often begin by listing major problems facing their community and the relationships driving these problems. This stage begins to identify the major issues to be analysed as part of the sustained-dialogue process. It is a crucial first step in beginning to transform relationships within the group, as it allows participants to give vent to their own frustrations, pains and experiences. Stage 2 sets the tone for the rest of the process by establishing the terms on which the dialogue will proceed. By the end of this stage, participants should know which major problems exist and which need further exploration. A level of trust should also be emerging that will enable them to work together in later stages.

Stage 3: Setting a direction for change

With the key issues on the table, the dialogue group:

- Will explain why the problems identified matter to the participants; and

- Will probe each problem in depth to reveal the underlying relationships that drive the problems.

This stage of sustained dialogue begins when the participants agree on the major problems that they need to address which will improve living conditions within the community. In Stage 3, participants begin to focus on understanding the underlying causes and dynamics driving the issues in their communities. Participants begin to see problems through the experiences of others, thus leading to a collective understanding and appreciation. Participants also begin to move towards agreeing on strategies to address the problems.

Stage 4: Building scenarios

Having analysed the dynamics of the community conflict, participants will turn to designing solutions. In order to do this, they will:

- Identify the main obstacles to change within the community;
- List the steps required to overcome those obstacles;
- Determine who can take those steps; Order the required steps so as to develop a sequence and model their interaction; and
- Consider how the dialogue groups can create public recognition that change is happening.

The task here is to develop a detailed action plan that will assist the participants to work together to generate the change they would like to see happen and to design an actual scenario for change.

Stage 5: Acting together to make things happen

After building scenarios, the participants will:

- Determine whether conditions within the community permit implementation of the scenario;
- Determine whether capacities exist to carry

through the scenario; and

- Agree on who should take what steps.

The main task during this stage is to develop practical ways of implementing the framework, designed in Stage 4, in the community.

The key actors in sustained dialogue (SD)

Initiators: These make up the team of community members and/or outsiders who see the need for, and together initiate the idea of, a dialogue within communities;

- Conveners: These are respected people and/or organisations (non-governmental organisations [NGOs], local authorities, traditional leaders, government departments, church leaders or school authorities) that 'host' or call people to a dialogue;
- The moderator/co-moderator: The facilitator of the dialogue process often works as part of a team of co-moderators who, together, lead the process;
- The dialogue participants: These are people who agree to engage in dialogue and who are either directly or indirectly involved in the conflict and have an influence on key stakeholder groups in the community; and
- Government authorities: These bodies provide the framework within which different stakeholders operate and are therefore normally included as a way of ensuring the legitimacy of the process.

INITIATING DIALOGUE

There are four key activities in initiating dialogue. These are as follows:

Researching and framing: This entails understanding the landscape of conflict in a community, identifying the voices that should be included, determining the purpose of the dialogue in connection with reconciliation and healing, and agreeing on a strategy.

Information gathering- To document information on a specific area where SD is needed. The activity entails looking at the historical, legal and political dynamics of the area where the conflict took place and at the dynamics of the conflict

- What is the history of conflict in the community?

- Who are the major stakeholder groups/ voices in the community?
- What changes need to take place to improve the situation?
- What contribution could a dialogue make to the community?
- What are the major challenges in holding a dialogue in the community?

Conflict and context analysis- To synthesise, analyse and summarise information from the consultations which form the bases of the intervention design

Intervention design - To determine strategies for engagement and for planning for change

Dialogue strategy - To develop strategy for the dialogue meetings, i.e. objectives of the meetings and a strategy in respect of moderating

Engaging with the community and building participation: This embraces building the support of stakeholder groups for dialogue and identifying individuals from each group that match the participant criteria.

Conduct sensitization meetings - Communities will be sensitised to the concept and practice of the dialogue process. At this stage, the community will be taken through a community-conflict analysis that will assist it in understanding its own community dynamics. This will involve using conflict-analysis tools to identify conflict issues, as well as their root causes, effects and timelines of events. The community members will then have the opportunity to decide which conflict it will need assistance in resolving and how it wants to do this.

Developing terms of engagement: This involves building consensus among participants about the purpose of the dialogue, how they will participate in the process, what rules will govern the process, and how they will interact with their community and opponents during the process.

Co-opting community leaders into the facilitation team- As a way of ensuring legitimacy of the process, transferring skills



to the parties in conflict and inculcating a sense of ownership on the part of both community leaders and the parties to the conflict, there will be a need to identify and co-opt them into the facilitation team. This is the first stage in ensuring that the dialogue process will be sustained, as it will be inclusive both within the facilitation team and among the stakeholders that will take part in the dialogue.

Managing the administration of a dialogue group: This covers organising the process, not just to ensure that all logistics are covered, but also in a way that strategically reinforces the urgency of the dialogue and the safety of the dialogue space. Involvement of community leaders and respected individuals is also important for legitimacy.

THE DIALOGUE MEETING

Strategic preparation:

- Determine the time of and the venue for the meeting;
- Discuss the roles with the co-moderator:
 - » Discuss the strategy for moderating: divide the meeting into time periods and assign responsibility for each time period »

Formulate the questions to ask during the meeting

- Discuss the agenda for the meeting with the co-moderator, and, if it is the first meeting, cover the ground rules for such meeting.

Administration:

- Discuss with the recorder the type of report required and how the report will be used:
 - » Verbatim minutes as opposed to broad themes » Will the recorder be given the opportunity to present to participants what she or he has heard during the meeting and get their reaction to her or his report?
- Convey to your group members all the necessary information concerning the meeting: » Date, time and location » Homework required
- Assemble the necessary materials for

the meeting (notebook, pen and marker, flip chart, name tags and any relevant handouts).

During the meeting

Opening the meeting:

- Welcome participants to the dialogue process, reminding them of the dual agenda;
- If it is the first meeting, ask all present to introduce themselves: » Introduce an icebreaker exercise to make this part more interesting and fun;
- Review the terms of engagement, and, if it is the first meeting, brainstorm and agree on them;
- Review the agenda with participants and obtain their agreement on the agenda; and
- Review what has been discussed so far and ask opening questions that build on previous discussions.

Facilitating the dialogue:

- Let participants talk to one another and react to one another's statements;
- Maintain the balance between participating and leading;
- Listen actively to what is being said and what is being felt;
- When participants digress or avoid tough issues, ask questions that focus attention on the underlying relationships that cause the problems;
- Reframe participant experiences as a springboard to move the discussion to a deeper level of analysis and reflection;
- Summarise discussions at critical points during the meeting; and
- Observe body language and patterns of interaction in the room.

Closing the meeting:

- Assign individual/joint homework exercises;
- Reserve the last 10 to 15 minutes of each meeting for a debriefing;
- Establish a rough agenda for the next meeting by highlighting what you heard are the two or three issues that require further attention and discussion: » Get feedback from the group on your suggestions;

- Agree with the group on the time of and venue for the next meeting; and
- Bring the meeting to a close. Between meetings – post-meeting Strategic activities:
- Meet with your co-moderator: » Review the lessons learnt from the last meeting; and » Structure the agenda for the next meeting;
- Hold informal meetings with dialogue group members: » Focus on silent and/or less active participants in your group; and
- Keep yourself informed of intervening events in the community and/or country.

Administration:

- Maintain a group email list/contact list;
- Ensure that group members receive minutes of the last meeting and/or a summary; and
- Send the draft agenda for the next meeting to group members.

Common challenges in dialogue meetings

1. Participants are not willing to speak

Possible reasons:

- Topics on the agenda are highly controversial and participants are afraid to express their views
- A participant expresses very strong emotions and other participants do not know how to respond
- Participants become bored with the topic on the agenda
- Participants are intimidated by other individuals present

Skill(s) to use:

- Asking probing questions that expose issues that participants will speak about
- Summarising the discussion that has taken place to show why the present issues on the agenda are important
- Reframing the question on the agenda to make it easier to discuss.

2. Participants become angry with one another or display emotions that are difficult to deal with

Possible reasons:

- A participant makes an accusation or uses politically charged language that angers another participant
- A participant becomes emotional while

describing a difficult personal experience

- The moderator raises a contentious issue that participants strongly disagree about.

Skill(s) to use:

- Reading body language and interactions in order to understand when participants are becoming emotional and to determine at whom these feelings are directed
- Using active listening to make sure that emotional participants feel listened to
- Asking questions that reveal exactly why participants are getting upset
- Using reframing/lauding to ensure that other participants hear an emotional person's viewpoint and not just that person's anger or accusations
- Summarising discussions to help keep participants focused
- If necessary, taking a five-minute break for participants to calm down.

3. The conversation moves off the topic

Possible reasons:

- Important issues are not reflected on the current agenda
- Participants are attempting to avoid move sensitive issues that the agenda is targeting;
- Participants are bored with the topic for discussion.

Skill(s) to use:

- Using active listening to make sure that participants feel heard
- Summarising off-topic issues and putting them on future agendas, if necessary
- Summarising the discussion participants were having prior to getting off the topic so as to lead them back to the main issue.

4. Some participants are not able to follow the topic being discussed

Possible reasons:

- The discussion focuses on technical issues and jargon that some participants may not be familiar with
- The issue being discussed involves a few of the participants
- Some participants view other participants as unimportant to the discussion
- Participants' ability to use a specific language is limited.

Skill(s) to use:

- Reading body language to identify which participants are having trouble following the discussion
- Using summarising to help participants understand what is being discussed
- Asking probing questions to uncover the significance of the topic and to help participants involved in the discussion to better connect with those not following it.

5. Participants challenge the moderator's credibility

Possible reasons:

- The moderator raises an issue that is a sensitive matter for participants
- The moderator enforces the terms of engagement after a participant has violated such terms
- Participants feel uncomfortable about the direction that the dialogue is taking.

Skill(s) to use:

- Reading body language to determine how all of the participants feel
- Asking probing questions in order to understand why a participant is upset and to understand the overall feeling of the people present
- Summarising the discussion and possibly the terms of engagement to explain how the dialogue reached the point it did
- Reframing the issue if necessary so as to help determine a positive way forward.

6. Participants are impatient and want to move straight to action

Possible reasons:

- Participants believe that the challenges facing the community are too urgent to take the time to discuss them
- Participants wish to avoid discussing sensitive issues
- Participants believe that they already agree.

Skill(s) to use:

- Asking probing questions to understand why participants believe that discussion of the problems is a waste of time
- Summarising the problems that have led to the initiation of the dialogue to show why

further discussion is still necessary

- Reframing participant responses to show why analysis is important prior to action

NOTE- A SUSTAINED DIALOGUE PROCESS MAY TAKE YEARS AND IT REQUIRES PATIENCE ON THE PART OF EVERYONE INVOLVED UNTIL A SOLUTION TO A PROBLEM IS FOUND.

Communication for Peace Builders Definition

" Communication is transfer of information from one person to another, whether or not it elicits confidence. But the information transferred must be understandable to the receiver" – G.G. Brown.

Types of Communication

Broad Types are Verbal and Non Verbal

- Empathetic Listening- listening with understanding
- Paraphrasing- listening and restating in your own words what the person said
- Reframing- Shifting focus from position to interest
- Communicating Openness- Perceptions and Needs

Barriers to communication

- Language
- Stereotyping/Prejudice
- Attitude/ Body Language
- Status
- Tradition
- Emotions
- Too much Confidence
- Distance

Active Listening

Is a communication skill used by mediators to aid communication by helping parties involved in conflict to deliver clear messages and know that their messages are understood correctly?

Objectives of Active Listening

- To show the Speaker that his or her message has been heard
 - To help the listener gain clarity on both the content and emotion of the message
 - To help speakers to express
- Link Between Communication and Conflict
Communication lies at the heart of all



Interactions. Therefore it is central to all conflict because it:

- a) Causes conflict through miscommunication and misunderstanding (let participants give real life examples of where conflict was caused as a result of miscommunication and misunderstanding)
- b) Expresses conflict verbally and non-verbally
- c) Is a vehicle for conflict transformation

Achieving Goals of Active Listening

- Be attentive
- Be alert and non-distracted
- Be interested in the needs of the other person and let them know that you care about what is being said

Don't:

- Use phrases like 'You are making a mountain out of an anthill', 'just calm down', 'don't be upset'
- Get emotionally hooked, angry, upset, and argumentative. Don't let your values/ biases interfere with what you understand is being said
- Jump to conclusions or judgments
- Interrogate

Ways of Listening Effectively

1. Use your body to create a positive atmosphere with non- verbal behavior, i.e.

- Appropriate eye contact
- Nodding the head, facial expressions, gestures
- Body oriented toward the speaker (head, arms, legs)
- Tone of voice

Some researchers say that 80% of communication is body language, that is, what we do with our bodies, our faces, our eyes and our tone of voice as we are speaking. Every culture has its own body language and mediators must think critically about how to use body language in such a way that the message comes through "I am eager to hear and understand you".

2. Encourage responses. "tell me more" or "I'd like to hear about ..."

3. Summarise the basic viewpoint of the speaker as you have heard it. A summary is an extended restatement of the key points of information offered by the speaker. Use summaries to focus the speaker in terms of issues and solvable problems instead of personalities.

4. Make brief notes on your pad to keep track, but don't bury yourself in them.

5. Paraphrase or restate in your own words.

Mediators should have the following communication skills:

1. Good listening skills
2. Good oral skills
3. Be able to ask appropriate questions- open ended questions
4. Appropriate body language- to show you are part and parcel of the conversation
5. Don't interrupt someone who will be speaking
6. Be able to show understanding
7. Support parties to relax
8. Enable each part to speak
9. Seek clarifications on unclear issues
10. Check on assumptions
11. Be able to paraphrase
12. Suspend your judgment- be as objective as possible
13. Don't be partial in your listening- listen to everything
14. Insist on the parties to use "I" rather than talk of the other party

Illustration - Hen, cow, pig decided they would have breakfast with eggs, milk and bacon the following morning. At first they all celebrated and the pig later became quiet, why?? (As a mediator you need to examine if a conflict at hand is a life or death issue for someone)

Toolkit 2: Building Negotiation Skills in Conflict Situations (Adapted from the Management for Impact Training Manual, 2009)

1. Negotiation skills Continuum of Conflict Management

Avoidance	Discussion	Negotiation	Mediation	Administrative Decision	Arbitration	Judicial Decision	Legislative Decision	Direct Action	Violent Action
Private, by the Parties Themselves or Third Party			Third Party	Authoritative by Third Party		Legal Authoritative		Extralegal Coercive	

Interest based negotiation

The Ugli-Orange Case

Getting to a yes

Negotiating agreement without giving in

Ugli Orange Negotiation

- Dr. Roland is approaching Dr. Jones
- You have 7 minutes to negotiate
- At the end of the negotiation, be prepared to answer:

What do you plan to do?

What price will you pay for the oranges?

Ugli Orange Debrief

- Negotiating pairs share results
- Observers

What behaviors helped discover the rind/juice distinction?

What behaviors hindered this discovery?

Management of Different Exercise

- Find out your key approach to dealing with conflict situations:
- Concern with problem solving
- Concern with fairness
- Concern with winning
- Concern with avoiding conflict
- Concern with good relationships

PRINCIPLES NEGOTIATION

1. Separate the people from the problem
 2. Focus on interests rather than positions
 3. Generate a variety of options before settling on an agreement
 4. Insist that agreement be based on objective criteria
1. Separating people and issues/problems

1. Separating people and issues/problems

Causes of people problems	Possible solutions
Differences on perception among parties	Try to understand each other's views
Emotions	Acknowledge and allow emotions
Communication	Active listening

2. Focus on interests than positions

Position	Interest
Your preferred solution	The need underlying your position
Something you have already decided upon	What caused you to so decide

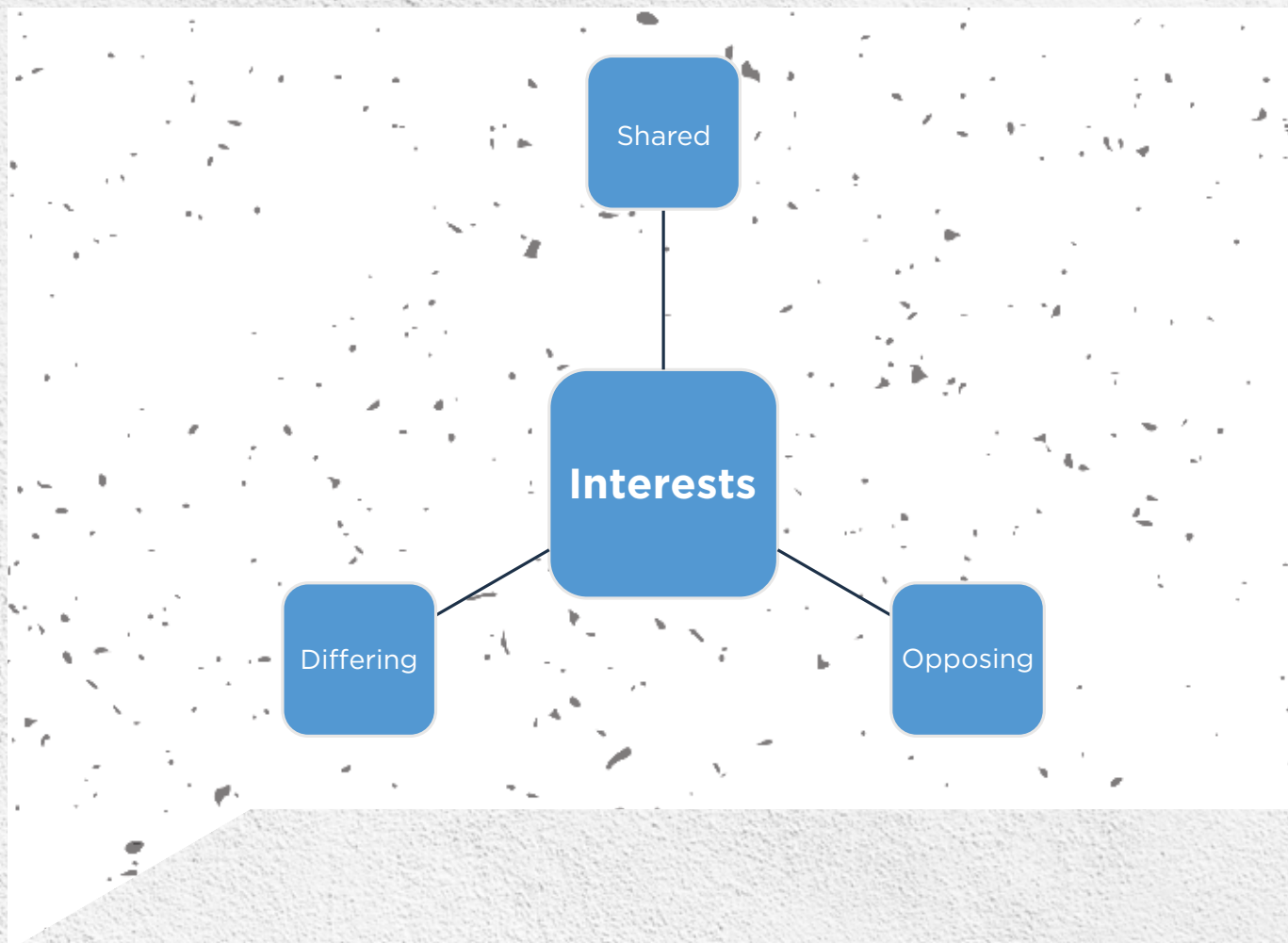
Negotiating from Interests

- Treat positions as "openers" and search for interests behind positions
- Identify the parties' interest - e.g. ask why they hold certain positions. Note: all people share basic interests.
- Discuss interests:
 - o Explain own interests and try to understand the other parties' interest, by restating the other's interest
 - o Search for common ground and mutual interests
 - o Clarify the "real problem"
 - o Reframe the problem as satisfying as many interests as possible
 - o Focus on desired solution, not on past events

Should you always share your interests?

Roger Fisher says “yes”! If you don’t, how can the other side know how to satisfy you?

Three Kinds of Interests



Shared: Both want to conclude the deal quickly

Opposing: Both want the juice

Differing: One wants rind, other wants juice
Questions to Uncover Interests

- “Help me understand why this is really important to you.”
- “What concerns do you have?”
- “What’s the real problem?”
- “What would be wrong with ...?”
- “Why not this...?”
- “What are your fears concerning this?”
- “What exactly do you want from me?”

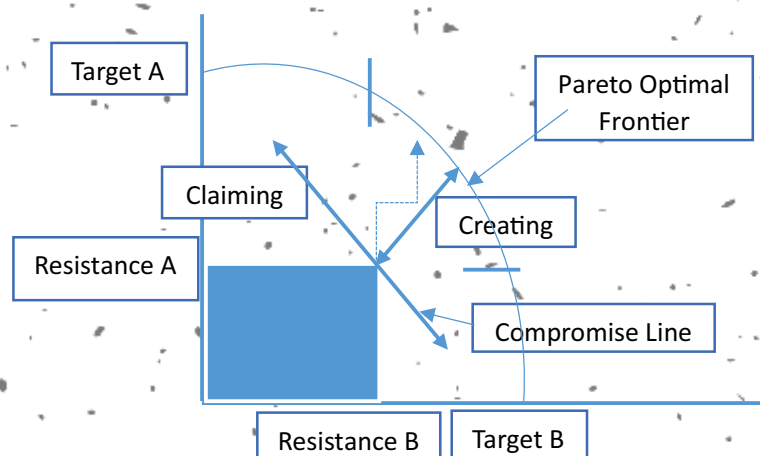
evaluation stage

- Focus on shared interests
- Look for items that are of low cost to you and high benefit to them, and vice versa
- Identify the decision makers and target (legitimate) proposals directly towards them

3. Generate options; generating joint gains

- Separate the invention process from the

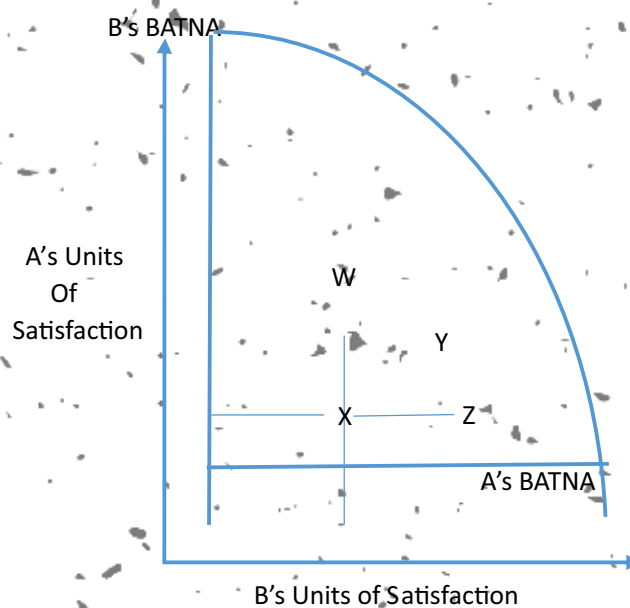
Creating and Claiming



Cannot be better for one party without being worse for another

A Good Agreement Is On the Pareto Frontier

BATNA: Best Alternative to a Negotiated Agreement





4. Use Objective Criteria

- Ask for the reasoning behind the other party's suggestions to support your own position
- Each party to keep an open mind
- Don't give in to pressure, threats of bribes
- When the party refuses to be reasonable, shift from a search for substantive criteria to a search for procedural criteria

Dealing with difficult people / situations

- When the other party is more powerful
- When the other party won't use principled negotiation
- When the other party uses dirty tricks

When the other party is more powerful

- Weaker party should concentrate on assessing their best alternative to a negotiated agreement: BATNA
- The weaker party should reject agreements that leave them worse off than their BATNA
- Power in a negotiation comes from the ability to walk away from negotiations
- Weaker party to also understand the BATNA of other party
- Developing your BATNA enables you to determine what is a minimally acceptable agreement and it will probably raise that minimum

When the other party won't use principled negotiation

- Simply continue the principled approach- it's often contagious
- With attacks, use negotiation Jujitsu:
- Use questions and strategic silences to draw the other party out
- When the other party gets stuck in position bargaining, use the one-text approach:
- Bring in a third party who can assist in drawing up a proposal

When the other party uses dirty tricks

- Raise the issue in negotiation and engage in principled negotiation

Being deceived:

- Ask for further clarification of the other side's claims or to put the claim in writing

Psychological warfare

- Identify the problematic element and suggest a more comfortable or fair change
- Threats: Ignore or undertake principled negotiation
- Positional pressure tactics which attempt to structure negotiation so that only one side can make concessions (eg refuse to negotiate, open with extreme demands):
- Look into their interest in refusing to negotiate
- Explicitly identify this bargaining tactic and check if parties want to continue under such conditions
- Decline to recognize the commitment or the finality of the offer, but treating them as proposals or expressed interests
- Insist that any proposals be evaluated on their merits
- Don't hesitate to point out dirty tricks

Toolkit 3: Basic Conflict Management Hand-out (Adapted From the Management for Impact Training Manual, 2009)

Definition: Conflict

Disagreement between two or more parties resulting from an incompatibility of goals, interest, perceptions or values.

Conflict management

A classic book on conflict management (Moore 19870) opens with:

“All Societies, Communities, Organizations, and interpersonal relationship experience conflict at one time or another in the process of day to day interaction. Conflict is not necessarily bad, abnormal or dysfunctional: it is a fact of life”

The problem lies rather in how the conflict is managed.

Conflict management is about helping people in conflict to develop an effective process for dealing with their differences.

Conflict assessment & management

Conflict assessment: analysis, types of conflicts, phases in the conflict process.

Conflict management: Tools and techniques to handle conflicts, with a specific reference to negotiation.

Conflict assessment

To increase the insight in the nature, scope and stage of the conflict at issue, as well as the environment in which these conflicts arise and are dealt with.

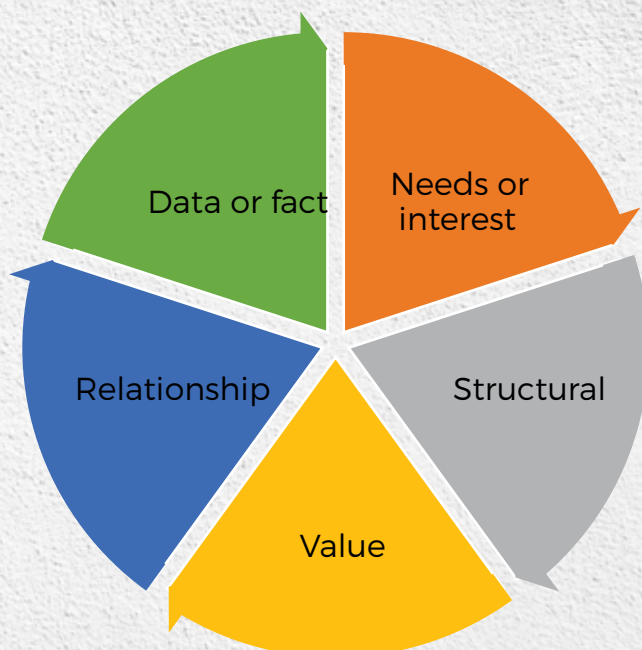
Internal elements:

- 1 Characterization of conflict and stakeholders (remains constant)
- 2 Stage in the project cycle (evolves over time)
- 3 Stage in the conflict process (evolves over time) External elements, describing the context of the conflict:
- 4 The legal and institutional

Characterization of conflict and stakeholders (Part 1)

- This looks at the nature and origin of the conflict as well as the balance of power among the parties.
- Conflict identification :highlight actual and potential conflicts
- Conflict typology : Define Conflict Type
- Stakeholder analysis: individuals and groups involved -who how many, relationships etc

Conflict typology





Data or fact conflicts

Caused by:

- Lack of information, spreading of inaccurate information or misinformation, different views on what are relevant data, different interpretations of available data, or different assessment procedure

Solution:

- Reach agreement of which data are important, agree on data collection procedures, develop common criteria for data assessment.

Needs or interest conflicts

Due to perceived or actual competition between interests that are:

- Substantive: eg the fishing grounds, the stock
- Procedural: eg incentives, fees or levies
- Psychological: eg environmental awareness

Solutions:

- Focusing on interests instead of on the positions, looking for objective criteria, developing integrative solutions addressing the needs of all parties, searching for ways of expanding options or resources, developing trade-offs satisfying interests of different strength, hence sharing the benefits of the project.

Structural conflicts

- Proceed from geographic, physical or environmental factors as well as time constraints that hinder co-operation.

Caused by:

- Lack of appropriate procedures and legislation, the general set up and role distribution of a situation, unequal power and authority in the decision-making process, negative patterns of behaviour and interaction, the unequal control, ownership or distribution of resources

Solutions: Clear definition and acceptance of roles and levels of authority, reallocation of rights and entitlements, relocation of the negotiation platform at a convenient distance from the field, the establishment of a fair, transparent and acceptable decision-making process.

Value Conflicts

- Caused by cultural differences.
- Are part of the indigenous knowledge and at the basis of people choices and priorities
- Ignoring value differences can cause a great deal of trouble

Solutions:

- Parties should agree to disagree on their own values while looking for a common superior goal they can all share.

Relationship conflicts

- Involve strong disagreement between deciders on the basis of strong emotions or dislikes, misperceptions or stereotypes, poor communication leading to an accumulation of wrong assumptions, and repetitive negative behaviour.

Solutions:

- Install appropriate communication channels, people to learn to control their expression and build positive perception skills in order to develop a positive problem solving attitude. The people with negative attitudes can be removed from their position or made harmless.

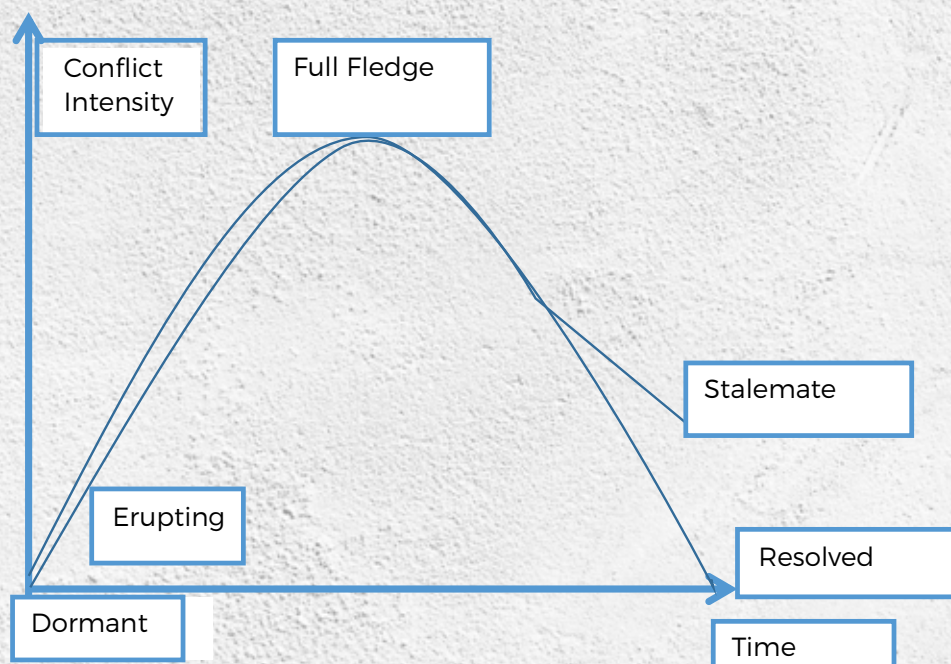
Conflict assessment part 2: stage in the project cycle

- This factor recognizes that conflicts at the project identification stage – when the focus is on identifying and evaluating options – are likely to require other approaches than conflicts that relate to interpretation of contracts during implementation.

Conflict assessment part 3 Stage in the conflict process

Understanding the conflict process is intended to be helpful in determining whether a conflict is at a point in time in which interventions may be accepted.

Conflict Process



The conflict process: Differences over time

- Potential or dormant conflicts. Use consensus building or relationship building
- Erupting conflicts, with positions being developed. Use a range of options, depending on nature of conflict and relationship among parties.

Evolving Conflicts:

- Evolving towards a stalemate: use mediation or arbitration
- Evolving towards a resolution / abatement : no assistance needed
- Resolved conflicts: make use of Social capital gained

Conflict assessment part IV: The legal and institutional context

- The existing institutions (formal and informal, government as well as traditional or tribal) and the manner in which conflicts are resolved through those institutions, are also a likely factor in determining the applicability of conflict management approaches.
- May refer to formal doctrines that are dominant in certain regions of the world, as well as to cultural attitudes such as the importance of "saving face".

Continuum of conflict management and resolution approaches

- Two extremes
- Left side extreme: private , by parties themselves
- Right side extreme: extra-legal and /or coercive

Continuum of conflict management

Avoidance	Discussion	Negotiation	Mediation	Administrative Decision	Arbitration	Judicial Decision	Legislative Decision	Direct Action	Violent Action
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Limits and risks

- Consultation raises expectations , so follow-up is necessary
- Involves up -front financial and time costs, which cannot always be shown as effective investment
- A powerful stakeholders may monopolise the process and coerce others
- Some dormant conflicts may erupt when explicit attention is given
- Conflict management cannot resolve all conflicts! There are limits to what can be done



9. Database of organizations in conflict transformation in Zimbabwe

Catholic Commission for Justice and Peace(CCJP)	Africa Synod House 29/31 Selous Avenue, Harare justice@mweb.co.zw or ccjp@zcbc.co.zw or natdirccjp@zcbc.co.zw	(04)7055368/9
Centre for Conflict Management and Transformation (CCMT)	28 Oxford Avenue, Newlands, Harare, Zimbabwe Email: info@ccmt.co.zw	+263 4 746016 / 776784 / 788154
Church and Civil Society Forum (CCSF)	15 Bodle Road, Eastle, Harare machinda.marongwe@gmail.com, thegazesalso@gmail.com	+263 4 703579 / 708761 / 732612
Heal Zimbabwe Trust (HZN)	6 Arundel School Rd, Mt Pleasant, Harare info@healzimbabwe.co.zw	771333135 / 0779449071
Research and Advocacy Unit (RAU)	Email: info@rau.co.zw, admin@rau.co.zw	777 224 476
Zimbabwe Peace Project (ZPP)	P.O Box BE 427 Belvedere, Harare, Zimbabwe Email.zppinfo@gmail.com	0774883417/774883406
Zimbabwe Civic Education Trust (ZIMCET)	44 Tredgold Rd, Belvedere P.O Box 1858, Harare	4741358/741552

10. Key Resources on Conflict Transformation

1. Austin, B., M. Fischer, H.J. Giessmann (eds.) 2011. Advancing Conflict Transformation. The Berghof Handbook II. Opladen/Framington Hills: Barbara Budrich Publishers. Online at www.berghof-handbook.net
2. International alert (1997) Code of contact, Conflict transformation work. An International Alert Response to the Report," in NGOs in Conflict - An Evaluation of International Alert, Christian Michelsen Institute.
3. Makuwerere. D and Dube. D, October (2012) Zimbabwe Towards a Comprehensive Peace Infrastructure. International Journal of Humanities and Social Science Vol. 2 No. 18.
4. UNDP (2014) Support to peace building, disaster risk management and increased access to sustainable livelihoods for resilience Building and Social Cohesion, Zimbabwe.-



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CENTRED CONFLICT TRANSFORMATION IN
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