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# AFGHANISTAN SOCIAL OUTREACH PROGRAM (ASOP)

## TRAINING MODULE 2 CONFLICT RESOLUTION PEACE BUILDING & DISASTER RISK REDUCTION WORKSHOP

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# AFGHANISTAN SOCIAL OUTREACH PROGRAM (ASOP)

## TRAINING MODULE 2 CONFLICT RESOLUTION PEACE BUILDING & DISASTER RISK REDUCTION WORKSHOP

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## SUMMARY OF THE MANUAL 22 HOURS

PART	ACTIVITY	DAY	TIME	CONTENT	MAJOR PURPOSE	EXPECTED OUTPUT
1	0	1	30 min	<b>INTRODUCTION &amp; EXPECTATIONS</b>	To create an conducive learning environment To see who much of the exceptions are met at the end of the workshop	Method used for content starts for conducive learning environment Necessity of repetition of the workshop is clear for the trainer
1	1	1	30 min	<b>WHAT IS CONFLICT?</b>	To make participants understand the meaning of a conflict	Participants can explain what a conflict is
1	2	1	30 min	<b>WHAT ARE THE CAUSES OF CONFLICT?</b>	To make participants understand the causes of a conflict	Participants can name the causes of a conflict
1	3	1	45 min	<b>WHAT ARE THE EFFECTS OF A CONFLICT ON A COMMUNITY?</b>	To make participants understand what effects a conflict would have on their community	Participants can explain effects of a conflict on their community
1	4	1	45 min	<b>WHAT FACTORS ESCALATE AND DE-ESCALATE A CONFLICT?</b>	To make participants understand the factors that escalate and de-escalate the conflict	Participants can name the factors that escalate or de-escalate the conflict
1	5	1	45 min	<b>WHAT ARE THE DIFFERENT KINDS AND STAGES OF A CONFLICT?</b>	To make participants understand the different stages of a conflict	Participants can understand in which stage does a conflict in their community is
1	6	1	30 min	<b>WHAT IS THE ROLE OF THE CC IN SOLVING A CONFLICT?</b>	To make participants understand what their role as CC member is in solving a conflict	Participants know their role in solving a conflict
1	7	1	45 min	<b>WHAT IS NEGOTIATION?</b>	To make participants have a conceptual understanding of negotiation	Participants have conceptual understanding of negotiation
1	8	2	45 min	<b>HOW CAN WE MAKE A NEGOTIATION EFFECTIVE?</b>	To make participants understand ways of making negotiation effective	Participants can name different ways of making negotiation effective
1	9	2	30 min	<b>WHAT ARE THE DIFFERENT WAYS OF SOLVING A CONFLICT?</b>	To make participants understand different approaches for solving a conflict	Participant can name different ways for solving a conflict
1	10	2	30 min	<b>WHAT IS MEDIATION?</b>	To make participants have a conceptual understanding of mediation	Participants have conceptual understanding of mediation
1	11	2	30 min	<b>HOW CAN WE MAKE MEDIATION EFFECTIVE?</b>	To make participants understand ways of making mediation effective	Participants can name different ways of making mediation effective
1	12	2	45 min	<b>WHAT ARE THE PRINCIPLES OF A GOOD MEDIATOR?</b>	To make participants understand the principles for a good mediator	Participant can know the principles for a good mediator
1	13	2	30 min	<b>WHAT IS THE ARBITRATION PROCESS IN YOUR COMMUNITY?</b>	To make participants understand the arbitration process in their community	Participants can know the arbitration process in their community
2	14	2	30 min	<b>WHAT IS PEACE?</b>	To make participants have a conceptual understanding of negotiation	Participants have conceptual understanding of negotiation

2	15	2	30 min	<b>WHAT ARE THE EFFECTS OF PEACE ON A COMMUNITY?</b>	To make participants understand the effect of peace on their community	Participants can know the effect of peace on their community
2	16	2	30 min	<b>WHAT IS PEACE-BUILDING?</b>	To make participants have conceptual understanding of peace building	Participants can know the conceptual understanding of peace building
2	17	2	35 min	<b>WHAT ARE THE INDICATORS OF PEACE BUILDING?</b>	To make participants understand the indicators for peace building	Participants can name the indicators for peace building
2	18	3	45 min	<b>WHAT IS THE ROLE OF CULTURAL VALUES IN PEACE BUILDING?</b>	To make participants understand the cultural values in peace building	Participants can know the role of cultural values in peace building
2	19	3	45 min	<b>HOW CAN CC CONTRIBUTE TOWARDS PEACE BUILDING?</b>	To make participants understand how CC can contribute to peace building	Participants can know ways how they are contributing to peace building
2	20	3	30 min	<b>HOW CAN MANAGING DIVERSITY PLAY A VITAL ROLE IN PEACE BUILDING?</b>	To make participants understand how managing diversity play a positive role in peace building	Participants can know the effectiveness of managing diversity
2	21	3	45 min	<b>WHAT ARE THE CHARACTERISTICS OF A PEACEFUL COMMUNITY?</b>	To make participants understand the characteristics of a peaceful community	Participants can name the characteristics of a peaceful community
2	22	3	45 min	<b>DO WOMEN HAVE A ROLE IN PEACE BUILDING? IF YES, HOW?</b>	To make participants understand the role of women in peace building	Participants can know the role of women they play in peace building
2	23	3	45 min	<b>WHAT ACTIVITIES CAN BE PERFORMED DURING A PRE-CONFLICT, CONFLICT STAGE AND POST CONFLICT STAGE TO BRING PEACE BUILDING?</b>	To make participants understand the activities they can perform before, in the middle or after a conflict	Participants can know what they should do before, during and after a conflict
2	24	3	30 min	<b>WHAT IS TEAM BUILDING?</b>	To make participants have a conceptual understanding of team building	Participants have conceptual understanding of team building
2	25	3	45 min	<b>HOW CAN TEAM BUILDING HELP IN PEACE BUILDING WITHIN THE COMMUNITY AND AN ORGANIZATION?</b>	To make participants understand the effectiveness of team building in peace building process in a community	Participants can know the effectiveness of team building in peace building process
2	26	3	45 min	<b>WHAT IS YOUR VISION FOR PEACE BUILDING IN YOUR DISTRICT?</b>	To make participants come up with a vision for peace building in their community	Participants can come up with a vision for peace building in their community
2	27	4	30 min	<b>WHAT IS THE ROLE OF GOVERNMENT IN PEACE BUILDING?</b>	To make participants understand about the role of government in peace building	Participants can know the role of government in peace building process
3	28	4	40 min	<b>DISASTER AND HAZARDS: CONCEPT AND GENERAL OVERVIEW</b>	To know what is Hazard and what is disaster	Participants understood the meaning of hazards and disasters
3	29	4	20 min	<b>CAPACITY: CONCEPT AND GENERAL OVERVIEW</b>	To know what is human capacity in risk reduction	Participants understood human capacity in risk reduction
3	30	4	20 min	<b>VULNERABILITY: CONCEPT AND GENERAL OVERVIEW</b>	To know what is vulnerability in risk reduction	Participants understood meaning of vulnerability in risk reduction



3	31	4	20 min	<b>RISK: CONCEPT AND GENERAL OVERVIEW</b>	To know what is risk	Participants understood what risk is.
3	32	4	90 min	<b>DISASTER CLASSIFICATION, EFFECTS AND ASSISTANCE NEED</b>	To know what are the type of disasters To know what effects a disaster is having on living beings To know what assistance should be provided when a disaster take place	Participants understand type of disaster They can explain the effect of each disaster They know what to do in certain cases
3	33	4	30 min	<b>COMMUNITY BASED RISK REDUCTION STRATEGY</b>	To know what strategy should be taken by communities in certain cases	Participants understand they strategy to be taken in certain cases
3	34	4	20 min	<b>COMMUNITY HAZARD, RISK AND CAPACITY MAPPING</b>	To know how to map the possibility of hazard, risk and capacities in villages	Participants are mapping hazards, risks and capacities in their villages
3	35	4	40 min	<b>SUMMARY OF THE WORKSHOP AND EVALUATION</b>	To refresh everyone mind of what they have learnt  To make participants able to specify the importance of workshop and specify the positive and negative points of workshop	Everyone in participative way repeat summary of the workshop Participants can know the specific kind of the importance and role and positive and negative points of workshop

## PART 1: CONFLICT RESOLUTION

Before Starting with the activity, give 30 minutes for the participants to have a quick introduction. Give them a piece of paper to write down their expectations from the workshop on a piece of paper. At the end of to the workshop after evaluations you can see how much the workshop met their expectations.

### ACTIVITY 1: WHAT IS CONFLICT?

**Objective:** At the end of the session participants would have understood the meaning of a conflict

**Output:** Conceptual understanding of a conflict

**Method:** Presentation/Brainstorm

**Duration:** 30 minutes

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### PROCESS/FACILITATION GUIDE:

- Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about conflict. Use the questions below.
- Step 2:** Encourage participants to go beyond one sentence definitions and expand on what they know about conflict. Write their answers on the flipchart
- Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.
- Step 4:** (Facilitator) Make a brief presentation, using the notes in this section, on conflict. **The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**
- Step 5:** Answer any questions.



- What do you know about a conflict?
- How do you define conflict?
- Does each member agree with this definition?
- Was everyone included in the discussion?

### FACILITATOR'S NOTE 1:

#### WHAT IS A CONFLICT

Conflict can be defined in many ways, conflict occurs when there is natural competition between two or more parties about scarce resources, power and social position. In this struggle over values, power and resources the parties disapprove the opponent's goal and existence thus creating conflict.

- Conflict can be defined in many ways and has different meaning in different languages and cultural contexts. Conflict can be defined as violent; or it can mean tension between people without the aspect of violence.
- Conflicts in terms of problems or differences of opinion are common in every-day life. However, violent conflict should be avoided as it always includes victims and the possibility



of the escalation of violence.

- Therefore, peace-building tries to stop the use of violence and develop peaceful alternatives to solve a problem.

Peace work includes the ability to understand and analyze conflicts. Therefore, in order to do peace work, it is important to first understand and be able to analyze conflicts.

## ACTIVITY 2: WHAT ARE THE CAUSES OF CONFLICT?

**Objective:** At the end of the session participants would have understood the causes of conflict

**Output:** Conceptual understanding of the causes of a conflict

**Method:** Presentation/Brainstorm

**Duration:** 30 minutes

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### PROCESS/FACILITATION GUIDE:

- Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about causes of a conflict. Use the questions below.
- Step 2:** Encourage participants to go beyond one sentence definitions and expand on what they know about causes of a conflict.
- Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.
- Step 4:** (Facilitator) Make a brief presentation, using the notes in this section. **The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**
- Step 5:** Answer any questions.



- What do you know about causes of a conflict?
- How do you find causes of a conflict?
- Does each member agree with this definition?
- Was everyone included in the discussion?

### FACILITATOR'S NOTE 2:

#### WHAT ARE THE CAUSES OF CONFLICT?

*Conflict of interest:* Wishes to achieve something from a situation where there is high competition (eg, to get a job, one clinic where 50 patients go to, but only 10 can receive treatment)

*Conflict of needs:* Exist around things we must have (eg food, water, place to live)

*Conflict of values:* Competition of ideas, morals (eg religion, traditions, human rights standards)

*Conflict of identities:* Refers to group conflicts (eg minorities, women, national identity, tribal identity)

*Ideological conflicts:* Conflict of political programs (eg communism, capital, holy war)

*Conflict of esteem and judgment:* Where judgments of problems can cause new problems if the



decision is not accepted by all conflict parties (eg poppy eradication in Afghanistan)

Some other causes may include: -

- Class, caste, gender discrimination
- Unequal distribution of power
- Violation of human rights
- Poverty
- Unmet basic human needs

Physical needs, security, identity, respect, from others and self respect are the basic human needs. Demands of the human being are unlimited. As soon as human needs such as food, clothes and shelter are fulfilled human desire towards struggles for other needs such as security, identity, respect from others and self respect. This struggle creates conflict in the society. In most of the cases the struggle for rights and needs creates more social disintegration.

### ACTIVITY 3: WHAT ARE THE EFFECTS OF A CONFLICT ON A COMMUNITY?

**Objective:** At the end of the session participants would have understood the effects of a conflict on the community

**Output:** Conceptual understanding of the effects of a conflict on the community

**Method:** Presentation/Brainstorm

**Duration:** 30 minutes

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#### PROCESS/FACILITATION GUIDE:

- Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about effects of a conflict on the community. Use the questions below.
- Step 2:** Encourage participants to go beyond one sentence definitions and expand on what they know about effects of a conflict on the community.
- Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.
- Step 4:** (Facilitator) Make a brief presentation, using the notes in this section.  
**The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**
- Step 5:** Answer any questions.



- What do you know about effects of a conflict on the community?
- What are the effects of a conflict on the community?
- Does each member agree with this definition?
- Was everyone included in the discussion?

#### FACILITATOR'S NOTE 3:

### **WHAT ARE THE EFFECTS OF A CONFLICT ON A COMMUNITY?**

The Negative effects of conflict can lead to disintegration of the society. So, importance must be given to timely intervention to resolve conflict. There may be many effects of a conflict on a community but some can be: -



- Increase in enmity
- Increase in stress in people
- Decrease in production
- Damages and ruins of places and building
- Degradation in relationships and worsening cooperation
- Restricted areas increase
- Increase in the possibilities of violent conflicts

#### ACTIVITY 4: WHAT FACTORS ESCALATE AND DE-ESCALATE A CONFLICT?

**Objective:** At the end of the session participants would have understood the factors that escalate and de-escalate a conflict

**Output:** Conceptual understanding of the factors that escalate and de-escalate a conflict

**Method:** Presentation/Brainstorm

**Duration:** 45 minutes

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#### PROCESS/FACILITATION GUIDE:

- Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about the factors that escalate and de-escalate a conflict. Use the questions below.
- Step 2:** Ask the participants form 2 groups. Ask group 1 to think about what could cause an escalation of conflict; and ask group 2 to think about what could cause a de-escalation of conflict. Each group should then present their discussion to the wider group.
- Step 3:** Encourage participants to go beyond one sentence definitions and expand on what they know about the factors that escalate and de-escalate a conflict.
- Step 4:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.
- Step 5:** (Facilitator) Make a brief presentation, using the notes in this section. **The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**
- Step 6:** Answer any questions. Conclude the exercise by signing the memo if everyone agrees by the community council members.



- What is escalation and de-escalation?
- What are the factors that escalate and de-escalate a conflict?
- Does each member agree with this definition?
- Was everyone included in the discussion?

#### FACILITATOR'S NOTE 4:

##### WHAT FACTORS ESCALATE AND DE-ESCALATE A CONFLICT?

Conflict escalation is dangerous because it means fewer possibilities for action are present and violence is increasingly seen as a possible course of action and takes place.



Some factors that escalate conflict could be:

- Inventing facts
- Insulting language
- Power-struggles
- Insufficient knowledge of the law

- Only taking into account one side of the argument

Some factors that de-escalate conflict could be:

- Agreed action
- Tolerant language
- Guarantee of security
- Being sensitive
- Respecting legal norms
- Offering to work together
- Observing unwritten rules

### ACTIVITY 5: WHAT ARE THE DIFFERENT KINDS AND STAGES OF A CONFLICT?

**Objective:** At the end of the session participants would have understood the different kinds and stages of a conflict

**Output:** Conceptual understanding of the kinds and stages of a conflict

**Method:** Presentation/Brainstorm

**Duration:** 45 minutes

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#### PROCESS/FACILITATION GUIDE:

- Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about the different kinds and stages of a conflict. Use the questions below.
- Step 2:** Ask the participants form 2 groups. Ask group 1 to think about what are the kinds of a conflict; and ask group 2 to think about what are the stages of a conflict. Each group should then present their discussion to the wider group.
- Step 3:** Encourage participants to go beyond one sentence definitions.
- Step 4:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.
- Step 5:** (Facilitator) Make a brief presentation, using the notes in this section.  
**The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**
- Step 6:** Answer any questions.



- What is the different kinds of a conflict?
- What are the stages a conflict?
- Does each member agree with this definition?
- Was everyone included in the discussion?

## FACILITATOR'S NOTE 5:

### KINDS OF CONFLICTS COULD BE:

- Armed
- Psychological
- Structural: Where violence is built into the social structure (eg non-equal access to resources)
- Cultural: Where violence is approved in the name of religious fanaticism and political ideologies.



### The different stages of conflict can be: -

It is important for us to understand the stages of conflicts before implementing the programs of conflict management. Conflict develops and escalates through various stages. The stages of conflicts are:-

- **Indirect or latent conflict:** As this stage the conflict is within the people involved but is unexpressed
- **Open conflict:** At this stage the parties involved express their disagreement. The difference of opinion is the obvious at this stage.
- **Escalation and power struggle:** At this stage the conflict escalates and the power opponents start using power. The conflict turns into a violent one
- **Climax or violent stage:** This is the stage where violent conflict is at its maximum. At this stage the opponents look to eliminate one another.

## ACTIVITY 6: WHAT IS THE ROLE OF THE CC IN SOLVING A CONFLICT? ( **ROLE OF CC BEFORE CONFLICT AND AFTER CONFLICT ??** )

**Objective:** At the end of the session participants would have understood the role of community council in solving a conflict.

**Output:** community council would have understood their role in solving a conflict

**Method:** Presentation/Brainstorm

**Duration:** 45 minutes

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### PROCESS/FACILITATION GUIDE:

**Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about the role of community council in solving a conflict. Use the questions below.

**Step 2:** Encourage participants to go beyond one sentence definitions.

**Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.

**Step 4:** (Facilitator) Make a brief presentation, summarizing the outcome of the session from the flip chart.  
**The facilitator should make sure that s/he note the outcome of this session and record it as handouts of the session.**

**Step 5:** Answer any questions.



- What do you know about the role of community council in solving a conflict?
- How can community council play their role in solving a conflict?
- Does each member agree with this definition?
- Was everyone included in the discussion?

#### **FACILITATOR’S NOTE 6:**

**THE TRAINING MATERIALS WILL BE DOCUMENTED DURING THE WORKSHOP WITH THE COMMUNITY COUNCIL**



#### **ACTIVITY 7: WHAT IS NEGOTIATION?**

**Objective:** At the end of the session participants would have understood negotiation

**Output:** Conceptual understanding of negotiation

**Method:** Presentation/Brainstorm

**Duration:** 30 minutes

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#### **PROCESS/FACILITATION GUIDE:**

**Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about negotiation. Use the questions below.

**Step 2:** Encourage participants to go beyond one sentence definitions and expand on what they know about negotiation.

**Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.

**Step 4:** (Facilitator) Make a brief presentation, using the notes in this section.  
**The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**

**Step 5:** Answer any questions.



- What do you know about a negotiation?

- How do you define negotiation?
- Does each member agree with this definition?
- Was everyone included in the discussion?

### FACILITATOR'S NOTE 7:

#### WHAT IS NEGOTIATION?

- We use negotiation skills in our daily lives (eg, when agreeing on a work-plan or discussing plans with family). How can we apply this skill to conflict resolution?
- In conflict resolution, negotiation is referred to as a structured process of dialogue between conflicting parties about issues on which their opinions differ.
- In most cases, negotiation takes place without the involvement of a third party.
- Usually negotiation takes place in the early stages of conflict or in the later stages when parties are trying to reach agreement.
- Negotiations require a willingness to consider the options.



#### PHASES OF NEGOTIATION

- *Phase 1 – Preparation:* Analyze the situation, gather information, identify needs and interests, make contact with the other side and agree on a venue and process for negotiation (including ground rules, who can attend, whether there will be an independent facilitator)
- *Phase 2 – Interaction:* Greet each other, share different perspectives on the situation, agree on the problem/issue, generate options for solving the problem, evaluate these options according to the needs of all sides, select (or combine) possible options
- *Phase 3 – Close:* Agree on the best option, develop an action plan for each party, and set a time frame and deadline for action, plan for review of the agreement.

### ACTIVITY 8: HOW CAN WE MAKE A NEGOTIATION EFFECTIVE?

**Objective:** At the end of the session participants would have understood ways how the negotiation could be made more effective

**Output:** Understanding of ways how the negotiation could be made more effective

**Method:** Presentation/Brainstorm

**Duration:** 45 minutes

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#### PROCESS/FACILITATION GUIDE:

- Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about ways how the negotiation could be made more effective. Use the questions below.
- Step 2:** Encourage participants to go beyond one sentence definitions.
- Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.

**Step 4:** (Facilitator) Make a brief presentation, using the notes in this section. **The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**

**Step 5:** Answer any questions. Conclude the exercise by signing the memo if everyone agrees by the community council members.



- What do you know about making negotiation more effective?
- How do you define effective negotiation?
- Does each member agree with this definition?
- Was everyone included in the discussion?

### **FACILITATOR’S NOTE 8:**

#### **GUIDELINES FOR EFFECTIVE NEGOTIATION**



- *Listening and communication:*
  - If you want the other party to listen to you, then listen to them first.
  - If you want the other party to acknowledge your point, then acknowledge theirs first.
  - Present your views as an addition to, not in opposition to, what the other party is saying
  - Ask ‘what if’ questions and open questions in order to explore possibilities
- *Relationship building:*
  - Distinguish between the people and their behavior. Don’t attack the person.
  - You can influence other people’s behavior by how you behave yourself.
  - Build trust slowly, step by step, through dialogue and reciprocal positive actions.
  - The best guarantee of a lasting agreement is a good working relationship.
- *Problem solving*
  - The aim of good negotiation is to change from confrontation to problem solving.
  - The prize in good negotiation is satisfying your interests, not obtaining your position.
  - If you are feeling stuck with intransigent opponents, try reframing the question to make it a joint problem solving. Get the person to help you understand their concerns.
  - Look for low-cost, high-benefit trades. What can you offer that will be of low cost to your side, but of great benefit to the other side?
  - Help the party to save face
- *Successful outcome*
  - If a successful outcome is to be achieved, then a range of different factors are required to facilitate effective use of the negotiation process:
  - An intention by all parties to achieve a settlement.
  - A willingness to explore options and move off stated positions.
  - Power that is sufficient to persuade or to make it too costly not to change, but insufficient to force total surrender.
  - Clear mandates from a coherent constituency.
  - Mutual recognition as bargaining partners.
  - Adherence to mutually acceptable ground rules.
  - Acknowledgement of both the legitimacy of difference and the existence of common ground in the relationship.

- A belief that negotiation is the best option available for resolving the differences between the parties involved.
- Sufficient resources to ensure outcomes that do not discredit either the use of the bargaining process or those who are seeking to use it.

**A SUCCESSFUL OUTCOME WILL INCLUDE AN AGREEMENT WHICH:**

- Meets the legitimate interests of all sides as much as possible and resolves conflicting interests fairly.
- Does not damage the relationships between the parties.
- Is workable, - that is, the parties must be able to live with it and implement it.
- Is ‘owned’ by the parties - that is, not imposed or manipulated by outside parties.
- Is acceptable to all parties’ constituencies and has no adverse consequences for the negotiator.
- Is unambiguous, complete and sustainable.
- Is achieved within an acceptable timeframe.

**ACTIVITY 9: WHAT ARE THE DIFFERENT WAYS OF SOLVING A CONFLICT?**

**Objective:** At the end of the session participants would have understood different ways of solving a conflict

**Output:** Participants understood ways how to solve a conflict

**Method:** Presentation/Brainstorm

**Duration:** 45 minutes

[\(Back to agenda\)](#)

**PROCESS/FACILITATION GUIDE:**

- Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about different ways of solving a conflict. Use the questions below.
- Step 2:** Encourage participants to go beyond one sentence definitions.
- Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.
- Step 4:** (Facilitator) Make a brief presentation, using the notes in this section.  
**The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**
- Step 5:** Answer any questions.



- What do you know about different ways of solving a conflict?
- How do you define different ways of solving a conflict?
- Does each member agree with this definition?
- Was everyone included in the discussion?

## FACILITATOR’S NOTE 9:

### NON-FORMAL STYLES OF RESOLVING CONFLICTS:

- Confidence building
- Facilitation of dialogue
- Negotiation
- Mediation (third party support)
- Arbitration (third party decision making)



### FORMAL STYLES OF RESOLVING CONFLICTS:

- Law and legal authorities
- Parliamentary action

### SOME OTHER WAYS OF SOLVING A CONFLICT COULD BE:

- Defining the problem
- Deciding the priorities
- Analyzing the problem at several levels
- Generating alternatives
- Examining consequences of alternative
- Developing criteria for decision-making
- Choosing one of the alternatives
- Reviewing

### PEOPLES CONFLICT MANAGEMENT STYLES:

People have different styles of handling conflicts

- *Controlling*: Forceful, aggressive approach. Used when conflicts are seen as contests to be won or lost. Could lead to escalate the conflict
- *Compromising*: Where each side gains equal satisfaction.
- *Problem-solving*: Is a win-win approach where problems are solved by mutual respect and consent. Although it is the most time consuming, it is the most effective way to get fair and lasting solutions.
- *Accommodating*: Is used where there is a high concern for relationships. Disagreements are ignored or smoothed over; points of view are not expressed.
- *Avoiding*: Is used by withdrawing from a conflict because they don't want to get involved. Avoiding can either leave problems unchecked or put pressure on others to act.

## ACTIVITY 10: WHAT IS MEDIATION?

**Objective:** At the end of the session participants would have understood the mediation

**Output:** Conceptual understanding of mediation

**Method:** Presentation/Brainstorm

**Duration:** 30 minutes

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## PROCESS/FACILITATION GUIDE:

- Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about mediation. Use the questions below.
- Step 2:** Encourage participants to go beyond one sentence definitions and expand on what they know about mediation.
- Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.
- Step 4:** (Facilitator) Make a brief presentation, using the notes in this section, on mediation.  
**The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**
- Step 5:** Answer any questions. Conclude the exercise by signing the memo if everyone agrees by the community council members.



- What do you know about mediation?
- How do you define mediation?
- Does each member agree with this definition?
- Was everyone included in the discussion?

#### **FACILITATOR'S NOTE 10:**

##### **WHAT IS MEDIATION**

- Mediation, like negotiation, is a skill, which many of us practice, in our everyday lives, but often without calling it mediation. When two individuals have a disagreement and a third person such as a family member or friend intervenes to help them clarify the problem and talk about it rather than fighting over it, this is mediation.
- When direct negotiations have failed and communication lines between the two sides are broken, there is space for the third party to intervene. The third party may be a volunteer in the process, or a person approached by both parties to take up the role. In some circumstances, laws or systems, e.g. United Nations mediators, may impose mediators. The main principle, however, is that the mediator has to be recognized and accepted by all sides.



#### **ACTIVITY 11: HOW CAN WE MAKE MEDIATION EFFECTIVE?**

**Objective:** At the end of the session participants would have understood how the mediation could be made effective

**Output:** Participants understood how the mediation could be made effective

**Method:** Presentation/Brainstorm

**Duration:** 30 minutes

[\(Back to agenda\)](#)

**PROCESS/FACILITATION GUIDE:**

- Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about how the mediation could be made effective. Use the questions below.
- Step 2:** Encourage participants to go beyond one sentence definitions and expand on what they know about how the mediation could be made effective.
- Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.
- Step 4:** (Facilitator) Make a brief presentation, using the notes in this section.  
**The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**
- Step 5:** Answer any questions.



- What do you know about a how the mediation could be made effective?
- How do you define effective mediation?
- Does each member agree with this definition?
- Was everyone included in the discussion?

#### **FACILITATOR'S NOTE 11:**

##### **SOME BASIC PRINCIPLES FOR AN APPROACH TO MEDIATION**

- Mediation includes a concern for suffering and a desire to bring a human face into the middle of the conflict.
- Mediators become involved with the attached to all sides, rather than being detached and uninterested.
- All sides must voluntarily agree to participate in the process and must respect the particular mediator(s).
- Mediators must be willing to work with all sides.
- Mediation does not aim to find objective truth, but rather to find an agreed solution that acknowledges and is based upon the perceptions and experience of all sides.
- Mediators guide and control the mediation process but must avoid trying to direct the content of discussions.
- Options for solving the conflict must come from the parties themselves who must own any agreement.



#### **ACTIVITY 12: WHAT ARE THE PRINCIPLES OF A GOOD MEDIATOR?**

**Objective:** At the end of the session participants would have understood the principles of a good mediator

**Output:** Conceptual understanding of the principles of a good mediator

**Method:** Presentation/Brainstorm

**Duration:** 45 minutes

[\(Back to agenda\)](#)

**PROCESS/FACILITATION GUIDE:**

- Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about the principles of a good mediator. Use the questions below.
- Step 2:** Encourage participants to go beyond one sentence definitions and expand on what they know about the principles of a good mediator.
- Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.
- Step 4:** (Facilitator) Make a brief presentation, using the notes in this section. **The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**
- Step 5:** Answer any questions.



- What do you know about the principles of a good mediator?
- How do you define the principles for a good mediator?
- Does each member agree with this definition?
- Was everyone included in the discussion?

**FACILITATOR’S NOTE 12:**

**THE MEDIATION PROCESS**

- The role of the mediators is to explain the process and guide the parties through the steps outlined here, or a similar process that you established for yourself in your own context. Mediation is usually done in pairs or teams of mediators with the different mediators combining their individual skills and experience, and their differing backgrounds, so that the team is more balanced in relation to the conflicting sides.
- Many of the skills and tools already mentioned for facilitating dialogue are useful to the mediator, such as setting ground rules, paraphrasing, empathy and having strategies for coping with strong emotions. Also important is the ability to recognize common ground and possible points of agreement, and to point these out as the parties move into the later steps.



**POSSIBLE STEPS IN A MEDIATION PROCESS**

- *Preparation by mediator(s):*
  - Meet with partner mediator(s) to plan a strategy and process.
  - Meet separately with conflicting parties to introduce yourselves, explain the process, clarify your role, and get their agreement for you as mediator(s) and to the process.
  - If and when the opposing parties agree to participate, the following are some

possible steps to take when they come together face to face with each other and with the mediator(s):

- *Opening statement by mediator(s):* Including:
  - Welcome, introductions and words of encouragement to conflicting parties.
  - Why are we here? What will happen? How long might this process take?
- *Conflicting parties committing themselves to the process*
  - Commitment to participate and seek a solution.
  - Commitment to ground rules, such as no abusive language, no interruptions and so on.
  - Commitment of time necessary to complete the process.
- *Initial uninterrupted statements (stories):*
  - Each party, in turn tells their story, including their understanding of the conflict.
  - Mediator(s) control the process and time for each speaker according to agreed rules.
  - Mediator (s) may repeat or summarize important points, both to clarify accuracy with the speaker and to ensure that the other party has heard the points.
- *Identifying the issues and setting the agenda:*
  - From the statement and stories, clarify issues of disagreement and conflict.
  - Agree an agenda listing the issues to be dealt with in the mediation
- *Direct exchange and generating options:*
  - Encourage direct exchange between the parties about their needs and fears on each issue.
  - Ask parties to suggest options for addressing or solving their differences.
  - Mediator(s) list all options being suggested without judgment.
- *Building acceptable alternatives:*
  - Evaluate alternatives in relation to the needs and interests of both (all) sides.
  - Encourage creativity in combining options and seeking common ground.
- *Finishing an agreement*
  - Test and clarify points of possible agreement, i.e. who will do what? Be when?
  - Parties decide on the form of agreement (written or verbal) and set a timetable for monitoring its implementation.
- *Closing statement by mediator(s)*
  - Review what the disputants have accomplished and the agreements made.
  - Offer congratulations to disputants for successful problem solving.
  - Clarify the need for any follow-up activity or further meetings.

### ACTIVITY 13: WHAT IS THE ARBITRATION PROCESS IN YOUR COMMUNITY?

**Objective:** At the end of the session participants would have understood the arbitration process in their community

**Output:** Participants understood the arbitration process in their community

**Method:** Presentation/Brainstorm

**Duration:** 30 minutes

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## PROCESS/FACILITATION GUIDE:

- Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about arbitration process in their community. Use the questions below.
- Step 2:** Encourage participants to go beyond one sentence definitions and expand on what they know about arbitration process in their community.
- Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.
- Step 4:** (Facilitator) Make a brief presentation, using the notes in this section. **The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**
- Step 5:** Answer any questions. Conclude the exercise by signing the memo if everyone agrees by the community council members.



- What do you know about arbitration process in your community?
- How do you define arbitration process?
- Does each member agree with this definition?
- Was everyone included in the discussion?

### FACILITATOR'S NOTE 13:

#### ARBITRATION

Arbitrators listen to all sides of an argument and then decide what the solution should be. Sometimes arbitrators fulfill this role by virtue of their position of authority in the community. For example: in many cultures there are traditional leaders or elders who have the authority to intervene in a conflict, listening to witnesses from both sides and then deciding who is right or wrong and what they should each do. In a growing number of countries, organizations have been set up specially to arbitrate, particularly in industrial disputes. In Britain the Advisory, Conciliation and Arbitration Service (ACAS) fulfils this role (among others) at the request of the parties involved, who usually commit themselves in advance to accepting the outcome.



## PART 2: PEACE AND PEACE BUILDING

### ACTIVITY 14: WHAT IS PEACE?

**Objective:** At the end of the session participants would have understood peace.

**Output:** Conceptual understanding of peace

**Method:** Presentation/Brainstorm

**Duration:** 30 minutes

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#### PROCESS/FACILITATION GUIDE:

- Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about peace. Use the questions below.
- Step 2:** Encourage participants to go beyond one sentence definitions and expand on what they know about peace.
- Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.
- Step 4:** (Facilitator) Make a brief presentation, using the notes in this section, on peace. **The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**
- Step 5:** Answer any questions.



- What do you know about peace?
- How do you define peace?
- Does each member agree with this definition?
- Was everyone included in the discussion?

#### FACILITATOR'S NOTE 14:

##### PEACE:

- The word peace has many different meanings.
- The “*Soulh*” definition of peace from an Islamic perspective has the following 11 meanings:
  - Profit and advantage
  - Worth, deserving, suitability and fitness
  - Kindness and well mannered
  - Talent and capability
  - Self mending and amending
  - Charity and benevolence
  - Tranquility and affluence
  - Multiplicity and Exuberance of something
  - Reconciliation
  - Unity
  - Cease-fire and avoiding war



- A wider definition of peace also includes political, social and economic justice and security for all.
- Peace is more a process than a condition. It is something that can be lost very easily and something that must always be worked for.

### ACTIVITY 15: WHAT ARE THE EFFECTS OF PEACE ON A COMMUNITY?

**Objective:** At the end of the session participants would have understood the effects of peace on a community

**Output:** Participants understood the effects of peace on a community

**Method:** Presentation/Brainstorm

**Duration:** 30 minutes

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#### PROCESS/FACILITATION GUIDE:

- Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about the effects of peace on a community. Use the questions below.
- Step 2:** Ask the participants form groups. Ask each group to think about the following questions and write their answers on the flipchart:
- What are some examples of these meanings of peace in your daily life?
  - What are the 5 most important points for peace from your perspective?
  - Which parts of the “Soulh” can you improve on?
  - How can you contribute towards peace?
  - What is your vision for peace in Afghanistan?
  - Who in Afghanistan / your district is working for peace? What are they doing? What could be your contribution towards peace?
- Step 3:** Encourage participants to go beyond one sentence definitions.
- Step 4:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.
- Step 5:** (Facilitator) Make a brief presentation, using the notes in this section.  
**The facilitator should make sure that s/he notes the outcome of the group work and use them as handouts of this session.**
- Step 6:** Answer any questions.



- What do you know about the effects of peace on a community?
- How do you define effects of peace on a community?
- Does each member agree with this definition?
- Was everyone included in the discussion?

#### FACILITATOR’S NOTE 15:



**THE TRAINING MATERIALS WILL BE DOCUMENTED DURING THE WORKSHOP WITH THE  
COMMUNITY COUNCIL**



## ACTIVITY 16: WHAT IS PEACE-BUILDING?

**Objective:** At the end of the session participants would have understood what peace building is.

**Output:** Conceptual understanding of peace building

**Method:** Presentation/Brainstorm

**Duration:** 30 minutes

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### PROCESS/FACILITATION GUIDE:

**Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about what peace building is. Use the questions below.

**Step 2:** Encourage participants to go beyond one sentence definitions.

**Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.

**Step 4:** (Facilitator) Make a brief presentation, using the notes in this section. **The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**

**Step 5:** Answer any questions.



- What do you know about what peace building is?
- How do you define peace building?
- Does each member agree with this definition?
- Was everyone included in the discussion?

### FACILITATOR'S NOTE 16:

#### WHAT IS PEACE-BUILDING

- Peace-building is the transformation process from a violent situation to more political, social and economic equity and justice and security for all people.
- The peace-building process is two-sided:
  - One side is about prevention, reduction or transformation of violent conflict
  - The other side is the construction and improvement of existing peaceful structures and activities



## ACTIVITY 17: WHAT ARE THE INDICATORS OF PEACE BUILDING?

**Objective:** At the end of the session participants would have understood the indicators of peace building

**Output:** Participants can name different indicators for peace building

**Method:** Presentation/Brainstorm

**Duration:** 35 minutes

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**PROCESS/FACILITATION GUIDE:**

- Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about the indicators of peace building. Use the questions below.
- Step 2:** Encourage participants to go beyond one sentence definitions and expand on what they know about the indicators of peace building.
- Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.
- Step 4:** (Facilitator) Make a brief presentation, using the notes in this section. **The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**
- Step 5:** Answer any questions.



- What do you know about the indicators of peace building?
- How do you define the indicators of peace building?
- Does each member agree with this definition?
- Was everyone included in the discussion?

**FACILITATOR’S NOTE 17:**

**THE INDICATORS OF PEACE BUILDING**

Possible indicators could be: -

- Ratio of men/ women in decision making, positions related to peace negotiations, confidence building.
- Participation of women organizations and gender equality in peace building initiatives.
- Women participation in decision making
- Recognition of women’s right as human rights
- Male/ female candidates in electoral process
- Participation rates (male/ female) in training initiatives
- Man/women employment/ under-employment rates
- Enrolment rates (man/women) in vocational education
- Cases of violation of human rights (both men and women)



**ACTIVITY 18: WHAT IS THE ROLE OF CULTURAL VALUES IN PEACE BUILDING?**

**Objective:** At the end of the session participants would have understood the role of cultural values in peace building

**Output:** Participant understood the role of cultural values in peace building

**Method:** Presentation/Brainstorm

**Duration:** 45 minutes

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**PROCESS/FACILITATION GUIDE:**

- Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about the role of cultural values in peace building. Use the questions below.
- Step 2:** Encourage participants to go beyond one sentence definitions.
- Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.
- Step 4:** (Facilitator) Make a brief presentation, using the notes in this section. **The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**
- Step 5:** Answer any questions.



- What do you know about the role of cultural values in peace building?
- How do you define the role of cultural values in peace building?
- Does each member agree with this definition?
- Was everyone included in the discussion?

**FACILITATOR’S NOTE 18:**

**WHAT IS CULTURE?**

‘Culture’ can be defined as ‘the combined atmosphere and environment of an organization or people characterized by values and beliefs, knowledge, historical experience, heroes, rituals, symbols, art, political systems and law-it is way of life for the people within that grouping’.



Culture consists of patterns that describe and dictate behavioral norms. The core of culture consists of traditional ways and values that both define future action and are produced by past action.

**CULTURE IS, THEREFORE:**

- A way of life and set of beliefs and values that the ‘elders’ wish the younger members to inherit.
- A major influence on the perception and behavior of every one, living within that culture
- An environment shared and maintained by the members of an organization or social group.

Values are constructs representing generalized behaviors that are considered by the individual to be important. In other words, values are human qualities, which are expressed through behavior. We may say they are things in which people are interested. Value satisfy

three elements: - Belief Practice and Preach (promote)

**CULTURAL VALUES:**

- Appreciate others opinion
- Encourage colleague
- Boost Honesty
- Cooperate each other
- Knows the facts
- Share and care
- Improve Gender understanding

### ACTIVITY 19: HOW CAN CC CONTRIBUTE TOWARDS PEACE BUILDING?

**Objective:** At the end of the session participants would have understood how a community council can contribute toward peace building

**Output:** Community councils understood how they can contribute to the peace building.

**Method:** Presentation/Brainstorm

**Duration:** 45 minutes

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#### PROCESS/FACILITATION GUIDE:

- Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about how a community council can contribute toward peace building. Use the questions below.
- Step 2:** Encourage participants to go beyond one sentence definitions.
- Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.
- Step 4:** (Facilitator) Make a brief presentation, using the notes in this section. **The facilitator should make sure that s/he notes the outcome of the group work and use them as handouts of this session.**
- Step 5:** Answer any questions.



- How a community council can contribute toward peace building?
- How do you define community council contribution toward peace building?
- Does each member agree with this definition?
- Was everyone included in the discussion?

#### FACILITATOR'S NOTE 19:

**THE TRAINING MATERIALS WILL BE DOCUMENTED DURING THE WORKSHOP WITH THE COMMUNITY COUNCIL**



### ACTIVITY 20: HOW CAN MANAGING DIVERSITY PLAY A VITAL ROLE IN PEACE BUILDING?

**Objective:** At the end of the session participants would have understood role of diversity in peace building

**Output:** Conceptual understanding of diversity in peace building

**Method:** Presentation/Brainstorm

**Duration:** 30 minutes

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### PROCESS/FACILITATION GUIDE:

**Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about role of diversity in peace building. Use the questions below.

You are wellcom

**Step 2:** Encourage participants to go beyond one sentence definitions.

**Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.

**Step 4:** (Facilitator) Make a brief presentation, using the notes in this section. **The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**

**Step 5:** Answer any questions.



- What do you know about role of diversity in peace building?
- How do you define role of diversity in peace building?
- Does each member agree with this definition?
- Was everyone included in the discussion?

### FACILITATOR'S NOTE 20:

#### THE ROLE OF DIVERSITY IN PEACE BUILDING:

Diversity is an all-inclusive term that extends beyond race and gender. Diversity incorporates workers in many different pay classifications and personnel systems. It includes age, geographic considerations, personality, tenure issues, and a myriad of other personal and organizational characteristics that may be different or similar in nature.

Managing of Diversity can have the following benefits: -

- i. Boost employee morale
- ii. Increase employee productivity by utilizing talents
- iii. Create a work environment that allows everyone to reach their full potential
- iv. Provide multiple options for dealing with workplace diversity
- v. Reduce complaints and grievances
- vi. Acquire multiple perspectives on problem solving



### ACTIVITY 21: WHAT ARE THE CHARACTERISTICS OF A PEACEFUL COMMUNITY?

**Objective:** At the end of the session participants would have understood the characteristics of a peaceful community.

**Output:** Conceptual understanding of the characteristics of a peaceful community.

**Method:** Presentation/Brainstorm

**Duration:** 45 minutes

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### PROCESS/FACILITATION GUIDE:

- Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about the characteristics of a peaceful community. Use the questions below.
- Step 2:** Encourage participants to go beyond one sentence definitions.
- Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.
- Step 4:** (Facilitator) Make a brief presentation, using the notes in this section.  
**The facilitator should make sure that s/he notes the outcome of the group work and use them as handouts of this session.**
- Step 5:** Answer any questions.



- What do you know about the characteristics of a peaceful community?
- How do you define characteristics of a peaceful community?
- Does each member agree with this definition?
- Was everyone included in the discussion?

### FACILITATOR'S NOTE 21:

**THE TRAINING MATERIALS WILL BE DOCUMENTED DURING THE WORKSHOP WITH THE COMMUNITY COUNCIL**



### ACTIVITY 22: DO WOMEN HAVE A ROLE IN PEACE BUILDING? IF YES, HOW?

**Objective:** At the end of the session participants would have understood the role of women in peace building

**Output:** Participants came up with ways how women can contribute to peace building.

**Method:** Presentation/Brainstorm

**Duration:** 45 minutes

[\(Back to agenda\)](#)

### PROCESS/FACILITATION GUIDE:

- Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about role of women in peace building. Use the questions below.
- Step 2:** Encourage participants to go beyond one sentence definitions.
- Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.
- Step 4:** (Facilitator) Make a brief presentation, using the notes in this section.

The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.

**Step 5:** Answer any questions.



- What do you know about the role of women in peace building?
- How do you define women role in peace building?
- Does each member agree with this definition?
- Was everyone included in the discussion?

### **FACILITATOR’S NOTE 22:**

#### **THE TRAINING MATERIALS WILL BE DOCUMENTED DURING THE WORKSHOP WITH THE CC**



Consistent with the move to mainstreaming strategies, gender equality issue should be brought into the core of the initiative. For example; an economic reconstruction program should look at how women participate in the overall program not merely set aside a marginal amount of money for women’s project.

### **ACTIVITY 23: WHAT ACTIVITIES CAN BE PERFORMED DURING A PRE-CONFLICT, CONFLICT STAGE AND POST CONFLICT STAGE TO BRING PEACE BUILDING?**

**Objective:** At the end of the session participants would have understood activities to be done before, after and during a conflict.

**Output:** Participants came up with list of activities to be done before, after and during a conflict.

**Method:** Presentation/Brainstorm

**Duration:** 45 minutes

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#### **PROCESS/FACILITATION GUIDE:**

**Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about the activities that need to be done before, during and after a conflict. Use the questions below.

**Step 2:** Encourage participants to go beyond one sentence definitions.

**Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.

**Step 4:** (Facilitator) Make a brief presentation, using the notes in this section.

The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.

**Step 5:** Answer any questions.



- What do you know about activities need to be done before, during and after a conflict?
- Does each member agree with this definition?
- Was everyone included in the discussion?

### **FACILITATOR’S NOTE 23:**

#### **ACTIVITIES NEED TO BE DONE BEFORE, DURING AND AFTER A CONFLICT:**



- Peace-building activities can take place at different stages in the conflict:
  - Pre-conflict stage: Peace-building activities can include supporting dialogue and negotiation between different parties and supporting joint activities;
  - Conflict stage: Peace-building activities can include mediation; arbitration; measures of justice that balance differences in power between conflicting parties (eg, using political, legal, social or traditional pressure to reduce violence); documentation of violations against human rights/violent outbreaks so that these can be legally treated later.
  - Post-conflict stage: Peace-building activities includes: supporting reconstruction of relationships between conflict parties (eg facilitating dialogue, negotiations, arbitration); humanitarian assistance; reintegration of ex-combatants; rehabilitation, reconstruction and development.
- Some peace-building activities show results very quickly, while others will only be visible in the longer-term.

### **ACTIVITY 24: WHAT IS TEAM BUILDING?**

**Objective:** At the end of the session participants would have understood what team building is.

**Output:** Conceptual understanding of team building

**Method:** Presentation/Brainstorm

**Duration:** 30 minutes

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**PROCESS/FACILITATION GUIDE:**

- Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about team building. Use the questions below.
- Step 2:** Encourage participants to go beyond one sentence definitions.
- Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.
- Step 4:** (Facilitator) Make a brief presentation, using the notes in this section. **The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**
- Step 5:** Answer any questions.



- What do you know about team building?
- How do you define team building?
- Does each member agree with this definition?
- Was everyone included in the discussion?

**FACILITATOR’S NOTE 24:**

**THE TEAM BUILDING:**

TEAM is small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable. Team building is a process of motivating and enabling the team to achieve that goal.



## ACTIVITY 25: HOW CAN TEAM BUILDING HELP IN PEACE BUILDING WITHIN THE COMMUNITY AND AN ORGANIZATION?

**Objective:** At the end of the session participants would have understood the role team building in peace building

**Output:** Participants knew the role of team building in peace building.

**Method:** Presentation/Brainstorm

**Duration:** 45 minutes

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### PROCESS/FACILITATION GUIDE:

- Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about the role of team building in peace building. Use the questions below.
- Step 2:** Encourage participants to go beyond one sentence definitions.
- Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.
- Step 4:** (Facilitator) Make a brief presentation, using the notes in this section. **The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**
- Step 5:** Answer any questions.



- What do you know about the role of team building in peace building?
- Does each member agree with this definition?
- Was everyone included in the discussion?

### FACILITATOR'S NOTE 25:

#### THE ROLE OF TEAM BUILDING IN PEACE BUILDING:

Team building help the individual recognize, develop and experience his own strength and ability to cope with his organization world, whatever its present condition. Further, it would encourage the individual to discover for himself his own unique wants of that environment and his capacity to influence and shape it in ways that get him more of what he wants. Team-building sessions may be directed toward problem solving for task accomplishment, examining and improving interpersonal relationships, or managing the group's culture and processes. One of these issues may be the principal reason for holding the team-building meeting. A meeting is designed as a team problem-solving session to examine the impact on the team of a new function or task being added to the group's work requirements. A team building session gives an opportunity to the team to reflect on *how* it solves its problems, that is, to criticize the group's processes. In this way the team becomes more effective at both the task level and the process level. A Team may set goals and/or priorities,



analyze or allocate the way work is performed, examine the way a group is working, its processes (such as norms, decision-making, communications), and examine relationships among the people doing the work.

## ACTIVITY 26: WHAT IS YOUR VISION FOR PEACE BUILDING IN YOUR DISTRICT?

**Objective:** At the end of the session participants would have come up with a vision for peace building for their district

**Output:** Participants came up with a peace building vision for their district.

**Method:** Presentation/Brainstorm

**Duration:** 45 minutes

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### PROCESS/FACILITATION GUIDE:

- Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about their vision for peace building in their district. Use the questions below.
- Step 2:** Ask the participants form groups. Ask each group to think about what their ideas of peace and peace building are. They should draw on the flip chart using symbols and pictures to explain their ideas: they should not speak. One group then shows their flip to the others. The others start to interpret the message of the pictures. When there are no further ideas, the group of artists should explain the ideas of the pictures.
- Step 3:** Encourage participants to go beyond one sentence definitions.
- Step 4:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.
- Step 5:** (Facilitator) Make a brief presentation, using the notes in this section. **The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**
- Step 6:** Answer any questions.



- What do you know about vision?
- How do you come up with a vision for peace building in your district?
- Does each member agree with this definition?
- Was everyone included in the discussion?

### FACILITATOR'S NOTE 26:

### THE VISION FOR PEACE BUILDING IN YOUR DISTRICT:



- To build peace visions are needed which give activities a direction and give people the power to continue when things become difficult.
- Peace building activities on the local level should be planned, implemented, monitored and evaluated as with a project, when they should have a longer-term impact.
- Aid and development agencies which decide to work in peace building have to bring relevant elements into their planning and project management tools.
- Commencement is with vision work on peace, developing an Action Plan, reflecting on the acceptance by the people and using reflecting to finalize.

### “WHAT PEACE DO WE WANT?”

- The first step for peace building is to talk about peace. Besides all analytical and technical skills a main sources for peace building is to know what peace you and the people want.
- This long-term vision shared with others can give enough power to resist difficulties and to search for other ways to achieve it.
- This vision gives you and others a direction for different activities to achieve a shared goal. Vision can provide ideas about how to get back on track if it has been lost. And having a shared vision can give the patience to follow an idea through over a long time when you know achieving the vision may take a long time.
- Sometimes it needs a generation to get, so you work towards a distant goal. And vision is a shared idea coming from the heart of the people, so vision-work tries to find the ideas of the heart.
- To work out these aspects it is helpful to start with non-verbal methodologies to encourage ideas and feelings to become visible. Vision work is a good entry point to start in peace building work, because it gives orientation to what the people want, before they start to talk about all the problems they have to deal with and which they want to transform.

### ACTIVITY 27: WHAT IS THE ROLE OF GOVERNMENT IN PEACE BUILDING?

**Objective:** At the end of the session participants would have understood the role of government in peace building

**Output:** Participants came up with ways how government can contribute to peace building.

**Method:** Presentation/Brainstorm

**Duration:** 30 minutes

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### PROCESS/FACILITATION GUIDE:

**Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about the role of government in peace building. Use the questions below.

**Step 2:** Encourage participants to go beyond one sentence definitions.

**Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.

**Step 4:** (Facilitator) Make a brief presentation, using the notes in this section, on conflict. **The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**

**Step 5:** Answer any questions.



- What do you know about the role of government in peace building?
- How do you define the role of government in peace building?
- Does each member agree with this definition?
- Was everyone included in the discussion?

### **FACILITATOR’S NOTE 27:**

**THE MATERIALS WILL BE COLLECTED FROM COMMUNITY COUNCIL MEMBERS DURING WORKGROUP OR GROUP DISCUSSION**



### **PART 3**

### **ACTIVITY 28 – DISASTER AND HAZARDS: CONCEPT AND GENERAL OVERVIEW**

#### **Objective:**

At the end of the session participants would have understood the meaning of disasters and hazards

**Output:** Conceptual understanding and difference between disaster and hazards

**Method:** Presentation/Brainstorm

**Duration:** 40 minutes

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#### **PROCESS/FACILITATION GUIDE:**

**Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about Disaster.

**Step 2:** Encourage participants to go beyond one sentence definitions and expand on what they know.

**Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.

**Step 4:** (Facilitator) Make a brief presentation, using the notes in this section, on Disaster. **The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**

**Step 5:** Answer any questions. Conclude the exercise by reviewing the points and learning to the whole large group. Discuss.

**Step 6:** Repeat the steps for Hazard now.

**Below are some questions /phrases that can be used by the facilitator to stimulate discussion:**



- What do you know about Disaster and Hazards?
- How do you define Disaster? And how do you define Hazard?
- Does each member agree with this definition?
- Which areas of the settlement are most vulnerable to the disaster and hazard?
- Was everyone included in the discussion?

### **FACILITATOR’S NOTE 28:**

#### **DISASTER:**

A *disaster* is an extreme disruption of the functioning of a society that causes widespread human, material, or environmental losses that exceed the ability of the affected society to cope using only its own resources. Events such as earthquakes, floods, and cyclones, by themselves, are not considered disasters. Rather, they become disasters when they adversely and seriously affect human life, livelihoods and property.

*Disaster preparedness and risk reduction*, therefore, seeks to prepare for and reduce these adverse effects.



#### **HAZARDS:**

A *hazard*, on the other hand, refers to the potential occurrence, in a specific time period and geographic area, of a natural phenomenon that may adversely affect human life, property or activity to the extent of causing a disaster. A hazard occurrence (the earthquake, the flood, or the cyclone, for example) becomes a disaster when it results in injuries, loss of life and livelihoods, displacement and homelessness and/or destruction and damage to infrastructure and property. A cyclone that surges over an uninhabited island does not result in a disaster; however, it would be a disaster if it hit the populated coast of Afghanistan and caused extensive loss of lives and property.

### **ACTIVITY 29 – CAPACITY: CONCEPT AND GENERAL OVERVIEW**

#### **Objective:**

At the end of the session participants would have understood the capacities of communities and institutions

**Output:** Conceptual understanding of capacities in risk reduction

**Method:** Presentation/Brainstorm

**Duration:** 20 minutes

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**PROCESS/FACILITATION GUIDE:**

- Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about Capacity.
- Step 2:** Encourage participants to go beyond one sentence definitions and expand on what they know.
- Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.
- Step 4:** (Facilitator) Make a brief presentation, using the notes in this section, on Disaster. **The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**
- Step 5:** Answer any questions. Conclude the exercise by reviewing the points and learning to the whole large group. Discuss.

Below are some questions /phrases that can be used by the facilitator to stimulate discussion:



- What do you know about capacities of communities and institutions?
- How do you define Capacity?
- Does each member agree with this definition?
- Was everyone included in the discussion?

**FACILITATOR’S NOTE 29:**

**CAPACITY:**

*Human capacities* are the qualities and resources of an individual or community to anticipate, cope with, resist and recover from the impact of a hazard.

According to Mary Anderson's People-Oriented Planning (POP) framework, human capacities include a person's or a community's material resources (food, animals, tools); social and organizational capacities (leadership, community groups); and attitudinal and motivational capacities (ideas, work values, efficacy)

All people and all communities have resources and capacities and therefore a foundation for preparedness and risk reduction that National Societies can support and help build.



### ACTIVITY 30 – VULNERABILITY: CONCEPT AND GENERAL OVERVIEW

**Objective:**

At the end of the session participants would have understood the vulnerability

**Output:** Conceptual understanding of vulnerability

**Method:** Presentation/Brainstorm/Group work

**Duration:** 20 minutes

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**PROCESS/FACILITATION GUIDE:**

- Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about vulnerability.
- Step 2:** Encourage participants to go beyond one sentence definitions and expand on what they know.
- Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.
- Step 4:** (Facilitator) Make a brief presentation, using the notes in this section, on Disaster. **The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**
- Step 5:** Answer any questions. Conclude the exercise by reviewing the points and learning to the whole large group. Discuss.

Below are some questions /phrases that can be used by the facilitator to stimulate discussion:



- What do you know about vulnerability?
- How do you define vulnerability?
- Does each member agree with this definition?
- Was everyone included in the discussion?

### **FACILITATOR’S NOTE 30:**

#### **VULNERABILITY:**

#### **HUMAN VULNERABILITY:**

is the relative lack of capacity of a person or social group to anticipate, cope with, resist, and recover from the impact of a hazard.

Vulnerability has two components: exposure to hazards (e.g. drought, earthquake, etc.) and difficulty in coping with and recovering from them (due to lack of resources). Since human vulnerability is inversely related to the concept of human capacity.



#### **FACTORS AFFECTING HUMAN VULNERABILITY**

The major factors which make a population vulnerable include:

- Poverty
- Increased population density
- Rapid urbanization
- Changes in way of life
- Environmental degradation
- Lack of awareness and information
- War and civil strife

These seven factors frequently are interrelated. For example, poverty often results in people migrating to urban areas in search of work.

Limited resources and opportunities in urban areas result in people settling in unsafe locations and can also produce tensions leading to civil unrest.

#### **STRUCTURAL OR PHYSICAL VULNERABILITY:**

is the extent to which a structure or service is likely to be damaged or disrupted by a hazard event. A building is said to be vulnerable to earthquake tremors if its construction lacks elements which would resist the effects of such tremors.

In another example, a wood frame house with large headed, roofing nails, rafter tie-downs, anchor bolts and a solid foundation is less vulnerable structurally to severe cyclone winds than a similar-looking house which does not have these structural details.

### **ACTIVITY 31 – RISK: CONCEPT AND GENERAL OVERVIEW**

#### **Objective:**

At the end of the session participants would have understood the risk

#### **Output:**

Conceptual understanding of risk and communities know what risk is.

**Method:** Presentation/Brainstorm

**Duration:** 20 minutes

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### PROCESS/FACILITATION GUIDE:

- Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about Risk.
- Step 2:** Encourage participants to go beyond one sentence definitions and expand on what they know.
- Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.
- Step 4:** (Facilitator) Make a brief presentation, using the notes in this section, on Disaster. **The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**
- Step 5:** Answer any questions. Conclude the exercise by reviewing the points and learning to the whole large group. Discuss.

Below are some questions /phrases that can be used by the facilitator to stimulate discussion:



- What do you know about Risks?
- How do you define Risks?
- Does each member agree with this definition?
- Was everyone included in the discussion?

### FACILITATOR'S NOTE 31:

#### RISK:

*Risk* refers to the expected or anticipated losses (lives lost, people injured, property damaged, and economic activities or livelihoods disrupted) from the impact of a given hazard on a given element at risk over a specific period of time. Risk is defined differently by people in different situations. Risk, as perceived by the politician or the disaster manager, is different from risk as understood by a scientist, or by an insurance company salesman, or by a family living in an earthquake zone.



### ACTIVITY 32–DISASTER CLASSIFICATION, EFFECTS AND ASSISTANCE NEED

#### Objective

At the end of the session participants would have understood the type of disasters and hazards

**Output:** understanding type of hazards, their effects/consequences and potential activities to be done

**Method:** Presentation/Brainstorm

**Duration:** 90 minutes

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## PROCESS/FACILITATION GUIDE:

- Step 1:** Read aloud the topic to the participants. Encourage participants to share what they know about the type of hazards in Afghanistan. What are their effects? What are the potential activities to be done?
- Step 2:** Encourage participants to go beyond one sentence definitions and expand on what they know.
- Step 3:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.
- Step 4:** (Facilitator) Make a brief presentation, using the notes in this section, on Disaster. **The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**
- Step 5:** Answer any questions. Conclude the exercise by reviewing the points and learning to the whole large group. Discuss.
- Step 6:** Repeat the steps for what are the effects of each Hazards?
- Step 7:** Repeat the steps for what are the potential activities to be done in each type of the Hazard?

Below are some questions /phrases that can be used by the facilitator to stimulate discussion:



- What do you know about the type of Hazards in Afghanistan?
- What are the effects of the hazards?
- What are the possible activities to be done and by whom?
- Was everyone included in the discussion?

## FACILITATOR'S NOTE 32

### DISASTER CLASSIFICATIONS

There are different ways to classify disasters. Classifications matter because preparedness, response and risk reduction measures as well as the specialists and agencies involved depend on the type of disaster. Disasters are often classified according to their cause, their speed of onset (sudden or slow) and whether or not they are due to "acts of nature" or "acts of humans"—a classification which is often contested, because it is argued that human actions, in fact, also precipitate natural disasters.



#### 1. HAZARDS CAUSING DISASTERS

Disasters classified according to cause are named after the hazard which results in the disastrous social and economic consequences. Thus, this classification includes earthquakes, floods, cyclones, tornadoes, landslides, mud flows, droughts, pest and insect infestations, chemical explosions, etc.

#### 2. SPEED OF ONSET

The speed of the disaster's onset is another way to distinguish between disasters— and the

types of responses that may be required

- A. *rapid onset disasters* refers to an event or hazard that occurs suddenly, with little warning, taking the lives of people, and destroying economic structures and material resources. Rapid onset disasters may be caused by earthquakes, floods, storm winds, tornadoes, or mud flows. The earthquake that struck western Turkey in August 1999 is one such example.
- B. *Slow onset disasters* occur over time and slowly deteriorate a society's and a population's capacity to withstand the effects of the hazard or threat. Hazards causing these disaster conditions typically include droughts, famines, environmental degradation, desertification, deforestation and pest infestation. The El Niño phenomenon is an example of one such disaster.

### 3. ACTS OF NATURE OR ACTS OF HUMANS

Disasters are sometimes classified according to whether they are "natural" disasters, or "human-made" disasters. For example, disasters caused by floods, droughts, tidal waves and earth tremors are generally considered "natural disasters." Disasters caused by chemical or industrial accidents, environmental pollution, transport accidents and political unrest are classified as "human-made" or "human-caused" disasters since they are the direct result of human action.

A more modern and social understanding of disasters, however, views this distinction as artificial since most disasters result from the actions or inaction of people and their corresponding political, social and economic structures. In other words, humans consciously or inadvertently create the social, political and economic conditions which lead to disasters. This happens by people living in ways that degrade their environment, developing and overpopulating urban centers, or creating and perpetuating political, social and economic systems that result in unequal access to land and resources. Communities and populations forced to settle in areas susceptible to the impact of a raging river or the violent tremors of the earth are placed in situations of high vulnerability because of their destitute economic condition and their relative lack of political power.

#### DISASTER TYPES IN AFGHANISTAN:

##### 1. DROUGHTS

###### GENERAL CHARACTERISTICS

The reduction of water or moisture availability is temporary and significant in relation to the norm. *Meteorological drought* is reduction in rainfall and *hydrological drought* is reduction in water resources. *Agricultural drought* is the impact of drought on human activity influenced by various factors: the presence of irrigation systems, moisture retention capacity of the soil, the timing of rainfall and adaptive behavior of farmers.

###### TYPICAL ADVERSE EFFECTS

1. *Economic* - Losses in production of crops, dairy and livestock, timber and fisheries; loss of national economic growth and development; income losses for farmers and others directly affected; losses from tourism and recreational businesses; loss of hydroelectric power and increased energy costs; decline in food production and increased food prices; unemployment from drought related production declines; revenue losses to government and increased strain on financial institutions.
2. *Environmental* - Damage to the habitat of animal and fish species; wind and water

erosion of soils; damage to plant species; effects on water quality (salination); effects on air quality (dust, pollutants, reduced visibility)

3. *Social/health* - Food shortage effects (malnutrition, famine); loss of human life from food shortage or drought-related conditions; conflicts between water users; health problems due to decreased water flow; inequity in the distribution of drought impacts and relief assistance; decline in living conditions in rural areas; increased poverty, reduced quality of life; social unrest and civil strife; population migration for employment or relief assistance.

#### **TYPICAL DISASTER ASSISTANCE NEEDS**

The drought affected population will need assistance to replace assets lost during the period of temporary food insecurity and, where realistic, to reestablish their livelihoods. The severity of the food insecurity episode will determine the nature and scale of rehabilitation requirements. Thus, if migration to camps and significantly increased morbidity has occurred, a comprehensive rehabilitation program will be required. This may involve health care counseling, assisting the migrants back to their homes and material support to re-establish their homes and productive activities.

Such provisions may include seeds, tools, cooking utensils, blankets, and support until households are capable of supporting themselves. If the impact of the temporary food insecurity episode has not been severe and most households have not been obliged to sell productive assets (e.g. consume seed stocks and breeding livestock) then a rehabilitation program may not be required. Therefore rehabilitation needs should be carefully assessed and interventions tailored to each particular situation.

## **2. FLOODS:**

### **GENERAL CHARACTERISTICS**

There are several types of floods:

*Flash floods* - accelerated runoff, dam failure, breakup of ice jam

*River floods* - Slow buildup, usually seasonal

*Coastal floods* - Associated with storm surges, tsunami waves, tropical cyclones

### **TYPICAL ADVERSE EFFECTS**

1. *Physical damage* - Structures damaged by washing away, becoming inundated, collapsing, and impact of floating debris.
2. *Casualties and public health* - Deaths from drowning but few serious injuries. Possible outbreaks of malaria, diarrhea and viral infections.
3. *Water supplies* - Possible contamination of wells and groundwater. Clean water may be unavailable.
4. *Crops and food supplies* - Harvests and food stocks may be lost due to inundation. Animals, farm tools and seeds may be lost. Secondary threats due to landslides from saturated soils and debris flows. Damage greater in valleys than open areas.

### **TYPICAL DISASTER ASSISTANCE NEEDS**

The initial response to flooding by local authorities should include:

- Search and rescue
- Medical assistance
- Disaster assessment
- Short term food and water provision
- Water purification

- Epidemiological surveillance
- Temporary shelter

### 3. EARTHQUAKES:

#### GENERAL CHARACTERISTICS

Shaking of earth caused by waves on or below the earth's surface causing: surface faulting; aftershocks; tsunamis; tremors, vibrations; liquefaction; and landslides.

#### TYPICAL ADVERSE EFFECTS

1. *Physical damage*—Damage or loss of structures or infrastructure. Fires, dam failures, landslides, flooding may occur.
2. *Casualties*—often high, particularly near epicenter, in highly populated areas or where buildings are not resistant.
3. *Public health*—Fracture injuries most widespread problem.
4. *Water supply*—severe problems likely due to damage to water systems, pollution of open wells and changes in water table.
5. *Secondary threats* due to flooding, contaminated water supply, or breakdown in sanitary conditions.

#### TYPICAL DISASTER ASSISTANCE NEEDS

The immediate impact of an earthquake affects all sectors of a community. Local authorities should initially emphasize **search and rescue** assistance. Emergency medical assistance must be provided, especially during the first 72 hours. An **emergency situation and needs assessment** should be conducted during the first 36-72 hours. Finally, the survivors will require relief assistance such as food, water, and emergency shelter. Attention should be given to re-opening roads, re-establishing communications, contacting remote areas and conducting disaster assessments.

At the end of the emergency period, long-term recovery needs to take priority. The post earthquake period presents an opportunity to minimize future risks through enactment or strengthening of land use and building codes as rebuilding takes place. The focus should be on:

- repair and reconstruction of water, sewer, electrical services and roads
- technical, material and financial assistance for repair and reconstruction of houses and public buildings (preferably by incorporating earthquake resistant techniques)
- programs to rejuvenate the economy
- financial assistance for loans to individuals and businesses for economic recovery

### 4. CHEMICAL AND INDUSTRIAL ACCIDENTS

#### GENERAL CHARACTERISTICS

Chemical and industrial accidents release hazardous (toxic) substances into the environment. These accidents may occur when trains carrying chemicals derail, when trucks overturn, when pipelines rupture releasing dangerous chemicals and gases into the environment, and when chemical or nuclear power plants develop accidental leaks and releases. Hazardous substances released into the air or water can travel long distances.

#### TYPICAL ADVERSE EFFECTS

1. *Physical damage* - Damage or destruction may occur to structures and infrastructure. Transportation accidents damage vehicles and other objects on impact. Industrial fires may reach high temperatures and affect large areas.
2. *Casualties* - Many people may be killed or injured and require medical treatment
3. *Crop, livestock and food supplies* - May contaminate crops, food supplies and livestock.
4. *Environmental* - Contamination of air, water supply, and land may occur. Areas may become uninhabitable. Ecological systems may be disrupted even on a global scale.

#### **TYPICAL DISASTER ASSISTANCE NEEDS**

In the event of a chemical disaster, medical and emergency teams should remove all injured persons from the scene of the emergency. All persons should leave the area unless protected by special equipment. They should stay away until safe return to the area has been determined and announced to the public. In the case of water contamination, alternate sources have to be provided.

Clean up of the effects of the disaster may require more resources than are locally available; international emergency assistance may be required. The affected areas should be monitored continually following the disaster. Thorough investigation and documentation of the emergency must occur.

### **5. DISPLACED POPULATIONS**

#### **GENERAL CHARACTERISTICS**

Displaced populations may include people settling in temporary settlements or camps after a mass population movement; non-combatant individuals and families forced to leave their homes due to consequences of conflict but who remain inside their country; people expelled or fleeing a country, especially as an ethnic or national group, forced out for economic or political reasons; and people forced to leave their homes as a result of drought, famine, or other disaster, usually in search of food.

#### **TYPICAL ADVERSE EFFECTS**

Loss of means of livelihood, loss of normal sources of food, lack of fuel for cooking, lack of potable water, communicable diseases and overcrowding, possibly large numbers of unaccompanied children, lack of shelter and household necessities

#### **TYPICAL EMERGENCY NEEDS**

While needs will vary according to the situation, in general they will include:

- Water supply and sanitation
- Short-term and long-term food distributions
- Nutritional and epidemiological surveillance
- Emergency shelter
- Blankets, household fuel, and other household goods Medical supplies, immunization, public health
- Community social services, especially for unaccompanied children
- Tracing, protection and security

### **6. STORM SURGE:**

#### **GENERAL CHARACTERISTICS**

Storm surge is simply water that is pushed toward the shore by the force of the winds swirling around the storm. This advancing surge combines with the normal tides to create

the hurricane storm tide, which can increase the mean water level 15 feet or more. In addition, wind driven waves are superimposed on the storm tide. This rise in water level can cause severe flooding in coastal areas, particularly when the storm tide coincides with the normal high tides.

#### **TYPICAL ADVERSE EFFECTS**

A storm surge is a high flood of water caused by wind and low pressure, most commonly associated with hurricanes. The storm surge is the most deadly aspect of a hurricane, responsible for 90% of deaths during hurricanes. Storm surges are different from tidal surges, which are violent surges caused exclusively by the tidal shift in sea level

#### **TYPICAL EMERGENCY NEEDS**

- Minimize the distance you must travel to reach a safe location; the further you drive the higher the likelihood of encountering traffic congestion and other problems on the roadways.
- Select the nearest possible evacuation destination, preferably within your local area, and map out your route. Do not get on the road without a planned route, or a place to go.
- Choose the home of the closest friend or relative outside a designated evacuation zone and discuss your plan with them before hurricane season.
- You may also choose a hotel/motel outside of the vulnerable area.
- If neither of these options is available, consider the closest possible public shelter, preferably within your local area.
- Use the evacuation routes designated by authorities and, if possible, become familiar with your route by driving it before an evacuation order is issued.
- Contact your local emergency management office to register or get information regarding anyone in your household whom may require special assistance in order to evacuate.
- Prepare your home prior to leaving by boarding up doors and windows, securing or moving indoors all yard objects, and turning off all utilities.
- Before leaving, fill your car with gas and withdraw extra money from the ATM.
- Take all prescription medicines and special medical items, such as glasses and diapers.
- If your family evacuation plan includes an RV, boat or trailer, leave early. Do not wait until the evacuation order or exodus is well underway to start your trip.
- If you live in an evacuation zone and are ordered to evacuate by state or local officials, do so as quickly as possible. Do not wait or delay your departure, to do so will only increase your chances of being stuck in traffic, or even worse, not being able to get out at all.
- Expect traffic congestion and delays during evacuations. Expect and plan for significantly longer travel times than normal to reach your family's intended destination.
- Stay tuned to a local radio or television station and listen carefully for any advisories or specific instructions from local officials.

### ACTIVITY 33– COMMUNITY BASED RISK REDUCTION STRATEGY

**Objective:**

At the end of the session participants would have understood to put together a strategy for risk reduction in their community

**Output:** Participant produce a strategy for community based risk reduction.

**Method:** Presentation/Brainstorm

**Duration:** 30 minutes

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**PROCESS/FACILITATION GUIDE:**

- Step 1:** Read aloud the topic to the participants. Encourage participants to share how they are linking Risk, Hazard, Vulnerability and Capacity?
- Step 2:** Read aloud the topic to the participants. Encourage participants to share how they are putting together a strategy for community based risk reduction?
- Step 3:** Encourage participants to go beyond one sentence definitions and expand on what they know.
- Step 4:** Note the answers and views of the participants on a flipchart attached to the white board. Discuss responses.
- Step 5:** (Facilitator) Make a brief presentation, using the notes in this section, on Disaster. **The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**
- Step 6:** Answer any questions. Conclude the exercise by reviewing the points and learning to the whole large group. Discuss.

**Below are some questions /phrases that can be used by the facilitator to stimulate discussion:**



- What do you know what are the links between Risk, Hazard, Vulnerability and Capacity?
- How can you put together a strategy for Community Based Risk Reduction?
- What are the risk reduction measures?
- Was everyone included in the discussion?

### FACILITATOR’S NOTE 33



The three important elements of Risk:

**RISK = HAZARDS x VULNERABILITIES (-CAPACITIES)**

2. the hazards that a community faces (the probability and the impact)
3. the social, economic and other human factors make them vulnerable
4. the capacities of communities and institutions to reduce risk

As much you are decreasing Hazards and Vulnerability and increasing capacities that much Risk is coming down. **This is called Community Risk Reduction**

### **RISK REDUCTION MEASURES**

The range of risk reduction measures can be classified into the following categories:

- Societal
- Physical planning
- Economic
- Engineering and construction
- Management and institutional memory

### **RISK REDUCTION STRATEGIES**

Risk reduction strategies means specific activities for reducing the risks associated with the following hazards:

#### **1. DROUGHTS COMMUNITY-BASED RISK REDUCTION MEASURES:**

Communities can construct check dams, reservoirs, wells and water tanks as well as develop planting and re-forestation efforts to reduce the risks of drought and desertification.

They can also change cropping patterns and livestock management practices, introduce water conservation policies, build sturdier wells, start dry-season well-irrigated gardens and develop alternative non-agricultural industries.

#### **2. FLOODS COMMUNITY-BASED RISK REDUCTION MEASURES:**

The majority of deaths and much of the destruction created by floods can be prevented by mitigation and preparedness measures. Communities can be actively involved in reducing the risk of flood damage. Where construction in flood-prone sites is necessary or cannot be avoided, houses can be constructed to be flood resistant using materials resistant to water damage and strong foundations. Awareness of water hazards can be reflected in living practices such as constructing elevated storage and sleeping areas. Crop cycles can be modified to avoid the flooding season, and flood-resistant crops can be introduced.

Community members should also be aware that deforestation can exacerbate flooding. Communities can reduce the risk of personal harm by preparing flood evacuation plans which include the identification of evacuation routes and availability of boats or other appropriate transport and rescue equipment. Monitoring and warning systems at the local (and regional) level are also important components of a risk reduction strategy.

Inhabitants of flood prone areas usually have a number of traditional methods for coping with floods. Some aspects of flood planning and response can be managed at the village level and upgraded with outside assistance. These are:

- issuing warnings at the local level
- participating in flood fighting by organizing work parties to repair embankments

- or clear debris from drainage areas, pile sandbags and stockpile needed materials.
- facilitating agricultural recovery
- planning emergency supplies of food and clean drinking water
- identifying traditional mitigation and preparedness measures and determining their effectiveness

Programs to promote public awareness of flood hazards may contain the following components:

- Explanations of the function of flood plains, location of local flood plains and drainage patterns
- Identification of flood hazard and warning signs
- Advice on how to flood-proof possessions and develop personal escape plans
- Explanation of local evacuation plans and warning systems, and appropriate post disaster activities
- Emphasis on personal responsibility for flood prevention/mitigation in day-to-day living practices. This includes the use of proper farming practices, prevention of deforestation and maintenance of drainage systems

### **3. EARTHQUAKES COMMUNITY-BASED RISK REDUCTION MEASURES:**

An important element of earthquake mitigation is community awareness and participation.

Awareness of earthquake risk and a desire to live in houses safe from seismic forces help motivate construction of earthquake-resistant buildings. Knowledge of what to do in the event of an earthquake can be increased by earthquake drills and public awareness programs. Community fire fighting, search and rescue, and first aid training groups can also be formed. These groups can take responsibility for readiness and maintenance of fire extinguishers, excavation tools and other civil protection equipment.

Community organizations and local officials should develop plans to prepare and react to the emergency. The plan might include the following elements and activities:

- identifying and training teams for search and rescue operations
- ensuring the rapid availability of detection equipment
- identifying and training teams for disaster assessment
- identifying safe sites and emergency shelters where vulnerable populations could be relocated
- training personnel in trauma care and first aid
- planning for an alternative water supply
- preparing plans to clear streets for emergency access
- preparing emergency communication systems and messages to the public regarding their security
- training teams to determine if buildings are safe for re-occupancy
- preparing flood plans for susceptible areas
- coordinating preparations with voluntary organizations

### **4. CHEMICAL AND INDUSTRIAL ACCIDENTS COMMUNITY-BASED RISK REDUCTION MEASURES:**

Communities should participate in actions to monitor pollution levels, ensure inspection and enforcement of existing safety standards, and improve safety legislation. They should also develop evacuation plans to be followed in the event of a technological disaster as well as regulate hazardous-materials transport routes away from schools and residential

areas.

Local leaders and officials also have a role to play with regard to chemical and industrial accidents. They represent the concerns or views of their constituents. Their responsibilities include:

- Communicating with local authorities and industry leaders regarding issues of concern to the local population
- Communicating with their constituency on programs related to protecting public health and the environment
- Encouraging locally based organizations to participate in and conduct safety and preparedness training

General risk reduction strategies and local community risk reduction measures for each of these hazards are discussed below. The general risk reduction strategies often are costly or necessitate enforced legislation and thus will require government, private sector or donor support. The local measures are less costly and promote the use of locally available resources and capacities.

#### **5. DISPLACED POPULATIONS**

Building shelters, clinics, water supply system, providing based needs, food and basic education system.

#### **6. STORM SURGE COMMUNITY-BASED RISK REDUCTION MEASURES:**

Communities can help reduce their risk of damage from storms by preparing evacuation plans and warning systems to be implemented in the event of a storm; by constructing wind-resistant or easily rebuilt houses; by securing and fastening down those elements that could blow away and cause damage or injury elsewhere, such as metal sheeting, fences, and signs; by taking shelter in strong, wind-resistant buildings; by taking protective measures for boats, building contents or other possessions at risk; and by protecting food storage facilities from storms.

### **ACTIVITY 34– COMMUNITY HAZARD, RISK AND CAPACITY MAPPING**

#### **Objective:**

At the end of the session participants would have understood how to map hazard, Risk, Vulnerability and Capacity

**Output:** Participant produce a map of hazards, vulnerabilities and capacities in their community.

**Method:** Presentation/Brainstorm

**Duration:** 20 minutes

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#### **PROCESS/FACILITATION GUIDE:**

**Step 1:** Read aloud the topic to the participants. Encourage participants to share how they are mapping Hazard, Risk, Vulnerability and Capacity?

- Step 2:** Put together flip chart and have them draw possible Hazards, Risks, Vulnerable people to those risks and where do they have capacities to engage them.
- Step 3:** Have the group go to the site they identified and draw the map on how they are planning to address.
- Step 4:** (Facilitator) Make a brief presentation, using the notes in this section, on Disaster. **The facilitator should make sure that s/he reads the notes well before the workshop to clarify anything that is not understood.**
- Step 5:** Answer any questions. Conclude the exercise by reviewing the points and learning to the whole large group. Discuss.
- Step 6:** Have participants make ready that map and bring it back when you are training them in Community Planning Process.
- Step 7:** Have participants understand that you will use this map as a tool when you are training them in community planning process.

**Below are some questions /phrases that can be used by the facilitator to stimulate discussion:**



- How do you map Hazard, Risk, Vulnerability and Capacity?
- What do you think which one should be directly or indirectly related to the others?
- Was everyone included in the discussion?

### **FACILITATOR'S NOTE 34**

#### **COMMUNITY HAZARD, RISK, VULNERABILITY AND CAPACITY MAPPING**

One way to raise awareness and change perceptions about potential risks is by engaging individuals and groups in producing local community hazard, risk and capacity maps.



These maps can be useful for showing the general pattern of risks threatening a certain Population and the capacities they possess for overcoming those risks. In addition to intermittent, larger scale, natural hazards such as earthquakes or floods, community risk maps can be used to highlight daily emergencies—unemployment, nutritional deficiencies, unsafe housing conditions and limited access to health care—all of which become more acute during a natural disaster. These maps can also be used to highlight local resources and capacities—such as skills, food reserves, emergency housing options, community and social organizations, businesses, local leaders, cultural values and attitudes, and transportation sources such as school buses or ox carts that will help communities cope with disasters. Finally, hazard maps assist in the preparation of plans which can reduce the danger in a community and in the identification of evacuation plans for risk areas. Teachers, schoolchildren, social and health care workers, volunteers, and others in a community can create these maps using the simplest of tools: crayons or colored pencils and paper. The information that is generated can be used to help plan risk reduction measures and initiatives. The Pan American Health Organization (PAHO) has identified four main steps to produce a

community risk and capacity map.

1. Identify and prioritize a list of common problems and needs
2. Visit areas and sites in the community that pose a risk
3. Based on these visits, draw distinct and detailed maps which show potential hazards, vulnerable people and resources in case of emergency. (Ideally, one map is drawn for each: one for the hazards, one for vulnerable people and one for community capacities and resources)
4. Organize a local disaster committee to plan risk reduction measures and/or to formulate a local emergency preparedness and response plan

Any plans that are generated based on these maps need to be widely discussed and disseminated in a community—ideally through community meetings and presentations.

The strategies for reducing risks will also need to be realistic and achievable, lest they raise expectations that cannot be met.

### **ACTIVITY 35: SUMMARY OF THE WORKSHOP AND EVALUATION**

**Objectives:**

To summarize the workshop and get ready for the evaluation

**Output:** Participants can name the topics which they covered in the two days workshop

**Method:** Brain storming

**Duration:** 40 minutes

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#### **PROCESS/FACILITATION GUIDE:**

**Step 1:** Have each participant share what they remember/enjoyed doing in the workshop.

**Step 2:** Discuss.

**Summaries all the workshop with the participants. Remind them the major topics of the workshop and get them ready for the evaluation.**